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Pinecrest Academy, Inc.
educating tomorrow's global leaders

PINECREST ACADEMY GULF COAST

MODEL FLORIDA CHARTER SCHOOL APPLICATION

Submitted by:

Pinecrest Academy, Inc.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Pinecrest Academy Gulf Coast

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Pinecrest Academy, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State? Yes

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: Judith C Marty/ cc Fernando Barroso

TITLE/RELATIONSHIP TO NON-PROFIT: Governing Board Chair / Authorized Representative

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Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Judith Marty	Pinecrest Academy, Inc Governing Board Chair & Director of Education, Mater Academy, Inc.	Governing Board Chair Quality Assurance, Support & Oversight
Richard Moreno	VP, Building Hope	Financial Consultant
Liliana Salazar	Natl Dir. Special Ed, Academica	ESP Support: ESE
Adriana Lima	Director Of Marketing	ESP Support: Enrollment/Marketing
Christina Alcalde	Principal, Pinecrest Lakes	Educational Support
Millie Sanchez	Director of Educational Services, Academica	ESP Support: Educational and Student Services
Fernando Barroso	Central Florida Representative, Academica	ESP Support: Compliance/Operations
Colette Papa, Esq.	General Counsel, Academica	ESP Support: Legal
Kelly Mallon	Governing Board Liaison, Academica	ESP Support: Governance
Ana Martinez	CFO, Academica	ESP Support: Fiscal
Amy Nunez	Human Resources Director, Academica	ESP Support: Human Resources
Vanessa Mancebo, Esq.	Legal & State Compliance Counsel, Academica	ESP Support: Legal and Compliance support

Projected Date of School Opening (Month/Year): 2019-2020

Do any of the following describe your organization, or the school proposed in this application?

Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

_____ Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

_____ Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

Will contract or partner with an Education Service Provider (ESP). (See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: Academica

Seeks approval to replicate an existing school model. (See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)

_____ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. (Applicant must complete Addendum A1.)

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? Yes

_____ No If yes, complete the table below (add lines as necessary).

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
FL	Lake County Schools	Pinecrest Academy Tavares	8/1/18	TBD

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? Yes _____ No If yes, complete the table below (add lines as necessary).

Planned School Name	Authorizer	City, State	Opening Date
Pinecrest Collegiate Academy	OCPS	Orlando, FL	2018
Pinecrest Collegiate Middle	OCPS	Orlando, FL	2019
Pinecrest Collegiate High	OCPS	Orlando, FL	2019
Pinecrest Academy West	MDCPS	Miami, FL	2018
Pinecrest Academy Four Corners	Lake County	Clermont, FL	2019
Pinecrest Academy Wesley Chapel	Pasco County	Wesley Chapel, FL	2019
Pinecrest Academy Space Coast	Brevard County	Cocoa/Cocoa Beach, FL	2019

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

Yes _____ No If yes, complete DOE Form IEPC-M1A which can be found at

<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

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

Judith C Marty
Printed Name

Governing Board Chair
Title

1/30/18
Date

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EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The charter school petition before you is being submitted by the Pinecrest Academy, Inc. Governing Board of Directors. Currently, Pinecrest Academy, Inc. oversees nine Pinecrest schools in Florida. As of the 2017-18 school year, seven Pinecrest schools were designated high performing schools by the Florida Department of Education, having met all criteria specified in F.S. 1002.331.

The application for Pinecrest Academy Gulf Coast will be a replication of the Pinecrest Academy, Inc. model of charter schools and will have a focus on standards-based and research-based instruction incorporating STEM themes. The school will offer grades K through 8 and will serve 800 students at full capacity. The location where the applicant is hoping to open the proven, quality, K-8 program (as evidenced by the success of the school model being replicated) will create much needed student stations in the Palmer Ranch area of the County based on long range growth planning studies conducted by the School District.

Mission: Pinecrest Academy Gulf Coast will provide a safe and nurturing learning environment in which all students are able to master state and national standards. Through ongoing assessments, engaging activities, and collaboration with students and parents, we will achieve student success.

The Vision of Pinecrest Academy, Inc. is *Empowering lifelong learners with knowledge and values required for productive global leadership*. As such, Pinecrest Schools are required to:

- Foster an expectation of student excellence
- Instill a college bound mindset
- Implement a rigorous standards-based instructional program building college readiness at every level starting at the elementary grades
- Partner with parents to support the family through their child's academic career at the school and beyond
- Collaborate with various stakeholders and supports to ensure quality outcomes for all students and in turn the school and consequently the entire Pinecrest family.

Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the Florida Standards in ELA and Mathematics and literacy standards for science and the Florida NG-SSS, as applicable to course and grade level. Accordingly, the school will combine the best practices developed by the Pinecrest network and those principles driving essential school reform nation-wide. Pinecrest Academy will provide all students with a core curriculum of English/language arts (ELA), Mathematics, Social Science, Science, and a rich array of specials/electives in Performing and Fine arts, health, physical education, and world languages and technical curricula, including Project Lead the Way.

The governing board members of Pinecrest Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Pinecrest Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

The School will implement the Positive Behavioral Interventions & Support (PBIS) model. PBIS is a team based, systematic approach in teaching behavioral expectations throughout the school. All students at Pinecrest Academy are expected to be safe, responsible and respectful.

Pinecrest Academy, Inc. (the applicant) is a Florida not-for-profit educational institution with a proven track record of successful development and operation of charter schools in Florida. In 2016, Pinecrest Academy, Inc. was designated by the SACS/AdvancED as a fully accredited charter school system. The applicant opened their first school in 2001, Pinecrest Academy, a K-5 school in Miami, Florida that maintains a long track record of success. The applicant has consistently sustained a culture of high expectations and a commitment toward student success, yielding positive results for a great majority of the students served, and in particular as evidenced in the Pinecrest Academy, Inc. report card included herein. Moreover, the organization's continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance over time, has yielded approved and/or renewed charter school contracts since 2000. In the 2017-18 school year, the applicant oversees eleven Pinecrest schools in Florida, of which eight are located in Miami-Dade County, 2 are located in Orange County, and 1 in Lake County, offering a complete K-12 network.

The applicant has developed a multi-tier system (management, instruction, assessment and professional development) that has achieved increased performance across many campuses, especially Pinecrest secondary schools, as evidenced by their historical academic student performance. Pinecrest Academy stakeholders have become an accomplished and established team, with a track record of academic and financial success that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of its existing schools.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

- A. *Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.*

Mission: Pinecrest Academy Gulf Coast will provide a safe and nurturing learning environment in which all students are able to master state and national standards. Through ongoing assessments, engaging activities, and collaboration with students and parents, we will achieve student success. Vision: The core philosophy and vision of our Pinecrest family is to empower each student to succeed in life and contribute to society in a positive manner. We envision students who will make a lasting impact on peers, communities, and are conscious of their purpose in the world at large. In order to develop compassionate and empathetic students, we will provide a safe and nurturing environment where there is mutual respect amongst all members of our school community. Students will come to school prepared and eager to learn. By exposing our children to a diverse curricula and differentiated activities, we will develop life-long, intrinsic learners.

Like the schools being replicated, Pinecrest Academy Gulf Coast will be a Positive Behavioral Interventions & Support (PBIS) school. PBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. PBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model. All students will be safe, respectful and responsible.

- B. *Provide the page number(s) of the material within this application that describes how the proposed 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:
- ◆ *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) vi, 4-5, 35, 106*
 - ◆ *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 35-50, 81-90, 115-121*
 - ◆ *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. PAGE(S) 42-47, Attachment D. Reading Plan*
- C. *Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.*
In accordance with the law, charter schools shall fulfill the following purposes:
- ◆ *Improve student learning and academic achievement. PAGE(S) 46, 35-38, 46-50*
 - ◆ *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 71-73, 8-12, 34, Section 4*
 - ◆ *Encourage the use of innovative learning methods. PAGE(S) 7, 80, 33-34*

◆ *Require the measurement of learning outcomes. PAGE(S)62, 35-50*

D. *Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional. In accordance with the law, charter schools may fulfill the following purposes:*

◆ *Create innovative measurement tools. PAGES(S) 80*

◆ *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) vi, 5*

◆ *Expand the capacity of the public school system. PAGE(S) 5*

◆ *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S)5*

◆ *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S)106, 125*

Section 2: Target Population and Student Body

- A. *Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.¹ If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.*

Pinecrest Academy Gulf Coast will provide a safe and nurturing learning environment in which all students are able to master state and national standards. Through ongoing assessments, engaging activities, and collaboration with students and parents, we will achieve student success.

Anticipated Student Population: The school will be open to children eligible to attend grades K-8 (approximately 5 to 14 years of age). The school will have an open admissions policy and therefore be available to any student, as described in F.S. §1002.33(10), who submits a timely application (prior to the posted deadlines), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants will have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process.

It is anticipated the School will attract students from existing private and public choice programs and traditional public school programs throughout the county, specifically the Palmer Ranch area where a need has been identified for additional student stations and a high quality public choice program. It is anticipated that the demographics of the student population will mirror that of the surrounding community.

Enrollment Preferences - In accordance with 1002.33(10)(d), F.S., the charter school will give enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in the charter school
- Students who are the children of a member of the governing board of the charter school
- Students who are the children of an employee of the charter school
- Students who are the children of an active duty member of any branch of the United States Armed Forces
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#)

Enrollment Limitation – In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to

¹ For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. See Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;

- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor.

***1002.31 Controlled Open Enrollment** – Pursuant to Florida law, a charter school may be exempt from the requirements of s.1002.31 if the school is open to any student covered in an interdistrict agreement and any student residing in the school district in which the charter school is located. Section 1002.31 states in pertinent part, a charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school’s controlled open enrollment process, if the school has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school’s governing board will determine the school’s capacity based upon its charter school contract and post current capacity determinations on the school’s website. As part of its controlled open enrollment process, the school will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.1002.33.

Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a) (e). As part of its controlled open enrollment process, the school may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. 1002.33(10) as described above.

The anticipated population to be served is in direct alignment with the School’s mission and vision. In order to achieve academic excellence, the school will replicate an already proven program of high performing schools that provide a well-rounded curriculum that prepares students to master the Florida Standards (FS) and Next Generation Sunshine State Standards (NGSSS). The school will provide a standard-based curriculum (with adequate preparation for state assessments), strengthening the school-home connection, in order to meet the individual needs of the student population. By offering an open admissions policy, the school will provide equitable choice opportunities for *all* students across grades K-8.

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

The Palmer Ranch area of the County has an immediate need for elementary and middle school student capacity.

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	90	90	90	90	90
1st Grade	72	90	90	90	90
2nd Grade	72	72	90	90	90
3rd Grade	36	72	72	90	90

4th Grade	44	44	88	88	88
5th Grade	22	44	44	88	88
6th Grade	88	88	88	88	88
7th Grade	0	88	88	88	88
8th Grade	0	0	88	88	88
	424	588	738	800	800

D. Provide a brief explanation of how the enrollment projections were developed.

The student population projections were based upon Pinecrest’s previous successful experience operating Pinecrest Academy K-8 programs as well as the demonstrated need in the Palmer Ranch area for an elementary and middle school capacity based on long range growth planning studies conducted by the School District.

The Palmer Ranch area of the County has an immediate need for elementary and middle school student capacity. Enrollment at Ashton Elementary is projected to reach 100 percent capacity by 2021. Ashton is the second-highest occupied school in the district, at 92 percent capacity in the 2017-2018 school year with 1,025 students, an increase in almost 100 students from 2016/17. (Citation: <http://www.heraldtribune.com/news/20180107/sarasota-school-district-looks-to-build-new-elementary-school>). Sarasota Middle School also projects an over enrollment.

Tindale Oliver’s study for the Sarasota School District in October, 2015 concluded that “When the growth rates and location of additional students compared to available capacity are taken into consideration...it is estimate that the District will need to construct 3 elementary schools and 1 high school. In addition, it is estimated that the need to plan funding for an additional elementary school will arise by 2026.” (Citation: <http://www.floridaplanning.org/wp-content/uploads/2016/04/Sarasota-Schools-Long-Range-Plan-Final-10-9-15.pdf>)

The attached student enrollment maps (**Attachment T**) show that the Palmer Ranch area has a very high need for elementary and middle school capacity, based on current and projected under supply of student stations: (Citation: <http://www.floridaplanning.org/wp-content/uploads/2016/04/Sarasota-Schools-Long-Range-Plan-Final-10-9-15.pdf>)

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

The rationale for the projected numbers of students takes into account the enrollment and growth of the existing Pinecrest model to be replicated as well as the current demand for additional student stations in the area the school intends to locate. As noted in the attached summary analysis in Attachment T, the area considered indicates within a 5 mile radius of the area, 10,751 potential students of age 5-14. The area has shown growth in the last six years and is projected to further grow in the next five years.

Section 3: Educational Program Design

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

The proposed school will maintain the Pinecrest underlying purpose, which is Academic Excellence. The emphasis of the Pinecrest framework is a “push and pull” method of preparing students to maximize upon their potential, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle, while students who are struggling and/or underachieving are pulled out for remediation through an intensive tutoring program and taught using supportive learning strategies. As a result, students will be better prepared for success in middle, high school (and subsequently college) preparation coursework. These and other Pinecrest “best practices” (described through this application) are established pillars of the Pinecrest Academy, Inc. trademark, and derived from over fifteen years of experience with innovative board members, parents and educators working together for a common purpose.

Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the Florida Standards in ELA and Mathematics and literacy standards for science and the Florida NG-SSS, as applicable to course and grade level. Accordingly, the school will combine the best practices developed by the Pinecrest network and those principles driving essential school reform nation-wide. Pinecrest Academy will provide all students with a core curriculum of English/language arts (ELA), Mathematics, Social Science, Science, and a rich array of specials/electives in fine arts, health, physical education, and world languages and technical curricula, including Project Lead The Way². Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress. Students who are struggling and/or below-level will be identified; remediation courses as well as prescriptive classroom-based strategies will target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential and remediating individual deficiencies.

The curriculum will provide a solid academic foundation for students to have success at subsequent levels. Cognitive science research in mathematics and reading underscores the emphasis on meaning and understanding, beginning in the early elementary grades. Thus, much of the curriculum is centered on this approach as well as remediation when necessary. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners).

² Project Lead The Way provides transformative learning experiences for K-12 students and teachers in the following pathways: computer science, engineering, and biomedical science

In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FSA in ELA and the FSA in Mathematics will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school will inform instruction and adjust interventions through the MTSS process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards.

Outlined below are the Pinecrest model's innovative best practices sustained by educational research and aimed at maintaining Pinecrest's academic success, which will be implemented at the proposed school:

Rigor, Relevance and Relationships³ - The three R's framework will drive teaching and learning within the school. To further illustrate how the School will approach the "3 Rs" the school will implement the following (based upon the success of the replicated schools):

In terms of Rigor – the School will:

- Offer High school courses for credits at middle school level (Math, Science, and World Languages) as approved/applicable;
- Utilize Reading in the Content Area strategies;
- Implement high expectations for all students;
- Implement pacing of essential standards based on nine-week intervals, in each content area;
- using Scope and Sequence & Curriculum Blueprints
- Implement data-driven and differentiated instruction methodology.

In terms of Relevance – the School will:

- Have students prepare a personalized academic and career plan;
- Provide group and individualized counseling and student data chats;
- Implement push and pull philosophy: Offer Before and after school targeted tutoring; Saturday tutoring enrichment for FSA and EOC;
- Offer opportunities for students to exercise curricular autonomy (whenever possible);
- Offer opportunities for all students to advance, despite entry level;
- Offer an educationally-nurturing environment: Build student-teacher relationships and administrative availability and visibility;
- Walkthroughs; and open door policy

In terms of Relationships, the School will:

- Deliver Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning
- Offer a Home away from Home – a sense of “belongingness”;
- Offer student-driven creative activities (e.g. dance, chess club, robotics, drama, photography, art, Students against destructive decisions (SADD), Thespian Troupe, Chorus, to name a few);
- Offer student-driven Service clubs (e.g. SGA, Key Club, Safety Patrol, SECME, Junior

³**Willard R. Daggett**, Ed.D., CEO of the International Center for Leadership in Education is recognized worldwide for his proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives, many in response to *No Child Left Behind's* demanding adequate yearly progress (AYP) provisions.

- Honor societies, etc.) to encourage community engagement;
- Encourage parental partnerships.

Teachers will deliver instruction directly aligned to the FS/NGSSS and employ effective research-based strategies to maximize learning (referenced in in detail by core subject in Section 4 below.

For details on the school's educational program and curriculum please refer to: Section 4. Curriculum and Instructional Design and Attachment B. Sample Daily Schedule.

- B. *Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.*

The basic learning environment will support the school's mission in that the educational program is designed to serve all students and accommodate diverse needs and learning styles. Teachers will begin the school year with a thorough review of their students' previous year data as well as administer a pre-test assessment for Reading and Mathematics using i-Ready diagnostic assessments during the first week of school. This will allow the school to gather the most current data in order to determine areas of students' strengths and weakness, to make accurate placement decisions and to provide differentiated instruction and appropriate interventions/support services. The educational program will be structured according to the required minutes of instruction per class and grade level in accordance with the *Sponsor's Student Progression Plan*. We believe that students learn best in a personalized small school setting. In an effort to maintain small class sizes, the school will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Classes will consist of a teacher: student ratio of 1:18 for K-3 and 1:22 for grades 4-8. The school will offer a curriculum where all students can achieve success. The school offers regular, advanced, and self-contained gifted classes.

Like the Pincrest programs being replicated, the school will implement the **Positive Behavioral Interventions & Support (PBIS)**⁴ model. PBIS is a team based, systematic approach in teaching behavioral expectations throughout the school. All students will be expected to be safe, responsible and respectful

PBIS is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. The goal of PBIS is to build effective, positive school environments; enhance school climate and safety; prevent problem behaviors from occurring; teach and reinforce appropriate behaviors; Increase instructional time and academic performance; enhance teacher capacity to effectively address problem behavior; create meaningful and durable behavior and lifestyle outcomes.

Data-Driven Individualized Support for all Students – The school will implement strategies designed to address students' individualized learning needs, including educationally disadvantaged students who may be at-risk of falling behind. For example, teachers at each school are trained to continuously

⁴ PBIS refers to Positive Behavioral Interventions and Support, which encompasses "a range of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment" (APBS, 2014) <http://flpbis.cbcs.usf.edu/about/PBIS.html>

monitor student progress and make data-driven decisions for effective delivery of instruction. The school will have a Multi-Tier System of Supports (MTSS) leadership team composed of administrators, teachers, and specialists at the school. This team uses a Problem-Solving MTSS Framework to meet the academic and behavioral needs of all students. The team provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance. Through this process the team plans, evaluates, and revises all tiers of instruction.

Supporting Students with special needs – The Pincrest model allows educationally disadvantaged students including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the replicated schools will commit to instruction that incorporates supports and accommodates, including: 1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services; 3) Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the Florida Standards; 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student’s IEP, EP, and/or ELL plan, schools offer tutoring services or other such assistance to ensure students remain successful.

Professional Development and Mentoring - To provide a seamless transition from one educational level to the next, Pincrest conducts the following professional activities annually: a) Best Practices workshops for lead administrators during Year 1; (b) Annual professional development training sessions delivered by the CollegeBoard and other college partners; (c) Professional Development sessions for vertical alignment of curriculum; (d) Elementary/Middle and Middle/High school faculty meetings on-site at least once quarterly; Pincrest also supports new principals via mentorship and training during the initial planning and implementation of the schools (Years 1-2). The mentors will ensure the Pincrest model is implemented with fidelity, and support the principals in all aspects of operation/administration.

Teachers Developing Instructional Strategies/ Curriculum: Teachers will play an integral role in the implementation of core curriculum and implementation of instructional strategies, maintaining - and exceeding - the highest expectations- in alignment with the Florida Standards. Curriculum development will reflect how best to present a core body of knowledge, integrating technology, accommodating different learning styles and helping teachers to individualize and improve the learning process. Teacher participation in curriculum development will also serve to increase their personal investment in the pedagogical process, as has been the case at the school to be replicated.

C. Describe the research base used to design the educational program.

Core content will be delivered using the researched based instructional materials, strategies and best practices that have proven successful at Pincrest Academy schools throughout South Florida. The

new Florida Standards (including the NGSSS, as applicable) are the recipe the School will employ to bring the mission to fruition. The educational design is based on the design the Pinecrest model, which has proven highly successful in raising student achievement and student mastery of Florida Standards. The governing board and Pinecrest Academy Inc.'s administrative staff will oversee the implementation of the following practices/activities to ensure that the program is replicated implement with fidelity:

- Teachers/representatives from the Pinecrest network schools will meet periodically (in person, conference call or via Skype or a similar program) by grade level and/or subject area to plan and share best practices and creating lesson plans to be submitted to lead teachers for review and administration for approval; (through Pinecrest Inc. workshops and on teacher planning days)
- Teachers will be trained on common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class
- Principals will ensure implementation through modeling, mentoring, and classroom walkthroughs
- Ensuring that the new school implements the same curriculum, materials, and scheduling process
- Implementing the same cornerstone elements: high expectations; individualized instructional models; targeted tutoring; and parental involvement through School Advisory Council and an active PTSA;
- Fidelity of instructional programming by using appropriate grade/subject level instructional focus guides and focus calendars and implementing the same state-approved curriculum in content areas.
- Ensuring teachers are on task and effective as measured by various processes such as: Formal observations conducted annually (bi-annually for new teachers), informal observations through classroom walkthroughs conducted daily, and ongoing review (at least quarterly) of student performance data and results as a means to inform instruction;
- Using qualitative and quantitative data to inform and guide instructional planning

The educational program to be implemented at the School is also founded on research-based practices of the National Association of Secondary School Principals (NASSP) and Center for Secondary Schools Redesign (CSSR) Breaking Ranks II research-based educational initiatives, which emphasize:

- Collaborative leadership: professional learning communities, shared leadership, and student and staff leadership development;
- Personalization: attention to all students, mentoring, and school/community connections;
- Curriculum, instruction and assessment: providing, access to rigorous coursework, utilizing differentiated instruction techniques and using multiple assessments for data-driven decision making.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

See Attached Sample Daily Schedule and Sponsor Annual Calendar Attachment B.

E. *Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.*

Pinecrest is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Florida Standards and NGSSS. The school will employ Reading and/or Math coaches and adequate ELL and ESE personnel, and counseling staff to adequately support and properly service students as deemed necessary and according to needs (See Staffing Plan). Classroom teachers will use research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure student success (See Section 4). The school will also offer programs such as courses that aid in strategies/skills necessary to succeed in the real world such as the “Research” and “Research and Critical Thinking” courses described in the curriculum section, which prepare students to solve real-world problems using robotics and engineering concepts. Character education is infused in social studies to foster values and virtues of responsible world citizens. Free tutoring will be provided in the afternoons to fill any learning gaps while afterschool enrichment program will also offer creative projects aligned to ELA/Math and Science, Robotics club and various junior honor societies to foster an academic culture and love of learning both in and out of the classroom in promoting the school’s mission.

To support attainment of the state-adopted standards for our intended student population, the school will provide:

Data-Driven Individualized Supports all Students: The school will have a Multi-Tier System of Supports (MTSS) team composed of administrators, teachers, and specialists trained to use the MTSS Framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind. The School will screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Teachers will be trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The team will determine the interventions matched to student needs using learning rate over time and level of performance. Through this process the team will plan, evaluate, and revise all tiers of instruction.

Tier I is inclusive of all students. All students in Tier 1 will receive high quality, scientifically based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include i-Ready and Progress Monitoring Assessments in ELA, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.

Services for students below grade level and/ or at risk of failure: In Tier 2, students not making progress in the core curriculum will be provided with increasingly intensive instruction matched to their needs including, but not limited to:

- Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student’s needs;
- Additional tutoring opportunities with qualified interventionist using research based interventions
- Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines;
- Progress monitoring through data tracking logs (Wonderworks (K-5) and i-Ready/core texts assessments)
- Any K-3 student who exhibits a substantial deficiency in reading based on screening, diagnostic, progress monitoring, assessment data or teacher observations will be provided intensive, explicit, systematic and multisensory reading interventions

Academic Support in ELA and Mathematics: As per House Bill 7069, the school will evaluate students and provide academic support through Intensive Reading and Intensive Mathematics courses for grades 6-8 students in accordance with the Sponsor’s SPP. In grades K-5, Interventionist (teachers and qualified paraprofessionals) will work with students and provide intense individualized interventions; In grades 6-8, students receive Intensive courses in Reading and Mathematics with appropriate curriculum and interventions (as described in Section 4).

Reading Interventions for grades K-5	
General Education	30 minutes for daily interventions within the daily schedule
ELLs	30 minutes for daily interventions within the daily schedule
SWD	30 minutes for daily interventions within the daily schedule
Students needing Intensive Acceleration Course per s. 1008.25 (7)(b)4, F.S	90-minute Intensive Acceleration course that will incorporate social science and science with a reduced teacher-student ratio and a "highly effective" teacher.
Reading Interventions for grades 6-8	
<i>Intervention Courses could be 55 minutes daily or 100 minutes every other day based on the block schedule</i>	
FSA Level 1 or 2 students NOT needing foundational reading skills	M/J Intensive Reading (IR) in addition to ELA Course:
Mathematics Interventions for grades 6-8	
FSA Math Level 1 and 2 students	M/J Intensive Mathematics

Tier 3 interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Pull-out tutoring conducted daily, or one-on-one instructions; behavior intervention plan or individualized counseling (if applicable); intensive individualized academic plans following assessments such as Functional Behavioral Analyses (FBA).

Services for Students with special needs—the model allows educationally disadvantaged students including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, Pinecrest will commit to instruction that incorporates supports and accommodates, including: 1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services; 3) Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the Florida Standards; 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or ELL plan, schools offer tutoring services or other such assistance to ensure students remain successful.

At the elementary levels this includes a school-based assessment for Kindergarten students upon registration and i-Ready diagnostic screening to establish baseline at the beginning of the school year. Previous year's data (such as previous coursework, report card grades, Standardized assessments results as well as teacher recommendation will determine placement for advanced/gifted classes. The school will offer advanced/gifted as needed in grades K-8.

Differentiated and Standards-Based Instruction- Educators will be expected to tailor the curriculum, teaching environments, and practices to create diverse learning experiences based on student need and learning styles. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum. In addition, lesson plans will reflect enriching activities for high performing students and remediation for lower performing students. A differentiated classroom includes:

- Direct Instruction: This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Florida Standards and Next Generation Sunshine State, when applicable. This instruction is structured and based on mastery learning. Frequent formative assessment data will be reviewed to guide the instructional focus.
- Scaffolding: Teachers will determine the current individual and collective zone of proximal development (ZPD) of the learners and will design lessons that provide a safety net for mastering the standards. Teachers will lead guided practice, focusing on the skills needed to achieve proficiency. With keen observation and constantly soliciting feedback, the teacher releases practice to the student in order to assure learning autonomy in the process.
- Cooperative Learning: Teachers will facilitate small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped according to ability, interest, background, etc. based on the objective.

- Inquiry-Based Learning: The teacher will design lessons that will include instructional activities that emphasize the process of learning while developing deep understanding of the topic. By the use of inquiry and the application of knowledge to real-life complex problems, students will be required to conduct investigations designed to develop critical thinking and problem solving skills.

Target Tutoring –The School will use data driven instruction and remediation strategies, like the school to be replicated, to target each student’s academic need through tailored instruction. In order to maximize remediation opportunities, tutoring sessions will be provided to small groups of students whose formative assessment data indicates similarities in their instructional needs. These sessions will target areas in need of improvement using research-based strategies designed to address such needs, respectively.

Home learning policy -Teachers will be expected to assign meaningful home learning assignments on a regular basis. Such assignments aim to provide extra practice for the standard, provide enrichment and/or invert the typical manner of content acquisition.

High-quality Assessments – Pinecrest addresses all high-quality state standards and national standards and assessments that measure student progress toward college and career readiness. Students at the school will take the PSAT 8-9 assessment as early as 8th grade. This test, developed by the CollegeBoard, prepares students for the SAT, which they will take subsequently in high school.

Horizontally and Vertically Aligned Instructional Teams: The school will implement Professional Learning Communities, tailoring professional development opportunities to sharing and reflect on best practices, discuss new research findings, review educational journals, implement technology, and examine student work. The master schedule will also be designed to accommodate common planning, both within grade levels and across subject areas, like the school model to be replicated.

Please see Attachment DD. Applicant History Worksheet for detailed information on student academic and financial performance of the Pinecrest Academy Network.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards.

The school will provide quality instruction, high expectations, and consistent standards-based curriculum for all students in alignment with the Pinecrest mission and vision. The content will be challenging for all students and based on the expectation that all students can achieve high standards if given stimulating opportunities and differentiated instructional support. Focusing on the school's mission of individualizing instruction and maximizing learning for all students, teachers will be trained to use varying instructional strategies to address diverse learning styles so that all students will benefit from the curriculum, including students who enter the school below grade level. SWD students will have equal access to the core curriculum as non-disabled peers just as ELL students will have the same daily instructions as non-ELL students. The general education classroom will be the first placement consideration for scheduling and providing access to these courses for students with disabilities. Beyond the differentiated instruction to meet the varying levels of the anticipated population, the school will create an environment for active learning. Active learning means engaged learners. The Pinecrest educational program model to be replicated requires the use of standards-based, state-adopted texts and research-based instructional materials - aligned to state standards - and high-yield educational strategies proven to improve student achievement.

Instructional technology will enhance the school's curriculum while preparing students to be college and career ready, while reinforcing technology skills necessary for them to meet the demands of new and challenging Florida Standards testing requirements and promoting efficient and responsible use of 21st Century technology. Below is an overview of the curriculum program, courses and description of the content and materials proposed for each core subject area.

Reading/English Language Arts (ELA)

The school's English Language Arts program is to provide instruction for mastery of the Language Arts Florida Standards (LAFS), making students college and career ready at the conclusion of their high school career as well as 21st century literate. Teachers will provide instruction in Language Arts to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. The grade specific LAFS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of texts and tasks as they progress from grade to grade. The courses will cover the application of the writing process, effective use of speaking and listening and language skills, and higher-order critical thinking and literacy skills in preparation for overall post-secondary studies.

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The school will provide students with increasingly complex texts to aide student growth in reading comprehension and expose them to complex vocabulary. Similarly, students will be given writing tasks that engage them to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. Students will plan, revise, edit, and publish their writing. Via the writing process, students will appreciate that a key purpose of

writing is to communicate clearly to an external audience and subsequently they will begin to adapt the form and content of their writing to accomplish a particular task and purpose.

Students will master reading, writing, and verbal skills through continuous infusion of literacy skills in all subject areas. The ELA program will include instructional strategies for students reading at grade level or higher, as well as for students who are reading below grade level. The program emphasizes critical and creative thinking skills through instruction aligned to the Language Arts Florida Standards (LAFS). Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy.

Students will also engage in research projects as a means to develop the capacity to build knowledge on a subject and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time for writing and producing numerous pieces over short and extended time frames throughout the year. Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered and small group presentations. Through these, students engage in contributing accurate, relevant information, responding to and developing what others have said, making comparisons and contrasts, and analyzing and synthesizing a multitude of ideas through various language arts domains.

Students will receive 90 minutes of consecutive, uninterrupted daily instruction in Reading/Language Arts. The School will follow the Sponsor's state-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading using District placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of instruction. The school will use interventions; state-adopted supplemental instructional materials grounded in scientifically based reading research and progress monitoring tools proven successful at the Pincrest schools being replicated. Students, who have been identified through the RtI/MTSS process as Tier 2, will receive a minimum of 30 minutes of uninterrupted daily immediate intensive intervention (iii) in addition to instruction in the 90-minute block. Individual intervention beyond the initial block and iii is required for students, which have been identified through the RtI/MTSS process as Tier 3. Students in need of immediate intensive intervention will be scheduled for a minimum of an additional 30 minutes daily during the school day in alignment with the Sponsor's CRRP.

English Language Learners (ELLs) will have the same instructional time as non-ELLs for language arts/reading. Students with Disabilities (SWD) will have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. The general education classroom will be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

K-5 instruction in language arts includes English, reading process, literary analysis, writing process and applications, communication, information and media literacy. Student mastery of the basic skills will be in accordance with the criteria established by current Florida Standards and curriculum frameworks.

Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

Centers/Differentiated Instruction - Reading centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. For example during:

Guided reading center, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.

Writing center, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.

Test prep center, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content.

Technology center, students use technology such as Reading Plus and receive reading enrichment that challenges them according to their reading rate and comprehension level.

The grade specific LAFS will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. Using instructional focus guides for instruction, the school's curriculum will cover the standards within each of the clusters in each strand.

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Language Arts, which emphasize literature, composition, and technical text. English Language Learners will fulfill the requirement by completing the respective M/J Language Arts Through ESOL course at each grade level, respectively (as further described in the ELL section herein this application).

The following ELA courses will be offered with fidelity to FL-DOE Course Descriptions:

English Language Arts/Reading Courses
Grade 6
M/J Language Arts 1
M/J Language Arts 1 Advanced
M/J Language Arts 1 Advanced Gifted
M/J Language Arts 1 through ESOL
Grade 7
M/J Language Arts 2
M/J Language Arts 2 Advanced
M/J Language Arts 2 Advanced Gifted

M/J Language Arts 2 through ESOL
Grade 8
M/J Language Arts 3
M/J Language Arts 3 Advanced
M/J Language Arts 3 Advanced Gifted
M/J Language Arts 3 through ESOL
Reading Courses (Grades 6-8)
M/J Intensive Reading
M/J Reading 1
ESOL Course by Proficiency Level
M/J Developmental Language Arts Through ESOL (Level 1 Reading)
M/J Developmental Language Arts Through ESOL (Level 2 Reading)
M/J Developmental Language Arts Through ESOL (Level 3 Reading)
M/J Developmental Language Arts Through ESOL (Level 4 Reading)

Intensive Reading - Courses will be in addition to the required Language Arts courses in grades 6- 8. As part of the school’s rigorous program, students who score below required proficiency levels on the FSA for English/Language Arts may be placed in an intensive reading course.

ESOL – ELL middle school students will be placed in **two** ESOL courses as applicable to the student’s grade level and language proficiency:

- M/J Language Arts Through ESOL - content course scheduled by grade level; and
- M/J Developmental Language Arts Through ESOL - Language proficiency course scheduled by English Proficiency Level 1-4. If levels need to be combined, the Developmental Language Arts Through ESOL placement may be in the best combination of mixed language level courses (ESOL levels 1/2 or 3/4).

Instructional Materials: The school plans to use state-adopted instructional materials, including digital software and multimedia in the instruction of Reading/Language Arts to differentiate between the regular and advanced curriculum. The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school.

Research-Based Instructional Materials (ELA/Reading)

Grades	CORE	Supplement/ Technology	Rationale
K-5	McGraw Hill <i>Wonders</i> Wonderworks (Targeted Tutoring)	i-Ready Support Coach	CRRP adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for DI
6-8	<i>Houghton Mifflin</i> <i>Harcourt</i> Collections	USA Test Prep/ Achieve 3000	Materials Aligned to FS and CRRP

6-8 Advanced	<i>Springboard</i>	USA Test Prep/ Achieve 3000	Springboard used as a supplement /advanced learners
Intensive Reading	National Geographic INSIDE Text & Workbook	i-Ready Interventions; FDOE ELAF	Scientifically proven research-based materials approved by the FDOE and aligned to Florida Standards used by the model to be replicated
Developmental Language Arts through ESOL	National Geographic and Hampton Brown Edge Levels Fundamentals	iReady/ Achieve 3000	Scientifically proven research-based materials approved by the FDOE and aligned to Florida Standards used by the model to be replicated

Writing—The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students significant opportunities and time and to writing, producing numerous pieces over short and extended time frames throughout the year.

Teachers will deliver lessons that focus on the following areas:

Purpose, Focus, and Organization: These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task; and the student has a clearly stated controlling idea and effective organizational structure creating coherence and completeness.

Evidence and Elaboration: The main focus in this area is to provide additional resources to enable students to elaborate within their responses providing thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.

Conventions of Standard English: Additional lessons will focus on grammar usage and conventions both written and via the use of technological tools. This will enable students to respond demonstrating an adequate command of basic conventions.

Other primary instructional strategies include: **Kinesthetic Aids**- Prewriting and organizational skills are taught through the use of a graphic organizers; **RACE** -(restate, answer, cite and explain) responses will be expected from students to instill the need for evidence-based answers in alignment with the requirements outlined in the FSA writing rubrics; **RAFT** - essay writing that includes a role, audience, format and a topic, plus a strong verb; **SPADE** (*Survey, Predict, Annotate +*

Analyze, Additional Reads, Dissect Questions, Evidence) reading strategy for teachers to use to improve reading comprehension. This strategy directly ties to the reporting categories of the FSA. For example, during the 1st read of the Annotation & Analysis step, students are asked to determine the general meaning of the text.

Research-Based Instructional Materials (Writing)

Grades	Writing Strategies/Materials	Rationale
K-3	Four Square SPADE	Four-square can be applied for the narrative, descriptive, expository and persuasive forms of writing. The model has an easy-to-understand, practical vocabulary that can be adapted to fit K-5 students and a variety of modes/genres of writing. SPADE directly ties to FSA reporting categories.
4-5	Wordly Wise Four Square FSA Writing Rubrics for Informative and Opinion Writing, specifically in grades 4-5	Four-square can be applied for the narrative, descriptive, expository and persuasive forms of writing. The Model serves as a foundation for preparing students for evidence –based writing required by FSA writing assessment
6-8	<i>SpringBoard (Writing Workshops)</i> Houghton Mifflin Collections FSA Writing Rubrics for Informative and Argumentative Writing, with emphasis in keyboarding skills	<i>SpringBoard's</i> vertically articulated writing program prepares students to exceed the writing performance expectations outlined Florida Standards writing strand The use of technology in the writing process will enhance the program, as students edit, revise, publish and present their work using technology resources.

In grades K-5 students will receive 150 minutes of weekly instruction with a minimum of 30-minute instructional blocks. For Advanced Classes in 6-8: *SpringBoard* activities and Writing Workshops will deepen students’ knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication. The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams as they progress unto high school.

Mathematics

Students will receive 60 minutes of consecutive and uninterrupted, daily instruction in mathematics. Students with disabilities will have the same instructional time as their non-disabled peers. The required program of study for Mathematics is aligned to state and district requirements, including the Mathematics Florida Standards (MAFS). The School will develop students understanding of mathematical concepts as well as their ability to engage mathematics to reason,

communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

The School's mathematics curriculum intends to develop students' understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. Using the curriculum Instructional focus guides, teachers will be able to plan for mathematics lessons that meets the MAFS and achieve at minimum a year's worth of learning for each student covering the Mathematics Standards under each domain (Counting and Cardinality; Operations and Algebraic Thinking; Number and Operations in Base of Ten; Measurement and Data; Geometry and Number and Operations – Fractions).

In grades 6-8, the MAFS describe the mathematical skills and concepts all students need for success in college and careers and are organized by grade level in the following domains: Grade 6/7: Ratios and Proportional Relationships, The Number System, Expressions and Equations Geometry, Statistics and Probability; Grade 8: The Number System, Expressions and Equations, Functions, Geometry, Statistics and Probability.

The Standards for Mathematical Practice describe the characteristics of mathematically proficient students. These standards describe how students should use mathematics and provide a mechanism through which students engage with and learn mathematics.

Mathematical Practices:

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

The Mathematical Practice Standards remain the same at each grade level, however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade level. Accordingly, the Practice Standards will be taught and practiced in conjunction with the Content Standards at each grade level.

K-5 Centers/Differentiated Instruction -Teachers will use varying methods of instruction to address diverse learning styles. Classroom is arranged to enable active engagement by all students:

- Whole-group instruction
- Teacher-led small groups instruction (based on data and depending on student need)
- Cooperative learning groups
- Independent student centers

Sample Math Centers – The number of students in each group may vary based on understanding of concept. If a student is struggling with daily concept the teacher may provide scaffolding and support through:

Reteach - worksheets for better understanding

Enrichment- teacher provides worksheet that "level up" concept

Mathletics- challenges students' based on level and allows students to choose a concept to practice

Mathematics “print rich environment” - math word walls and bulletin boards will reflect taught and current mathematics topics

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Mathematics.

Mathematics Courses
Grade 6
M/J Grade 6 Mathematics
M/J Grade 6 Mathematics Advanced
M/J Grade 6 Mathematics Advanced Gifted
M/J Intensive Mathematics
Grade 7
M/J Grade 7 Mathematics
M/J Grade 7 Mathematics Advanced
M/J Grade 7 Mathematics Advanced Gifted
M/J Intensive Mathematics
Grade 8
M/J Grade 8 Pre-Algebra
M/J Intensive Mathematics
Middle School Courses for High School Credit
Algebra 1 Honors
Geometry Honors

*Grades 6-8 students taking any course designated as a grade 9-12 course will receive high school credit and meet middle grades subject area requirements upon receiving a passing course grade and meeting requirements related to statewide, standardized EOC assessment:

- Middle school students enrolled in Algebra 1 must take and pass the statewide, standardized EOC assessment, which constitutes 30 percent of the student’s final course grade.
- Students enrolled in Geometry must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student’s final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

Instructional Materials: The School plans to use state-adopted instructional materials, including digital software and multimedia in the instruction of Mathematics. The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school

Research-Based Instructional Materials (Mathematics)

Grades	CORE	Supplement/ Technology	Rationale Materials Aligned to FS
K-5	<i>Houghton Mifflin Harcourt Go Math</i>	i-Ready Think Central	GO Math! is a focused program designed to meet the objectives and intent of the Mathematics Florida Standards (MAFS) for Mathematics ThinkCentral a technology resource, intervention books for students working below level, enrichment books and hands on activities Reflex – Math Fluency
6-8	McGraw Hill Glencoe Florida Course, 1, 2, and 3	USA Test Prep/ Mathletics Khan Academy	Personalized student-centered instruction. Students must explain how they arrived at the Answer rather than just providing answer.
6-8 Advanced	Algebra 1: Houghton Mifflin Harcourt Geometry: Houghton Mifflin Harcourt	Mathletics/ USA Test Prep Khan Academy Algebra Nation	Aligned to FSA. Technology component mirror FSA testing. Personalized student-centered instruction. Students must explain how they arrived at the Answer rather than just providing answer.
6-8 Intensive	McDougal Math Courses 1-3 Textbooks and Student Workbooks	i-Ready Gizmos IXL	Text is aligned with Standards for Mathematical Practice; robust online interactive tools which keeps students engaged; focuses on developing critical thinkers in the world of mathematics. i-Ready provides a personalized student instruction targeted to student's unique areas of needs. This program allows students of all levels to be successful, which is why it is a great response to intervention tool for students at each tier.

Students below grade level - If a middle schools student scores at Level 1 or Level 2 on the statewide-standardized assessment in mathematics, then the following year the student will receive remediation.

Grades 6-8 Additional Technology Resources/Supplements: Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive whiteboards are some of critical technology tools that will be used as part of an effective mathematics program, as applicable.

Science

The Science curriculum will incorporate an inquiry-based approach to learning. The Science Curriculum addresses the Bodies of Knowledge (BOK) in science: the Nature of Science, Earth and Space Science, Life Science, and Physical Science to meet the specified annually assessed and content-sampled benchmarks found in the NG-SSS. Using instructional focus guides, teachers will plan science instruction that meets the standards benchmarks grouped in nine-week clusters. The School will incorporate an inquiry-based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

Teachers will use the NGSSS while incorporating FCAT 2.0/Statewide Science Assessment test item specifications in their daily lesson plans. Students will participate in monthly *Scientist of the Month* projects in order to provide them with the ability to apply and practice the scientific method. Moreover, students will participate in weekly hands-on science investigations in the classroom, exposing students to the scientific process and scientific thinking. In grades 5-8 students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

Differentiated Instruction in the Science Classroom

To meet the individual needs of students, teachers will also provide differentiated instruction opportunities through enhancement of conceptual understanding of the Next Generation Sunshine State Standards via varying entry points of instruction, learning tasks, and outcomes which include but are not limited to:

Five E Instructional Model

This approach takes students through the learning cycle by tapping into prior knowledge and experiences, new explorations and investigations.

Engage - These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students' prior understanding of the concepts addressed in the unit.

Explore - Students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.

Explain - Only after students have explored the concept does the curriculum and/or teacher provide the scientific explanation and terms for what they are studying. The teacher may present

the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

Elaborate/Extend Students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

Using NGSSS standards for Science, teachers will develop lessons using strategies that incorporate the following

Essential Science Components: Preparing Students for Learning and Prior-Knowledge

Assessment - *“frontloading” to elicit prior knowledge related to real-life experiences and applications.*

Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature.

Developing Active Learners - *Students can become active learners by providing opportunities for them to construct their own understanding. These situations should require students to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems.* Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.

Differentiated Instruction - *A variety of instructional formats will be used in the classrooms to make sense of the content and to construct meanings from new situations. The School will provide opportunities for small-group work, individual exploration, peer instruction, and whole class discussion and inquiry-based instruction.* Strategies: Using scientific laboratory equipment, hands-on activities, and technology-based activities.

Integrated Teaching - *Students must recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce student learning.* Strategies: Posing authentic problems to solve; bridging and activities that involve students in critical thinking, process skills, and product development.

Critical Thinking and Higher-Order Questioning - *Use effective, open-ended questioning techniques that encourage student inquiry. Encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, “How would you solve a similar situation?” or “What criteria would you use to ...?”* Strategies: Elaborating, analyzing, hypothesizing, and evaluating. Strategies will be implemented to increase awareness of Science programs and initiatives as well as to ensure student success and mastery of Next Generation Sunshine State Standards, the FS Standards for Literacy in Science, and the FS Writing Standards for Science, as follows:

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

- Inform the community and the parents about the curriculum, assessment, and courses
- necessary to pursue various career options through a Family Math/Family Science and
- Technology Night.

K-5 Instruction: Students in grades K-1 will receive 60 minutes per week of science instruction, while students in grades 2-5 will receive 150 minutes per week of science instruction covering the Next Generation Sunshine State Standards. Students will participate in weekly hands-on science investigations, which will expose students to scientific processes and scientific thinking. Students will be encouraged to participate in Science Labs and Science Fairs where they will be able to explore and investigate the steps to the scientific method. These activities will allow students to recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce student learning.

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Science

Science Courses
Grade 6
M/J Comp Science 1
M/J Comp Science 1 Advanced
M/J Comp Science 1 Advanced Gifted
Grade 7
M/J Comp Science 2
M/J Comp Science 2 Advanced
M/J Comp Science 2 Advanced Gifted
Physical Science Honors*
Physical Science Honors Gifted*
Grade 8
M/J Comp Science 3
M/J Comp Science 3 Advanced
M/J Comp Science 3 Advanced Gifted
Physical Science Honors*
Physical Science Honors Gifted*
Biology 1 Honors*
Biology 1 Honors Gifted*

Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, to earn high school credit for Biology 1 course, a middle school student must take the Biology 1 EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Instructional Materials: The school plans to use state-adopted instructional materials, including digital software and multimedia in the instruction of Science. The school commits to use these or other digital state-adopted materials as approved by the district/state for use by the charter school.

Research-Based Instructional Materials (Science)

Grades	CORE	Supplement/ Technology	Rationale All Materials Aligned to NGSSS
K-5	Houghton Mifflin Science Fusion	Gizmos Zaner-Blosser <i>I Read to Write</i> <i>Science Weekly</i> Brain Pop <i>Think Central</i>	<i>Fusion</i> provides informational texts along with many hands-on labs. Teachers and students have access to <i>ThinkCentral</i> , which provides interactive labs.
6-8	Pearson <i>Interactive Science FL</i>	Gizmos Brain Pop	Program provides a variety of interactive tools to help support, extend, and enrich classroom instruction.
6-8 Advanced	Pearson <i>Interactive Science FL</i> (pacing Adv) Physical Science: <i>CPO Science</i> Biology: Pearson Prentice Hall <i>Miller & Levine Biology</i>	Gizmos Khan Academy Brain Pop	Interactive Science embodies the 21 st century learner by infusing the core subjects and themes throughout the program; provides continuum of accelerated intervention strategies CPO Science- rich in STEM connections and aligned with NGSSS Biology- state adopted text that will prepare students for Biology EOC

Additional Science instructional materials will be gathered for lesson plans using the following resources:

- AIMS Florida Specific Science Modules: Big Ideas (K-1), Life Science (Grade 2)
- AIMS Primarily Plants (Grade 3) Earth Science (Grade 4), Physical Science (Grade 5)
- Scientific magazines such as *Science Weekly* and *National Geographic FCAT Resources*
- Florida Association of Science Teachers
- Science FCAT 2.0 Resources
- National Institute for Science Education
- National Science Teachers Association

Social Studies

The School will deliver a Social Science curriculum that will prepare students to achieve mastery of Social Science NGSSS as well as content area literacy standards for all grades. Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the

knowledge and skills needed to understand current political and social issues. Social Studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders.

The comprehensive Social Studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials; and
- Promote an interdisciplinary approach to learning.

The school will use District suggested instructional focus guides for K-8 to support mastery of NGSSS-SS and CCSS and incorporate the following topics in the Social Science curriculum:

- African-American History (K-8)
- Holocaust Education (K-8)
- Hispanic Contributions to the United States (K-8)
- Women’s Contributions to the United States (K-8)
- Sacrifices made by veterans in protecting democratic values (K-8)
- History and content of the Declaration of Independence and the U.S. Constitution (K-8)
- History of the State (K-5)
Florida History, Government, and Geography (6-8)
- “Celebrate Freedom Week” Instruction - shall be in accordance with Florida Statutes and district guidelines.
- Digital Citizenship (K-5)
- Multicultural education (K-8)
- Character Education (K-8)
- Economic Education (6-8)
- History of the U.S., including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present (Grade 8)
- Bullying Curriculum (K-8)
- Sexting Curriculum (6-8)

Instructional Strategies—

Use visuals such as graphs, maps, information and digital materials (google earth) in social science instruction. The School will also use Newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and will integrate Reading and Writing strategies within the Social Science Content using Literacy Standards for Social Science.

Claim Evidence Reasoning (C-E-R) - requiring students to state a **claim** (may be in response to a question); to provide **evidence** to support the claim, and state a **reason** why the evidence answers the question.

Inquiry-based learning – though primary sources of information - allowing students to: **Connect:** to prior knowledge, interpreting and questioning an information source; **Wonder:** develop focus questions to guide their inquiry investigations; **Investigate:** use a combination of primary and secondary sources to pursue their questions in depth; **Construct:** organize and draw conclusions from the information to confront conflicting ideas and form and defend their evidence-based opinions; **Express:** develop a product to demonstrate their new understandings and share with others, they solidify their own learning; and **Reflect:** think about what they have learned about the topic or idea and about inquiry itself.

History Labs: require in-depth learning and thinking on the part of the student guided by an essential question, analysis of primary or secondary source documents, and ending in a rigorous writing assignment or other rigorous learning task. History/Social Science labs ensure that engaging lessons are designed to increase student skill level in interpreting documents.

Stimuli Based Instruction – using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

Use of Item Specifications for Civics EOC to guide instruction

Grades 6-8 Courses: Students will be required to successfully complete three middle school annual courses in Social Science.

Social Studies Courses
Grade 6
M/J US History
M/J US History Advanced
M/J US History Advanced Gifted
Grade 7
M/J Civics
M/J Civics Advanced
M/J Civics Advanced Gifted
Grade 8
M/J World History
M/J World History Advanced
M/J World History Advanced Gifted

In grade 7, the civics course will include the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Each student’s performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student’s final course grade. The student does not need to pass the EOC exam to be promoted to high school, but the student must pass the course in order to be promoted to the 9th grade. If the student passes the EOC and not the course, the student will have to retake the course and pass it in order to be promoted to high school.

Research-based Instructional Materials (Social Science)

Grades	CORE	Supplement/ Technology	Rationale
K-1	Social Studies - McGraw-Hill Florida Social Studies	Gizmos	The McGraw Hill Florida Social Studies is designed to engage and motivate every student. The program offers research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects will all types of learners.
2-5		Gizmos Zaner-Blossser <i>I Read to Write</i>	
6 History Regular Advanced	McGraw-Hill <i>Florida Middle School United States History – Early Years</i>	Gizmos Khan Academy	Standards-based district adopted materials aligned to FS/NGSSS
7 Civics Regular Advanced	McGraw Hill <i>Florida Middle School Civics</i>	Gizmos Khan Academy	Standards-based district adopted materials aligned to FS/NGSSS
8 US History Regular Advanced	McGraw Hill <i>Florida Middle School World History – Early Ages</i>	Library of Congress Primary Sources PBS Website	Standards-based district adopted materials aligned to FS/NGSSS

B.

- *If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence⁵ for each core subject for each division (elementary, middle, and high school) the school would serve.*

The curricular choices by core subject and rationale for each are described in the Tables for each Core Subject in *Section 4A* above. **See Attachment C - Sample Adopted Course Scope and Sequence** for each core subject.

- *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.*

The School will follow the Sponsor's state-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading using District placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of

⁵ Do not include a course code directory.

instruction. The school will use interventions; state-adopted supplemental instructional materials grounded in scientifically based reading research and progress monitoring tools proven successful at the Pinecrest Academy schools to be replicated. The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level (**See Attachment D - Reading Curriculum**).

In accordance with new legislation (under HB 7069), beginning July 1, 2021, the school will adopt core instructional materials that “meet the requirements of s. 1001.215(7), F.S., which is the list of instructional and intervention programs jointly identified by the Just Read, Florida! office and the Florida Center for Reading Research that incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and incorporate decodable or phonetic text instructional strategies.”

C. *If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels).*

N/A

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

Pinecrest used research-based programs and state adopted textbooks to develop the curriculum, as further described under each respective subject area above in the curriculum tables in Section 4A above. These resources and instructional materials are currently being used at the Pinecrest schools to be replicated, and served as the foundation materials to develop the curriculum. These materials have been approved by the FLDOE and the Sponsor for use as applicable to each course and grade level. The Sample Pacing Guides and Curriculum Blueprints also contain approved instructional resources and technology that assist students in mastering the Florida Standards/NGSSS. For example, McGraw-Hill Reading Wonders, **the district approved researched-based Core Reading Program in K-5 uses** a rich range of diverse print and digital media and provides the instructional support and materials to teach to the rigor, intent, and depth of the new Language Arts Florida Standards (LAFS). The program provides support for: building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources. Pinecrest ensures that all courses are delivered with integrity to course content outline and that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of FS/NGSSS.

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

Health, Physical Education, and Safety - The P.E. program will consist of a standards based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. It always strives to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course also focuses on Health. Students are taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. The School will be designated a “Drug Free School Zone” and a smoke-free worksite.

In grades K-5, the Physical Education program will consist of the required 150 minutes of PE per week for grades K-5, will incorporate these components and will communicate knowledge, offer

group experiences, teach the joy of effort and achievement, and build lasting recreational interests. In Grades 6-8, the equivalent of one class period per day of physical education for one semester of each year is required. This requirement shall be waived for a student who meets one of the following criteria: the student is enrolled or required to enroll in a remedial course; the student's parent indicates in writing to the school that: 1) the parent requests that the student enroll in another course from among those courses offered as options by the school district; i.e. art, music, language, etc. OR 2) the student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement; i.e. afterschool sports, dance classes, physical activity as part of an after school program, etc.

Physical Education 6-8
M/J Comprehensive PE I
M/J Comp PE II
M/J Comp PE III
M/J Dance I (Performing Art Elective)
M/J Dance II (Performing Art Elective)
M/J Dance III (Performing Art Elective)

World Language - In grades K-5, up to 150 minutes weekly of World Languages (Spanish) or Home Language Arts - (Spanish-S. The School will focus on developing students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students in grades K-5. In grades 6-8 the following courses will be offered as applicable to the student:

Grades 6-8 – World Language
M/J Spanish, Beginning (Non-Speakers)
M/J Spanish, Intermediate (Non-Speakers)
M/J Spanish, Advanced (Non-Speakers)
M/J Spanish for Spanish Sp Beginning
M/J Spanish for Spanish Sp Intermediate
Spanish for Spanish Sp Advanced
Spanish for Spanish Sp I (High School Credit)
Spanish 1 (Non Speakers) (High School Credit)

Music – The music curriculum includes both vocal and instrumental music. Teacher will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. In grades K-1, the classroom teacher will integrate K-1 music in

core subject areas. In grades 2-3, the music education teacher will provide 60 minutes of instruction per week.

Art - The school will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions. In grades K-1, the classroom teacher will integrate K-1 art in core subject areas. In grades 2-3, the art education teacher will provide 60 minutes of instruction per week.

Grades 6-8: There will be two annual elective courses at each grade level. *For ELL* students' only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL.

The School may establish appropriate requirements greater than prescribed district requirements, subject to the approval of the Governing Board.

STEM initiatives – The school plans to offer STEM education programs throughout that empathize STEM practices in order to prepare students for the challenges of tomorrow.

- **Robotics Courses** (M/J Research 1 and 2): Student can also chose the Robotics elective course where they will use LEGO MINDSTORMS EV3 program to build, program and command their own robots. Robotics courses feature teaching software, programming, writing code, and program building. In the robotics program, students are provided with real-world problems, which they need to solve by using critical thinking to design and program their own robots. They learn to collaborate with peers to explore solutions, work through robotics programming and design phases, create and evaluate their models. Students also learn to document their research and findings just as an engineer would in the real world.
- **Future City** (M/J Research and Critical Thinking 3) Future City is a national, project-based learning program where students imagine, research, design, and build cities of the future. Keeping the engineering design process and project management front and center, students work in teams to ask and answer an authentic, real-world question: How can we make the world a better place? This course will uses the Future City's engineering design process as a framework to guide students through the creation of their cities. Students apply specific project management methods to plan and complete their projects for competition.
- **Project Lead the Way** - Project Lead The Way provides transformative learning experiences for K-12 students and teachers across the U.S. We create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. We also provide teachers with the training, resources, and support they need to engage students in real-world learning. Middle school students will be participating in courses in 3D Design and Modeling, Robotics, and Computer Science.
- **The Robotics Club** will be an extra-curricular activity offered twice a week after school. The club will allow students to explore real-world scientific concepts through research, teamwork, construction, and imagination as students prepare for local and state competitions.
- **Electives that may be offered at the school include, but are not limited to:**

Grades 6-8 – STEM Electives
M/J Digital Art Design 1, 2 & 3
M/J Two & Three Dimensional Arts 1, 2 & 3
M/J Music Technology
M/J Research 1-3 (Robotics, Technical Design, Computer Applications)
M/J Critical Thinking, Problem Solving, & Learning Strategies (Future City)

F. *Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.*

Refer to *Section 3E* for detailed supports and services the school will implement for students at risk of not meeting academic requirements. The school’s mission is to maximize learning for all students by providing a setting wherein all students benefit from the curriculum, including students with special needs and/or students who enter the school below grade level. Sections 4 above details specific strategies to be implemented in each content area to support varying leanings styles. Teachers will differentiate instruction as necessary to ensure all students remain successful and provide specific services and interventions required by the MTSSS/RtI process and/or a student’s IEP or ELL plan as applicable. Students not making adequate progress towards the Florida Standards will be identified MTSSS/RtI and given specific interventions. Student performance will be continuously assessed as described in the *Section 5* below and those students consistently demonstrating non-mastery of Benchmarks on teacher-generated assessments, chapter tests, i-Ready and Mid-Year assessments will be targeted for supplemental and intensive instruction/intervention. Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes. Daily pullout and afterschool tutoring may be required for those students consistently demonstrating non-mastery. Each class will attend group sessions using computer lab at least once a week wherein technology resources and supplements will be used in addition to classroom use.

Section 5: Student Performance

Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

The School's educational goals for improving student achievement each year aim to increase student proficiency from year to year and that remain competitive with district/state achievement targets and to increase student performance and learning gains annually. The following performance goals were developed with the rationale of reaching the average proficiency levels of the Pincrest Academy K-8 school model as compared to district averages.

Pincrest Academy schools are currently yielding higher proficiency rates than the District's area schools while serving higher rates of minority and economically disadvantaged student populations. Thus, by replicating and implementing the same best practices and curriculum in serving the target student population, the School expects to have a similar and/or higher rates of academic growth and improvement as the Pincrest schools beyond the first year of inception.

*Source:

<http://www.fdoe.org/accountability/assessments/k-12-student-assessment/results/2017.stml#ARR>

Kindergarten through 2nd Grade Reading/Math

Baseline: Baseline scores in grades K-2 will be determined using the i-Ready Diagnostic assessments administered in Aug/Sept.

GOAL—80% of students in grades K-2 will have made learning gains in Reading and Mathematics as measured by results on i-Ready Diagnostic (pre and post tests) administered in the fall and spring of the 2019 school year.

iReady growth expectations by points for all students who are on grade level:

	Grade K	Grade 1	Grade 2
Reading	46-60	46-60	39-52
Math	32-41	30-39	27-36

Third through 6th Grade:

Incoming Baseline of student academic achievement – The expected incoming baseline for grades 3-6 in Year 1 was determined using the Sponsor's average performance of students in the District for the 2017 assessment year. The rationale is that the School's incoming students are presumed to be representative of the demographics of District. Because the incoming baseline projected here may not actually be the exact student population in year 1 of the school, the goals and projections below establish the basis for academic growth and improvement that students are expected to show each year but will be realigned once the school collects actual baseline data after the first year of operation.

ELA

Baseline: 66% - District Grade 3-5 FSA ELA Average

GOAL—At least 68% of students in Grades 3-5 will meet high standards in ELA, as evidenced by scoring at a Level 3 or higher on the FSA ELA within the first year of operation. In years 2 through 5, the cohort will grow 2 percentage points annually.

Baseline: 64% - District Grade 6-8 FSA ELA Average

GOAL—At least 66% of students in Grades 6 will meet high standards in ELA, as evidenced by scoring at a Level 3 or higher on the FSA ELA within the first year of operation. In years 2 through 5, the cohort will grow 2 percentage points annually.

Rationale: 77% of Pinecrest Academy students in grades 3-8 scored proficient or higher on the FSA ELA during the 2017 testing year.

Mathematics

Baseline: 71% - District Grade 3-8 FSA Mathematics Average

GOAL: At least 73 % of students in grades 3-8 will meet high standards in Mathematics, as evidenced by scoring at a Level 3 or higher on the Florida Standards Assessment (FSA) in Mathematics within the first year of operation. In years 2 through 5, the school anticipates that the cohort will grow 2 percentage points annually.

Rationale: 81% of Pinecrest Academy students in grades 3-8 scored proficient or higher on the FSA Mathematics during the 2017 testing year.

Science

Grades 5 and 8 Baseline: 61% District NGSSS Science Assessment Average

GOAL: At least 64% of students in grades 5 and 8 will meet high standards in Science, as evidenced by scoring at a Level 3 or higher on the Statewide Science Assessment Science within the first year of operation. In years 2 through 5, the cohort will grow 2 percentage points annually.

Rationale: Pinecrest schools achieved 73% proficiency during the 2017 testing year..

Learning Gains

GOAL: At least 62% of students in grades 3-8 will make learning gains on FSA ELA & Mathematics by:

- Improving one or more achievement levels from one year to the next; or
- Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or
- Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 percentage point from one year to the next; or
- Level 5 students: Maintaining a level 5 from one year to the next.

Year 2 of the School will include 7th graders:

Civics

Baseline: 96% -District Civics EOC % Level 3 or Above

GOAL— The School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the Civics EOC Exam. The school expects to grow by a minimum of one percentage point annually.

For middle school students enrolled in high school courses:

Years 2 -5: The school's overarching goal for academic growth and improvement is to increase student proficiency from year to year towards universal mastery for all students on all grade level assessments. To achieve this, the school will set realistic AMOs targets in Year 2, based on actual student performance results of the school's population in Year Classroom-based, district-adopted and statewide assessment results will measure student progress toward mastery of the standards across all grade levels served. Using previous year's results on all applicable assessments, the school will compare student progress from year to year to determine progress and areas of instructional focus.

Algebra 1 EOC

Baseline: 98% - District FSA Algebra 1 EOC % Level 3 or Above

GOAL— The School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the **Algebra 1 EOC**. The school expects to grow by a minimum of one percentage point annually.

Geometry

Baseline: 99% - District FSA Geometry 1 EOC % Level 3 or Above

GOAL— The School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score on the **Geometry EOC**. The school expects to grow by a minimum of one percentage point annually.

Biology

Baseline: 71% -District NGSSS Biology 1 EOC % Level 3 or Above

GOAL—At least 80% of middle school students will meet high standards in Science, as evidenced by scoring proficient or higher on the **Biology 1 EOC** Assessment in year 1 of operation. The school expects to grow by 2 percentage points annually.

*Rationale for Growth*⁶— Considering that this course is an advanced course in middle school, the schools expects the rate to be at least 80%. An average of 91% of Pinecrest Academy students met high standards in Biology I during the 2017 testing year.

*Baseline includes grades 6-12

- B. *Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.*

GOAL: 100% of 8th graders will take the PSAT 8-9 state assessments each year.

GOAL: At least 80% of parents/guardians of students enrolled at the school will indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2017 school year.

Placement and Progression

- C. *Describe the school's student grade level and course placement procedures.*

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.stml>

The School will follow the Sponsor's Student Progression Plan (SPP) and all applicable statutory requirements with regard to the placement and promotion of students. Below is an overview of the policies as reflected in the most current Student Progression Plan (SPP) available at the time of application submission. Some policies have been updated in accordance with new legislation effective July 1, 2017 under HB 7069 as noted below.

K-1 Placement: Students must turn the age of five (5) on or before September 1st of the school enrollment year. Grade 1 students must turn the age of six (6) on or before September 1st of the school enrollment and have successfully completed a public school kindergarten program, or who otherwise meets the criteria through ACCEL. The school will follow district requirement regarding out of state transfers in accordance with 1003.21(2)(a), F.S and Florida Administrative Rule 6 A.1.0985.

Grades 2-5 Placement: Students academic record must document/indicate successful completion of and promotion from the previous grade level. Entry into Sarasota County Public Schools grades 2 through 5 requires documented academic records indicating successful completion of and promotion from the previous grade level.

Grades 6-8 Placement: Students academic record must document/indicate successful completion of and promotion from an elementary school (K-5) program. Entry into Sarasota County Public Schools Middle Grades, grades 6 through 8, requires documented academic records indicating successful completion of and promotion from elementary school grades kindergarten through 5.

Screening Activities for All New Enrollees

Kindergarten students will participate in the STAR Early Literacy upon entry into kindergarten within 30 instructional days. Students in grades K-12 may need to participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- Academic performance (Grades)
- Communication competence
- Social/emotional behavior
- Health and physical development
- Previous academic records (transcripts)

Placement Decisions for Students with Disabilities - The general education setting will be the first consideration when determining placement for students with disabilities. To the maximum extent appropriate, core instruction will be delivered in the general education classroom to students with disabilities. The information contained in the student's IEP will form the basis for the placement decision. Instruction is provided in the placement identified in a student's Individual Education Plan (IEP). Accommodations must be considered to ensure equal access to the academic content standards and assessments. Documentation of this instruction will be included in the present level of performance of the IEP, general education and ESE teacher plan books, teacher grade books, portfolio, and/or school-wide plan.

The McKinney-Vento Act requires schools to immediately enroll* children and youth experiencing homelessness and/or identified as unaccompanied youth, even in the absence of normally required enrollment documentation including:

- 1) Academic records
- 2) Immunizations and/or immunization records
- 3) Medical records
- 4) Proof of residency
- 5) Proof of age
- 6) Proof of guardianship
- 7) Other records

Promotion

Grades K, 1, 2, 4, and 5: In accordance with the Sponsor SPP, student promotion will be based on an evaluation of each student's achievement. The following shall be considered when recommending promotion: Grade level appropriate mastery of Florida Standards in reading, writing, science, and mathematics as documented in report card grades; State assessments in English Language Arts, Mathematics, and Science; Alternative assessment results. The primary responsibility for determining student performance level and ability to function academically, socially, and emotionally at the next level lies with the classroom teacher. The school principal, in consultation with the student's teacher(s), shall make the final determination in all promotion considerations.

Grade 3 - Students in grade 3 will be promoted to grade 4 by scoring level 2 or higher on the Florida Standards Assessment – English Language Arts or by meeting a Good Cause Exemption. Level 3 or higher on the FSA-ELA is considered proficient.

Middle School (Grades 6-8): In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:
Grade-level Classification Requirements:

- Classification for grade 6 – promotion from grade 5
- Classification for grade 7 – successful completion of grade 6 language arts, mathematics, science, and social studies.
- Classification for grade 8 – successful completion of grade 7 language arts, mathematics, science, and social studies

To be promoted to grade 9, students are required to successfully complete the following courses in grades 6-8:

- three middle school or higher courses in English which emphasize literature, composition, and technical text,
- three middle school or higher courses in mathematics,
- three middle school or higher courses in social studies, including the study of state and federal government and civics education,
- three middle school or higher courses in science, and
- the equivalent of one class period per day of physical education for one semester of each year required for students enrolled in grades 6 - 8.

A student transferring into middle grades after the beginning of the second term is not required to meet all of the Civics Social studies requirements if three social studies courses or two year-long courses that include civics have already been completed.

The physical education requirement shall be waived for students who meet one of following criteria [F.S.1003.455]:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school district that:

- o The parent requests that the student enrolls in another course from among those courses offered as options by the school district, or
- o The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Promotion/Retention of ESE: Students in Exceptional Student Education programs are expected to meet standard promotion criteria unless otherwise determined by the IEP team. A student in an ESE program who has not met grade level standards may be considered for Alternative Promotion based on consideration of any one of the following criteria: Number of retentions (one or more); Students identified as ELL under ESOL; Student identified as having a disability under Individuals with Disabilities Education Act (IDEA) or Section 504; Severe health issues.

Students in Exceptional Student Education programs who are in the 3rd grade may be exempt from mandatory retention for good cause. In Grade 6-8, if a student who is in an ESE program has not met grade level standards, factors to be considered must include: general progress, attendance, mental and physical health, maturity, work habits and attitudes, types of disability, and ability of the student. An IEP committee shall be convened to discuss alternatives to retention.

Promotion/Retention of ELLs: Promotion and retention for ELLs and ELLs with disabilities will be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. The School's ELL Committee will review and recommend the retention of an ELL student. ELLs who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be provided with remediation through RtI/MTSS process. The school will notify parents/guardians of a student's failure to progress in a timely manner. An improvement plan to assist the ELL student must be developed by the official ELL Committee at the school. Documentation shall be provided to show how comprehensible instruction and second language acquisition strategies were part of the curriculum provided to the student. An ELL student cannot be retained just based on lack of his/her language proficiency in English. ELLs must not be failed if instructional strategies, materials and assessment have not been modified to meet their needs.

Retention of a student with disabilities who is also ELL (ESE/ESOL) has the same requirements as a non-ESOL student with disability. The IEP Team will then review the goals and accommodations to address student needs, as appropriate. The School's ELL Committee will also review all ELLs in grade 3 who have been in the ESOL program for less than two years to determine if they may be exempted from the mandatory retention as provided in Section 1008.25(6)(b), F. S. The ELL Committee will be convened for those students recommended for retention only to review each student's progress and to make recommendations for remediation activities.

Academic Grades

The determination as to the specific grade a student receives will be based on student mastery of the content of the course, as determined by the teacher using all available data. Academic grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP.

The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading period: Class work, observations, tests, portfolios, district and state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of the content of the course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

All K-12 educational instruction is based on Florida Standards, § 1003.41, F.S. As such, all content areas for any grade level must be taught, and grades recorded on report cards, within the academic year for that grade and may be embedded within the reading instruction. Report card grades – nine weeks grades, using the following numeric equivalents, will be recorded in the class record file(s) for each subject as follows:

Kindergarten

Kindergarten students will not receive academic grades and Grade 1 students will receive academic grades in quarters 2 and 4 only. The grades reflecting achievement for academic subjects in grades 1-5 with numerical equivalents will be:

- A 90-100% Outstanding Progress
- B 80-89% Above Average Process
- C 70-79% Average Progress
- D 60-69% Lowest Acceptable
- F 59% and below Failure
- NA Not Assessed at this Time

-- Missing instruction in that subject (ESE students only).

The academic grades reflecting achievement for art, music and physical education in Grades 2-5 will use the following rubric:

- O = Outstanding Achievement
- G = Good Achievement
- S = Satisfactory Achievement
- U = Unsatisfactory Achievement

Grades K-1 students will not receive academic grades for art, music, and physical education.

Achievement Level

Students will receive an achievement level for Language Arts and Mathematics at all grade levels, and for Language Arts, Mathematics, Science and Social Studies in grades 2-5. The designation of on, above or below level is explained in the following rubric:

- Above Level: The student is performing and being instructed at an instructional level above what is expected for the current grade placement.
- On Level: The student is performing and being instructed at the expected instructional level for the current grade placement.
- Below Level: The student is performing and being instructed at an instructional level below what is expected for the current grade placement. The strategies and materials used are also below level.

Effort Grade

An effort grade will be given each quarter in grades K-5.

Middle School

The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria. Examples of performance criteria include: exams, projects and other demonstrations of mastery of the Florida Standards or the Next Generation Sunshine State Standards.

The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

A 90-100% Outstanding Progress

B 80-89% Above Average Process

C 70-79% Average Progress

D 60-69% Lowest Acceptable

F 59% and below Failure

I Incomplete

N No Grade

Student Work Habits and Effort

A work habit and effort grade will be given each quarter. The following factors are considered when evaluating student work habits and effort:

- Attends class regularly
- Arrives to class on time
- Comes prepared with required work tools
- Completes assigned homework
- Maintains an assigned notebook or other organization system
- Is dressed appropriately
- Participates in class work and discussions
- Is motivated and organized
- Shows an attitude of cooperation with teacher and fellow students
- Is respectful of others' class participation and opportunities to learn

This grade will be indicated by the following codes:

- E (Excellent) - Demonstrates consistent outstanding participation. Strives beyond classroom expectations with class assignments and homework. Is highly motivated and well organized.
- G (Good) - Participates much of the time. Completes class assignments and homework. Is attentive, motivated, and organized.
- S (Satisfactory) - Usually participates. Completes class assignments and homework. Is attentive.
- N (Needs Improvement) - Rarely participates. Frequently does not complete assignments or homework. Is often inattentive and poorly organized.
- -- (Not Evaluated).

Instructional staff will be instructed to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. A student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort. Academic grades are to reflect the student's academic progress based on the competencies or benchmarks for the grade level/course in which the student is enrolled. The grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms, which would be appropriate for the grade or

subject. Where applicable, the final grade calculation will include the End of Course (EOC) exam requirement (30% of the final grade).

The school will adopt the Sponsor's minimum promotion criteria as required for each year beginning in the 2019-20 school year.

As stated in the Sponsor's SPP, a student in an ESE program who has not met grade level standards may be considered for **Alternative Promotion** based on consideration of any one of the following criteria:

- a. Number of retentions (one or more)
- b. Students identified as ELL
- c. Student identified as having a disability under Individuals with Disabilities Education Act (IDEA) or Section 504.
- d. Severe health issues.
- e. Evidence demonstrating adequate student achievement.
- f. Florida Standards Assessments in English Language Arts and Mathematics at level 2 or above.
- g. Student performance on appropriate alternative assessment(s).

Students in Exceptional Student Education programs who are in the third grade may be exempt from mandatory retention for good cause.

If a Middle Grades student who is in an ESE program has not met grade level standards, factors to be considered must include: general progress, attendance, mental and physical health, maturity, work habits and attitudes, types of disability, and ability of the student.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

The school will adopt the Sarasota County Schools SPP.

E. 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.

N/A

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion criteria is communicated in writing to parents through the school's curriculum bulletin published at the beginning of the school year as well as the parent/student handbook given to parents upon registration and through multiple parent orientation workshops and at open house at beginning of the school year.

The school will notify parents in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parental notification requirements for students with a substantial deficiency in reading will include a description and explanation, in terms understandable to the parents, of the exact nature of the student's difficulty and lack of learning in reading and the intensive interventions. A read-at-home plan that includes multisensory strategies must also be provided. Parents will also be provided with the results of the RtI plan.

Assessment and Evaluation

- G. *In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a **proposed** assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.*

As a public charter school, the School is also accountable to students, parents, the community and all stakeholders in its responsibility to provide an adequate and relevant education for all students. Thus, the school will participate in Florida's statewide assessment program and will use state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of FS and NGSSS across all grade levels. The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply with all applicable requirements under 1003.43, F.S. The school will adopt the Sponsor's Assessments calendar timeline annually (**See Attachment F**) which directly aligns with the school's standards-based curriculum and all state and federal requirements. The School will thereby administer and use state standardized assessment and district-adopted assessments in each course offered (as required) to measure mastery of *FS/NGSSS* across all grade levels and monitor student performance. These assessments align with the school's curriculum, performance goals, and state standards in that they specifically assess those benchmarks being taught as well how individual students are progressing toward mastery of the standards. They also allow the school to assess, from a school-wide perspective, how the school is progressing towards meeting AMO targets and to inform parents on whether their child is gaining at least a year's worth of learning for every year spent in the charter school.

Baseline and Interim Assessments The Florida Kindergarten Readiness Screener (FLKRS/WSS) will be given to Kindergarteners to determine overall development and to specifically address the readiness of each student for Kindergarten. Students will be screened using i-Ready, FAIR-FS, SAT-10, or any assessment mandated by the Sponsor's CRRP. i-Ready in Mathematics and Sarasota Progress Monitoring in Science (Grades 5-8). These will help to determine students' strengths and weaknesses on FSA/NGSSS. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results (SAT-10/FSA/FCAT 2.0 and any applicable EOC's, teacher recommendation, etc.) will assist to establish determine placement including advanced/gifted classes.

The i-Ready Diagnostic in Reading will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. Progress Monitoring Assessments will continue to be administered in the second semester of the school year will be used to target instruction on FS/NGSSS in ELA, Mathematics, Science, Civics, as well as to monitor ongoing student progress. Sarasota Progress Monitoring results reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for school improvement. The school will use i-Ready reports as a method of communicating with parents on whether their child is reading at grade level.

Additional evaluation methods to monitor student progress throughout the school year include:

- Teacher-generated quizzes and Assessments Rubric (FSA writing rubrics)
- Textbook adopted assessments (Wonderworks/i-Ready)
- Quarterly Examinations, projects/investigations
- Portfolios and presentations and PBL rubrics
- UDL Design Framework (adaptations for ELL and SWD students)

Please see **Attachment F: Assessment Schedule** for a description of district and state mandated assessments administered in Sarasota County to measure and monitor student performance (as applicable to the school's grade levels) in accordance with the most current assessment mandates as per Sarasota County's Student Progression Plan

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. The school is committed to continuous improvement and will ensure that responsibility is aligned with accountability and that all stakeholders are involved achieving the schools mission and vision for our students. The school's comprehensive assessment program (described above) will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to: 1) guide administrators in instructional focus areas and which teachers may need additional PD and support; 2) to guide teachers in lesson planning and individualizing instruction, 2) to guide students in understanding their own progress towards of each respective standard and 3) to keep parents involved and informed about student achievement and progress. Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). I-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary.
- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.

- Periodically and as necessary in the course of classroom instruction, students are moved between groups in order to ensure that their learning needs are being met and that they are progressing towards mastery.
- Data Tracking: students will use personal data trackers to track their growth data by benchmark. Data folders are sent home for parents to review, sign and return to the teacher.
- Data chats: the administrative team manages the process by conduction data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. As necessary, teachers communicate with parents via phone or in person conference.
- This process, proven highly effective in the Pinecrest model, gives students, parents and teachers a clear understanding of how students are performing in each content area and facilitates open communication and understanding by all parties as how to best support our students.

I. *Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.*

The School Instructional Leadership team –consisting of the principal, assistant principal, grade level chairs/leaders, ESE and ESOL specialist, Reading/Curriculum Coach will oversee the data management process and provide support for teachers to make data including technology and resources to make data readily available. All teachers will receive specific training on data-drive decision-making process and procedures as well as Professional Development on how to interpret and use data to improve student learning. Please see Section 13 for detailed outline of the PLST.

J. *Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.*

Targeted Interventions - The school will use MTSS framework as prevention oriented approach to linking assessment and instruction. Using real-time data from frequent assessment results, the school will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and afterschool; proving for supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FSA in ELA and the FSA in Mathematics will receive additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school will inform instruction and adjust interventions through the MTSS process, as necessary, depending upon the student’s academic growth and attainment of the grade level/course standards. Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using:

Grades K-5: i-Ready Diagnostic Test (Reading and Mathematics)

Grades 3-8: Midyear Assessments (ELA, Mathematics, Science)

All students who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, in order to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted in K-3, or through teacher observation, will have a progress-monitoring plan through MTSS and be given intensive intervention, immediately following the identification of the deficiency. The School will thereby implement the Sponsor's state-adopted CRRP and the plan for students with reading deficiencies in order to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated. If the school falls short of student academic achievement expectations or goals, the School will implement a corrective action plan under the direction of the administration (Principal) and the Instructional Leadership team described above

The corrective actions would be aligned specifically to the content areas and levels and implemented as part of the school's plan for improvement. At the school-wide level: The Instructional Leadership team will review school-wide data to determine school-wide areas of weakness and in need of improvement. Faculty and Staff will work collaborative through PLCs (by content area and grade level) to create the action plan as part of the SIP, including which strategies were successful and which strategies/curriculum/intervention processes need to be revisited.

At the Classroom Level: The administration would determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support and provide professional development, mentoring and support accordingly. A plan for the teacher/class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration.

At the Sub-group, or individual student level: The students' teachers and administrative team would review data (individual assessments/IEP or ELL Plans) and interventions to determine where instruction or interventions needs to be modified. These would be realigned and communicated to the parents and documented by the teacher and in the student's ELL or IEP plan if applicable (changes in intervention, classroom environment, behavioral support/services to individual students).

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

The school will use various methods to share information with students and parents including the parent and student data chats (as described in the section above). Ongoing communication between the School parents will be maintained through on-line reporting systems such, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary. The school will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken. Specifically, the School will ensure communication with students/parents via the following:

- Parents and students will be notified of student performance and progress through data reports (PM Tracking logs) Quarterly i-Ready and Midyear Assessment Reports of student individual performance and progress.

- Parent phone and in-person conferences by the individual teacher for communicating student progress and achievement and or other concerns
- Interim Progress Reports: students and parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data.
- Written Notices: Parents will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment.
- The school will provide parents with assessment results on a yearly basis for each year their child participates in the state-mandated assessments. Following the release of assessment results, school personnel will disseminate the information to parents individually and following all student confidentiality procedures (referenced below).
- School Grades (School Accountability Reports) will also be made available to stakeholders and the community at-large.
- Parental notification requirements for students with a substantial deficiency in reading will include a description and explanation, in terms understandable to the parents, of the exact nature of the student's difficulty and lack of learning in reading and the intensive interventions. A read-at-home plan that includes multisensory strategies must also be provided. Parents will also be provided with the results of the RtI plan.

The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. The school will keep both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records will be kept confidential as required by applicable law. All student records (including IEP/504 and ELL plans) will be kept in locked, fireproof cabinets in the school's administrative office. School personnel must be authorized by an administrator to review any student records and a sign-in log is kept. All permanent records of students leaving the school will be transferred to the district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

Individual Student Academic Performance Data – Students data is protected can only be retrieved by the principal on a secure website. The data is presented by First and last Name and a partial state ID number (which could be the student's SS#). The individual data score sheet for each student is delivered in copies of 2: one is for the parent and the other is for the student's cumulative record. Teachers are able to access each of their own student's data by SPI, a program that contains only the teacher's students' scores via a secure website.

Teachers will undergo an ethical training session as part of opening of school procedures, describing the information (including student's name and ID number) which cannot be shared

with others; Teachers shall comply with State and Federal laws and regulations, and Pincrest's Board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.

Section 6: Exceptional Students

A. Provide the school's projected population of students with disabilities and describe how the projection was made.
The School will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Sarasota County, the School's demographic composition should mirror that of the local community. Therefore, it is anticipated that the School's total enrollment should include approximately 15% of Students with Disabilities (SWD). The 15% of SWD will include students eligible for: Autism Spectrum Disorder, Deaf or Hard-of-Hearing, Emotional or Behavioral Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disabilities, Speech Impaired, Language Impaired or Visually Impaired. The School has based its projections on the average current enrollment in the District, which currently estimates an average of 15% student population. The data was derived from 2017 FLDOE EdStats: <https://edstats.fl DOE.org>.

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

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in the county. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. This process doesn't take into account a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school.

C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

In order to ensure students with disabilities receive FAPE in the LRE, the School will work with the Sponsor to provide, to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled. A school district shall use the term "inclusion" to mean:

- that a student is receiving education in a general education regular class setting reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community;
- a student with a disability is a valued member of the classroom and school community;
- the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and
- a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional

students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies. The School acknowledges a need for a collaborative linkage with the Sponsor in determining supplemental aids and services. The School will access the Sponsor's instructional resources and support, especially with respect to the responsibilities that exist for providing FAPE to children with disabilities and ensuring that the needs of ESE students are met. For example, the School will work with the Sponsor to access professional development opportunities and guidance on how to identify and implement supplementary aids and services. The School will also access support by the Florida Discretionary Projects, such as FDLRS, FIN, & UM/NSU CARD (<http://www.fldoe.org/core/fileparse.php/7567/urlt/projectslisting.pdf>).

Testing accommodations will be implemented based on the *Accommodations for Florida's Statewide Student Assessments* manual:
<http://fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>.

In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, and referrals to agencies that provide assistance to individuals with disabilities) the School will ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. This will be reflected in the School's documents, master schedule, logs, rosters, and list of referrals.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure that students with disabilities enrolled in the School will be educated in the LRE.

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable). Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in the *Sarasota County's Special Programs and Procedures (SP&P) for Exceptional Students Manual*: <http://beess.fcim.org/sppDistrictDoc.aspx>.

Developing Individualized Education Plans: Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP. The written IEP for each student will include: Measurable annual learning/behavioral goals that may involve the evaluation of behavior through a FAB and development of a BIP; Program Components; Goals: **S** Specific, **M** Measurable, **A** Use Action Words, **R** Realistic and relevant, **T** Time-limited (SMART); Progress reports to parents; Diploma options; Curriculum (Standard or ACCESS); Assessment; Supplementary aides and services; and Accommodations.

The Sponsor will work with the School to ensure that appropriate personnel will be trained in using Sarasota's County's Web Based IEP system and in Quality IEP. The Sponsor's assigned

ESE staff will assist with the creation of a well written IEP by providing feedback, sharing best practices, participating in required IEP meetings, and reviewing findings on ESE monitoring activities. The School will also use the Florida Department of Education's *Developing Quality Individual Educational Plans* (<http://fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>) as a guide when developing IEPs, as well as access the resources and guidance available to them via the Sponsor and Florida's Discretionary Projects, such as the Quality Individual Educational Plans self-paced training found on CPALMS (<http://www.cpalms.org/Public/PreviewProfessionalDevelopment/Preview/47>).

The IEP Team will include: Parent, LEA, General Education Teacher, Special Education Teacher and all additional members of the team that will be notified with a reasonable amount of time and all appropriate contacts will be made. Input from all team members and student data will be used to create an IEP. The School will work with the Sponsor to identify any additional team members that may need to be present at an IEP meeting.

The School will establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the IEPs. Parents of each student with a disability will be members of any group that makes decisions for their child. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting: (a) parents will be notified of the meeting at least ten days prior to set meeting to ensure that they have an opportunity to attend; (b) the meeting will be scheduled at a mutually agreed upon time and place; (c) a written notice to the parent will indicate the purpose; time; location of the meeting; who, by title or position, will be in attendance; and will include a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child. If neither parent can attend, the School will seek approval from the Sponsor of possible other methods that can to ensure parent participation (e.g., individual or conference telephone calls or video conferencing. NOTE - A meeting may be conducted without a parent in attendance if the parent indicated in the notification of meeting that they will not be able to attend and gives permission to proceed without or the school is unable to obtain the attendance of the parent. In this case, the School will maintain a record of its attempts to arrange a mutually agreed upon time and place and share those attempts with the Sponsor if requested.

The School will take whatever action is necessary to ensure that the parents and the student, beginning at age fourteen (14), understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English. The Sponsor will assist the School in identifying individuals/companies who can serve as interpreters.

Timelines for IEPs include the following:

- An IEP will be developed within thirty (30) calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- A meeting shall be held at least annually to review, and revise, as appropriate, each IEP. The School will work with the Sponsor's ESE staff to ensure their calendars are available for participation in such meetings.

The IEP team will consider the following factors in the development, review, and revision of the IEP:

- Strengths of the student and concerns of the parents for enhancing the education of their child;
- Results of the initial or most recent evaluation or reevaluation;
- As appropriate, results of the student's performance on state or district-wide assessments; and/or
- Academic, developmental, and functional needs of the student.
- In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior.
- In the case of a student with limited English proficiency, the language needs of the student as related to the IEP.
- In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille.
- The communication needs of the student.
- Whether the student requires assistive technology devices or services.
- At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student.
- If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect.

Each IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum.
- A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals.
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the State or district assessments.
- If the IEP team determines that the student will take an alternate assessment instead of the regular state or district assessment of student achievement, the IEP must include a statement of

why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

- The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided.

The School will ensure that the IEP team revises the IEP as appropriate to address:

- Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- Results of any reevaluation conducted;
- Information about the student provided to or by the parents;
- The student's anticipated needs or other matters; and/or
- Parent requests for revisions of the student's IEP.

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP (interim IEP). The School will work with the Sponsor in determining when a new IEP must be created or whether an Interim IEP can be held.

An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The School will make substantial efforts to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

504 Plan Procedures: A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability, should initially be referred to the PST. The School will seek guidance from the Sponsor's ESE staff to assist with the appropriate option(s). The PST will follow all established PST procedures and determine if appropriate to refer for possible 504 Plan services. The School will also follow the FLDOE District Implementation Guide for 504 (<http://fldoe.org/core/fileparse.php/7690/urlt/0070057-sect504.pdf>).

The School will seek guidance and assistance from the Sponsor on 504 eligibility determinations by the requesting the availability of the Staffing Specialist or the Psychologist to schedule a Section 504 eligibility meeting and, as eligibility/ineligibility is based on a variety of sources, determining which sources will be needed to assist in meeting eligibility and obtain them for the meeting. (These may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information.) The

School will ensure parents receive notice of the Section 504 meeting and are invited to attend. Parents and students will be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings will consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student’s teacher or counselor. If eligibility is determined, the Section 504 accommodations that may be considered fall under the categories of:

<u>Category</u>	<u>Sample Strategy</u>
Effective teaching strategies	Use visual aids to capitalize on students’ visual strengths and provide auditory/visual with new concepts
Increase listening/ Auditory skills	Demonstrate or model
Textbook adaptation	Pair students
Assignments and homework	Check for understanding
Motivation	Provide steps required to complete task
Teach appropriate social skills for academic development	Practice social skills
Effective behavior management	Use sincere and positive reinforcement
Increased instructional time	Facilitate smooth transitions
Increased engaged time	Adopt seating arrangements to encourage attention
Increased productive learning time	Provide immediate, corrective feedback

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education. The School will comply with Section 1003.57(1)(f), F.S., once every three years, and complete a Best Practices in Inclusive Education (BPIE) assessment.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

The School will use the PS RtI/MTSS (Problem Solving Response to Intervention/ Multi-Tiered System of Supports) framework for making informed decisions about students’ individual academic needs (http://floridarti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf) and the *SP&P*. A multi-tiered Response to Intervention (RtI) model has been adapted for the implementation of research based instruction and intervention. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students who require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

1. As part of the Response to Intervention process (not required for gifted), a request will be made for a formal evaluation of students who are suspected of needing a special program. This request for a formal evaluation is made by the Problem Solving Team (which must include the

school's ESE staffing specialist) and occurs only after the team determines that extensive evidence/research-based efforts have been ineffective in meeting the student's educational needs OR that the intensive interventions were successful in meeting the student's educational needs, but sustained implementation of said interventions is not feasible for a regular education teacher. This decision by the team is documented on the Case Analysis form. The school will use the Response to Intervention process to provide and document interventions.

2. Once the team determines that the student is not making adequate progress at Tier III or the student is making progress but only with the implementation of intensive interventions that cannot be sustained long-term by the regular education teacher, then the Problem Solving Team will refer for formal evaluation. Records of social, psychological, medical and achievement data in the student's cumulative folder are reviewed. Attendance records will be reviewed and where appropriate investigation of reasons for excessive absenteeism will be conducted.

3. Sensory screenings will be completed during the Response to Intervention Process. Students being considered for exceptional student programs, excluding hospital/homebound, will be screened for vision and hearing prior to conducting an evaluation to determine the student's eligibility. Sensory screening dates must be within one year of the date of evaluation. If vision and/or hearing screenings are failed, these issues must be resolved prior to the request for a psychological evaluation.

4. Problem Solving Team members (including the parents) will decide what areas are to be evaluated. School personnel are responsible for obtaining parent consent to evaluate. Procedural Safeguards and the proposed evaluation procedures will be explained to the parent.

5. School personnel compile the Request for Psychological/Social Work Services, sensory screening data, and the Student Services copy of the Individual Consent to Evaluate. This packet, along with Response to Intervention documentation and the Case Analysis paperwork, is forwarded to the Student Services office.

6. All evaluations will be completed within sixty student calendar days of which the student is in Attendance following school receipt of the parent consent. Sixty days is determined from the date the parent signed consent.

EXCEPTIONS:

The general education interventions described here are not required for students who demonstrate speech disorders, severe cognitive, physical or sensory disorders or severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others. The activities described in this section are not required for students considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020 or students who are gifted as described in Rule 6A-6.03019. General education intervention activities are also not required for children below entry age to kindergarten.

Referral Procedures – A referral for students suspected of having a disability will be initiated by school personnel with supporting documentation when the following determinations have been made:

1. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.

2. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.
3. Significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan will be developed as the child awaits the M-Team evaluation

If a student is suspected of having a disability consistent with PST guidelines, the School will follow the procedures found in the *SP&P* (Section H.1: Initiating an Evaluation for Exceptional Student Education and H.2: Conducting Student Evaluations and Reevaluations). The School will work collaboratively with the Sponsor to determine eligibility for a special program for children with a disability. This eligibility will be determined after the completion of the comprehensive evaluation and the activities described in the general education interventions procedures are completed.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the School will commit to instruction that incorporates specialized instruction. Specialized instruction adapts as appropriate to the student's needs the content, methodology, or delivery of instruction which ensures access to the LRE.

The School will first consider the LRE for all SWD. Students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the Special Education teacher. Depending on the needs of the students and as stated on an IEP, the following collaborative services may be offered by the Special Education Teacher:

Consultation—An inclusion model with Special Education support will be used, as appropriate, wherein one general education teacher is providing instruction and a Special Education teacher is providing documented consultation services in accordance with the student's IEP in relation to the students educational, behavioral, and transitional goals. For consultation services the general education teacher and Special Education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure the student's success in the general education classroom. The general education teacher and Special Education teacher will regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Support facilitation—One general education teacher is providing instruction and one Special Education teacher is providing support by meeting with an individual student or small group of

students on an individualized basis within a traditional classroom but not as co-teacher. The frequency and intensity of support varies based upon student's IEP needs. Support facilitation provides the level of support based on general educators' and students' need for assistance. Support may be provided on alternating days (M-W-F, T-TH), split periods (45 minutes in one class, 45 minutes in another), all in accordance with the student IEP. Both teachers use collaborative planning to make instructional decisions based on student data. Differentiated instruction strategies are implemented within lessons that support learning for all students. The Special Education teacher arranges for classroom and testing accommodations for students with disabilities.

Examples of specialized instruction include:

An IEP, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.

Teachers who maintain a culture of rigor and high expectations in alignment with the Florida Standards expectations.

Instructional accommodations in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida Standards.

Instructional accommodations in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida Standards.

Instructional strategies used to present information in a manner that achieves learning. Strategies include, but are not limited to the following: direct instruction, teaching social skills, self-monitoring strategies, organizational strategies, time management strategies, and the use of metacognitive modeling.

Accommodations include, but are not limited to the following: the use of visual cues, visual schedules, preparing for transitions, breaking tasks into subtasks with clear deadlines, use of a timer, and color coding. NOTE – this list is not exhaustive and the School, may in its discretion, offer additional strategies and accommodations.

Assistive technology devices and services to ensure access to the general education curriculum and the Florida Standards.

Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

*NOTE – this list is not exhaustive and the school, may at its discretion, offer additional strategies and accommodations.

Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida Standards will be provided with appropriate supports and interventions as follows:

Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.

Daily pullout tutoring as well as after school tutoring may be required for those students consistently demonstrating non-mastery of the standards.

Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

For all students showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP, modify the goals and/or accommodations, and incorporate the use of supplementary aids and services in an effort to remediate the student and provide the most appropriate educational plan of action.

The use of supplementary aids and service are critical elements in supporting the education of SWD in general education classes. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable SWD to be educated with nondisabled children to the maximum extent appropriate.

Supplementary aids and services are categorized by four categories: (1) Environmental/Physical accommodations; (2) Instructional; (3) Social/ Behavioral/Interventions Supports; (4) Staff Supports/Collaboration, and (5) Testing Accommodations. Classroom examples include:

Environmental/Physical Accommodations— Providing preferential seating, altering physical arrangement of classroom, reducing distractions, providing quiet corner/room, modifying equipment, adapting writing utensils, allowing use of study carrel, providing assistance in maintain uncluttered space, providing space for movements or breaks

Instructional— Teaching to learning style, Differentiating instruction, Varying method of instruction, Varying content of lesson, Providing alternative assignments, Providing study sheets, Conducting an assistive technology evaluation, Allowing use of computer and calculator, Providing books in digital/auditory forms, Reducing workload or length of assignments/test, yet not decreasing rigor or high expectations, Adjusting time demands by allowing additional time for assignments and tests, Providing hands-on activities and use of manipulatives, Following routines or schedule, Teaching time management skills, Alternating quiet and active time

Social/ Behavioral Interventions/ Supports—Providing immediate feedback, allowing rest breaks, conducting a Functional Analysis of Behavior (FAB), Implementing a Behavior Intervention Plan (BIP), Providing counseling, providing verbal and visual cues regarding transition, directions, or staying on task, providing study skills instruction, providing peer buddies, giving notice, warning before change in activities, providing visual schedule daily, Providing agenda book

Staff Supports/Collaboration— Participating in the Sponsor’s professional development sessions, providing total staff development during monthly faculty meetings by sharing “Best Practices” in ESE, working with the Sponsor’s designated staff (social worker, staffing specialist, and psychologist), providing small group instruction, Using cooperative learning groups.

Supplementary aids and services will be provided on a need basis as stated on a student’s IEP. Contracted SLP, OT, PT, and itinerant personnel will be hired by the School to service the needs of each student (as described in staffing - Section I below and included in the budget).

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. SWD must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. As stated in Section E, in order to accomplish this, the School will commit to instruction that is specialized and incorporates differentiation. In addition, the School's master schedule will be built around the additional needs requiring a Resource Room delivery model for students whom the IEP team deems appropriate in order for the student to access FAPE. At the 6-8 grade levels, designated class sections created for ESE students only in the core subjects of English and Mathematics will be taught by a certified ESE teacher. Reading and Math Intensive classes and the Learning Strategies class may also be provided for a student requiring this combination. This will enable SWD to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based found on IEP.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Special classes or separate schooling of SWD from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. For students requiring a more restrictive learning environment to support their educational needs (less than 40% of instruction occurring with non-disabled peers), an IEP team meeting will be held with the District ESE department, a representative from the student's home school, a general education teacher, and the child's parents to discuss the appropriate educational setting. The School will initiate the following procedures in conjunction with the Sponsor:

- Hold a meeting to review the IEP;
- The placement decision is made in accordance with the LRE provisions previously defined;
- The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options;
- The placement decision is based on the student's individual needs and evaluation;
- The setting is designed to meet the student's educational needs;
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- The placement is located as close as possible to the student's home school.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

The Every Student Succeeds Act (ESSA) requires schools, school districts, and states to measure their progress objectively and report their progress every year. The U.S. Department of Education is encouraging school districts to adopt progress monitoring for all students, including SWD who have IEPs. The School will implement progress monitoring to monitor and evaluate the progress and success of SWD through the School's RtI/MTSS Framework. As members of the student body, SWD will participate in the school-wide progress monitoring process described in Section 5G and 5H (Assessment and Evaluation). The School's IEP Team will be responsible for evaluating the progress and success of students with an active IEP/504 Plan by monitoring

student progress towards meeting the goals stipulated in the IEP/504 plan. In addition, the School will use progress monitoring to design a more effective, individualized instructional program as documented by the goals on the IEP/504 Plan.

Progress monitoring will be conducted as needed depending on student needs to provide an easy and quick method for gathering student performance data on important, grade-level skills/content. The data gathered will allow the IEP Team to analyze student progress (performance across time) in order to accommodate instructional programs when needed and/or adjust student goals upward. Progress monitoring will improve special education accountability and effectiveness by directing attention to monitoring student progress toward long-term goals, similar to how IEP goals are developed. This, in turn, will make IEP goals manageable yet will allow for ambitious goals to be incorporated, which will stimulate increased achievement.

Data that may be used to evaluate progress and success may include: Behavioral records; Classroom work samples; Course grades; Teacher observations; Relevant classroom data derived from formative assessments; Intensive remediation activities on the required course standards; Higher-level, related coursework (honors, advanced placement, etc.); Results of a statewide, standardized assessment (FSA or FAA); Other standardized academic assessments; and School based portfolios.

I. 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 will employ teachers with proper certifications available to serve students with disabilities as projected by an estimated 15% of SWDs currently attending the district schools. The school teaching staff will include an ESE Specialist and certified ESE Teachers with demonstrated experience in providing support and services to children with disabilities (See Budget – Attachment X for Staffing Plan). The ESE Teachers will be an employee of the School and will at a minimum possess full certification in special education and additional certifications in core subjects. The School will increase number of staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on the IEP.

The School will employ service providers who meet all licensure and/or certification requirements that apply to the related services area. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School will also access the services and be provided support by the ESP's National Director for Special Education and Student Support. The services and support provided will include: technical assistance, compliance, professional development, mediation with parents, coaching and mentoring of administration and faculty.

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

The School's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the ESE and

General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Accommodations may involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to handicapping conditions.

Similarly to these goals, data from district and state assessments will be used to determine whether students' needs are being met. Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, feedback from the Sponsor's annual ESE compliance review will also help the School to measure its effectiveness in serving student's needs.

The School's effectiveness in serving Gifted students will be evaluated in the ability for the student to demonstrate mastery (Levels 3-5) on the Florida Standards Assessment (FSA) English Language Arts and Mathematics. The School recognizes that Gifted students need gifted education programs that will challenge and enrich them to facilitate continuous progress in school. With this in mind, the School's effectiveness in serving Gifted students will also be evaluated in the ability for the students to evidence the Accelerated Student learning gain (students who increase their score from one achievement level to a higher achievement level) in the FSA English Language Arts and Mathematics. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the Gifted teacher to ensure appropriate curriculum and instruction for highly able students is being implemented on a daily basis. The School's administration will adopt a stimulating curriculum to develop the talent of a gifted student and, through classroom walk-throughs and teacher evaluations, will ensure the learning experiences within the classroom are rich and individualized. Teachers will be expected to teach at a higher degree of difficulty with their content, processes and products being more complex, more abstract, more open-ended, and more multifaceted. The School will adopt Florida's Frameworks for K-12 Gifted Learners at <http://www.fldoe.org/core/fileparse.php/7567/urlt/k12giftedlearners.pdf>.

- The Frameworks are instrumental to help design and revise gifted education services.
 - The standards provide the content that will be contained in courses cited as Gifted in the Course Code Directory.
 - Is a tool for enhancing curricular design, assisting the School in its goal to create rigorous and challenging learning experiences.
 - Can be used in the creation of an EP as it describes many areas (66 traits within 22 objectives with seven program goals of focused study).
 - Can be used as an assessment tool, helping the School to hone and organize its Gifted program.
- Moreover, feedback from the Sponsor's annual Gifted compliance review will also help the School to measure its effectiveness in serving student's needs. Ultimately, the School envisions the schooling of a Gifted child as an escalator on which the student continually progresses, rather than a series of stairs, with landings on which advanced learners consistently wait.

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

The School recognizes the special needs of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs

as indicated by their giftedness. The philosophical focus of the gifted program promotes increased access, rigor, and achievement.

Gifted Education Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or Social Science. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

The curriculum for the gifted student assures access to the general curriculum, with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. Therefore, the curriculum for gifted students reflects Florida Standards through the implementation of the appropriate Pacing Guides and the Gifted Goals and Objectives identified in the students' EPs. These include, but are not limited to, the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

Instructional Strategies for Gifted: The School will offer various services to meet the needs of the gifted student based on the Educational Plan. Specific instructional strategies include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate: (1) Acceleration, (2) Differentiation, (3) Flexible Grouping, (4) Ability Grouping, (5) Independent Study, (6) Curriculum Compacting, (7) Learning Centers, and (8) Enrichment Clusters.

A range of service delivery options will be available to meet each gifted student's special needs based on the student's Educational Plan (EP) and will be provided with administrative support to assure adequate funds for materials and professional development. The following delivery models may be available for students depending on the number of students enrolling in the school:

- 1) **Gifted/Self-Contained Class** - The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility. Content and pacing is differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual EP.
- 2) **Resource Room or Pull-out** - The setting is other than the general education classroom for the special instructional period. Curriculum should have an academic content-based foundation, and focus on activities as related to the EPs of the students. Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum. The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility.
- 3) **Cluster Grouping** - Identified gifted students with strengths in the same content area(s) placed as a group - typically three to six identified students with similar strengths - into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength. Classroom teacher has the gifted endorsement in addition to the required certification. The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.
- 4) **Advanced Content Class for gifted and non-gifted students** - Students are grouped on the basis of achievement and interest in specific content area, and the class may include students who have and who have not been identified as gifted (Honors and/or Advanced Placement courses).

The content, pacing, process skills emphasis, and expectations of student outcomes differ from other courses in the same content area. The gifted-endorsed teacher will clearly document in the lesson plans the differentiation provided as necessary to match the student's EP goals.

- 5) **Support Facilitation** - The teacher of the gifted provides support for the gifted students' achievement in the general classroom. Gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student. The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts. The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed. Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

Identification of Gifted Students:

The School will follow guidelines and procedures detailed on The Sarasota Schools Pupil Services Gifted Website

(<http://sarasotacountyschools.net/departments/pupilsupportservices/default.aspx?id=44336>)

and

Part III of the SP&P, Policies and Procedures for Students Who are Gifted, Section A. ESE Eligibility for Students Who are Gifted (<http://beess.fcim.org/sppDistrictDocView.aspx>), and Section B.

Educational Plans for Students Who are Gifted (<http://beess.fcim.org/sppDistrictDocView.aspx>).

A student is eligible for special instructional programs for the gifted from kindergarten through Grade 12 if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
 - a. The need for a special program
 - b. A majority of characteristics of gifted students according to a standard scale or checklist
 - c. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in Sarasota County's plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

The School will follow the *SP&P, Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students Who Are Gifted:*

(<http://beess.fcim.org/sppDistrictDocView.aspx>.)

The School will implement the following procedures for those students who may be gifted:

- (1) The screening process for the School will include the development of a talent pool of students who demonstrate unusual ability;
- (2) A student profile is developed for a student being referred to the PST;
- (3) A PST meeting is convened in order to review the information gathered in the student's profile; and
- (4) The PST makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the Gifted Characteristics Checklist.

Once it has been determined that a student meets the screening requirements to proceed with a gifted evaluation, the gifted coordinator will collect the documentation required for referral and schedule a meeting with the student's parent, teachers, and school psychologist to review the documents and secure parent permission to evaluate the student. The minimum evaluations for determining eligibility address the following: (a) Need for a special instructional program; (b) Characteristics of the gifted; (c) Intellectual development; and (d) Evaluation procedures included in SP&P Appendix C to increase participation of students from underrepresented groups in programs for the gifted.

Upon review of the completed evaluation and referral packet, district staff will notify the gifted coordinator of eligibility. If the student is found ineligible, parents will be notified in writing. If it is determined that the student is eligible for gifted services, the gifted coordinator will schedule an EP meeting with the district, the student's parent(s), and a teacher of the gifted to develop an Education Plan (EP).

EP

The School will be responsible for developing EPs for students who are identified solely as gifted. The EP will include:

- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
- A statement of goals, including benchmarks or short-term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to the parents; and
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.

The EP team will consider the following during development, review, and revision of the EP:

- The strengths of the student and the needs resulting from the student's giftedness;
- The results of recent evaluations, including class work and state or district assessments; and
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

Timelines for development of the EP will include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;
- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
- Meetings are held to develop and revise the EP at least once every three years for students in Grades K–8; and
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

EP participants will include:

- The parents, whose role includes providing information on the student's strengths, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved

and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting;

- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP; involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs;
- If needed, a representative from the District who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district; at the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district;
- An individual who can interpret the instructional implications of the evaluation results; this individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above;
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (**Note:** The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting); and

- Whenever appropriate, the student.

The School will take the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend;
- Scheduling the meeting at a mutually agreed on time and place; and
- A written notice to the parent indicating the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It will also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the School will use other methods to ensure parent participation, including individual or conference telephone calls

A meeting may be conducted without a parent in attendance if the School is unable to obtain the attendance of the parents. In this case, the School will maintain a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School will take whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

The EP will be accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student will be informed of specific responsibilities related to the implementation of the EP.

Section 7: English Language Learners

- A. *Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.*

Meeting the needs of ELLs – The School will adhere to all applicable provisions of Federal law relating to students who are English Language Learners (ELL), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 and all requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990). The School will abide by the Sarasota County Schools District ELL Plan to identify, assess, monitor and provide appropriate programming for ELL students.

Identifying ELLs - The School will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). If a parent answers “yes” to one or more of the HLS questions, then the student is assessed in English. Initial ELL testing is to be completed within first ten days of entry in the school as follows:

- The online IPT (IDEA Proficiency Test) will be administered to the student by the ELL contact within 20 calendar days of the home language survey date. If a student in 3rd-8th grade scores proficient on the IPT, the Reading/Writing Test (IRW) must also be administered to the student within 10 calendar days of the IPT Oral Test.

The ELL Committee must make a determination whether the student should be placed in an ELL program if the reading/writing assessment does not take place within 20 school days of the completion of the aural/oral test.

If a student does not score English Proficient on the IPT and/or the IRW, the student is identified as ELL. The ELL coordinator will schedule an ELL Committee Meeting within 10 days after student is identified as ELL based on the results of the IPT. The ELL Committee will:

- Write ELL Plan and complete appropriate forms
- Document strategies on the ELL Review Form that will be used by the teacher to assist the ELL student
- Explain services to the parents (the ELL Committee must convene even if the parent does not attend. If the parent does not attend the school must document two attempts to invite the parent)

Equitable access to the School's programming – The **ELL Committee** will be convened to analyze all available academic information and determining the most appropriate educational placement for the student. The ELL Committee may use any recommended assessment instrument or other academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. Other scheduling decisions will be addressed as was previously discussed herein, please see sections 3E and 4A.

ELL Committee Meetings: After the initial placement year, the ELL Committee convenes at the beginning of each academic year when the student enters the school in order to update the ELL Plan. Updating the plan includes documenting the student's new academic schedule, the ELL strategies that will be used by the student's new teacher, any changes in the student's MTSS/RTI, IEP, or 504 plan that work together with the ELL Plan, and documenting any new services which will be provided to the ELL students such as tutoring, reading enrichments classes, honors, etc.

An ELL Plan update is also held throughout the school year to update a schedule change, MTSS/RTI change, and/or any other changes in the services offered to the ELL student. Documentation of ELL Committee Meetings: All determinations and recommendations made by the ELL Committee shall be documented in writing using the ELL Review Form. A copy of all forms shall be provided to parents in the native language, if feasible. Any change must be updated by the school on Skyward Student Information Systems/ELL. Members must be in agreement before a decision can be made. It is illegal for only one person to act as an ELL Committee. The ELL Committee will be a part of all of the ESE/IEP and MTSS/RTI meetings in order to incorporate any MTSS/RTI or ESE/IEP strategies into the student's ELL Plan.

ELL Plans: An ELL Plan is created for each student upon initial entry into the ESOL program. The services provided to the ELL student by each school must be documented on the ELL Plan. The ELL Plan will:

- Inform the student, parent, and teachers of the student's ESOL language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly serviced
- Provide for student exit from and reclassification into the program.
- Provide documentation for post program review for students who have exited the ESOL program MTSS/RtI PLAN
- List all services provide to the ELL student: MTSS/RtI PLAN, IEP PLAN, 504 Plan, ESOL strategies, accommodations and modifications used by classroom teachers, etc.

The ELL Plan will be updated every time a change is made to the student's academic schedule /instruction and ELL services/strategies. The ELL Plan will also be updated yearly from August to October 1st when the student's grade level, teacher, and schedule changes.

Parent Involvement: To promote parent and community participation in programs for ELLs, the school will invite parents to participate in district parent organizations such as Parent Leadership Council. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding. At least one member of the SAC must be an ELL parent or representative.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

Instructional Program: The School will provide ESOL instruction in English and ESOL instruction in the basic core subject areas in accordance with the guidelines and procedures outlined by the current Sarasota County ELL Plan. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.

ESOL Instructional Models

Elementary:

- Mainstream-Inclusion English Language Arts Model - ELL and non-ELL students are

grouped in a classroom and the ESOL endorsed teacher provides them with specialized English language instruction.

- Mainstream-Inclusion Core/Basic Subject Areas - ELL and non-ELL students are grouped in a classroom and the endorsed classroom teacher adapts instruction delivered in English to address the language proficiency needs

Grades K-5: HLA is the appropriate intervention for all ELLs. HLA teachers will monitor academic progress in the home language. ELLs who are not making progress in their home language, and are having difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model, should be assessed in Spanish, Haitian-Creole or in their native language, if possible. An ELL committee must be convened to determine alternative strategies or referral to Problem Solving Team (PST). Newly classified ELL students ESOL levels 3 & 4 in grades K-5 who are having significant difficulties in Reading and whose Home Language Arts teacher indicates that they are limited in the home language, be tested with a Home Language Arts assessment in the Listening/Speaking component. Newly classified ELL students ESOL levels 1 & 2 in grades K-5 will have HLA as their intervention.

CCHL (Curriculum Content in Home Language) for ELLs, Levels 1 and 2 (with less than two years in ESOL based on ESOL program entry date) will comply with SPP instructional time requirements. CCHL may be scheduled using pull-out or in-class models. An Individual Educational Plan (IEP) Team can consider the provision of Curriculum Content in the Home Language (CCHL) for ELL students with disabilities.

Middle School:

- Sheltered English Language Arts model: All ELLs will be placed in two ESOL courses as applicable to the grade level and language proficiency: **1. Language Arts content course scheduled by grade level:** M/J Language Arts 1,2, or 3 Through ESOL and **2. Language proficiency course scheduled by English Proficiency Level:** M/J Developmental Language Arts Through ESOL (Level 1,2, 3 or 4 Reading). Instructional Materials for the Developmental Language Arts through ESOL classes will include state-adopted texts such as National Geographic and Hampton Brown Edge Levels Fundamentals and Achieve 3000 as supplement/technology.
- Mainstream-Inclusion Core/Basic Subject Areas: ELL students are scheduled with non-ELL students and instruction is delivered through the use of second language strategies to ensure that instruction in the basic subject areas is understandable for ELL students.

Interventions: The school will ensure that all students will be engaged in and benefit from the curriculum, including ELLs who enter the school below grade level. Apart from providing the specific services listed in the ELL Plan, any student in need of remediation for not making adequate progress towards mastery of the Florida Standards/NGSSS will be provided with appropriate interventions through the MTSSS/RTI process and have access to tutoring services during school and non-school hours (e.g. after school, Saturday mornings, etc. or other such assistance that is also offered to non-ELL students). Daily pull-out and afterschool tutoring may be required for those students consistently demonstrating non-mastery of the standards.

HLA is the appropriate intervention for all ELLs. HLA teachers will monitor academic progress in the home language. ELLs who are not making progress in their home language, and are having difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model, should be assessed in Spanish, Haitian-Creole or in their native language, if possible. An ELL committee must be convened to determine alternative strategies or referral to

Problem Solving Team (PST). Newly classified ELL students ESOL levels 3 & 4 in grades K-5 who are having significant difficulties in Reading and whose Home Language Arts teacher indicates that they are limited in the home language, be tested with a Home Language Arts assessment in the Listening/Speaking component. Newly classified ELL students ESOL levels 1 & 2 in grades K-5 will have HLA as their intervention.

Strategies for Success: Apart from providing the specific services listed in the ELL Plan, the School’s faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non-ELL students, to ensure students are successful. ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes. Teachers will ESOL endorsed, trained and expected to use and document ESOL Strategies through lesson plans, classroom settings, materials used, audio/visuals, and grade book, etc. For example, teachers may adapt lessons and content for ELL students by:

- Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities
- Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson
- Adding vocabulary word banks to student activities
- Adapting text so that the concepts are paraphrased in easier English
- Eliminating non-essential details and building on what ELLs already know
- Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context
- Using embedded or yes/no questions
- Giving ELLs questions in advance so that they can prepare to respond in class
- Introducing concrete concepts and vocabulary first
- Teaching students to categorize their information using graphic organizers
- Demonstrating highlighting techniques for important information
- Reviewing and repeating important concepts and vocabulary
- Providing concrete “real” examples and experiences
- Teaching ELLs to find definitions for key vocabulary in the text
- Helping ELLs become acquainted with their textbooks (table of contents, glossary, etc.)
- Modeling thinking processes for students using “think-alouds”

Supports for ELLs

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Pictures & photographs	Tables	In triads or small groups
Illustrations, diagrams, & drawings	Graphic organizers	In a whole group
Magazines & newspapers	Graphs	cooperative group structures
Physical activities	Timelines	Group Projects
Videos & films Broadcasts	Number lines	Shared Reading and Writing
Models & figures		
Manipulatives		

Ensuring Equitable Access: In accordance with Florida Board of Education Rule, 6A-6.0904, and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, all ELLs will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students.

Ensuring Academic Success: The School will commit to providing instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring:

- The same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs)
- Teacher classroom goals and objectives are for mastery of standard
- Instructional delivery, not content, is modified to meet the needs of ELLs
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes
- All ELLs participate in statewide assessments – and accommodations are provided in accordance with State and District mandates and guidelines, which may include: English to heritage language dictionary; Flexible setting (parent must be notified prior to testing); Flexible scheduling; and Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).

All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plans. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations.

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

The School will follow guidelines detailed in the Sponsor’s Student Progression Plan, as applicable to ELL students, for appropriate grade level placement, progress monitoring, and promotion requirements of ELL students. As per the Sponsor’s Student Progression Plan:

- ELLs who are not meeting District and/or State student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, will be involved in the school-wide system for progress monitoring.
- ELLs who have participated in the ESOL program for less than two years are to participate in the progress monitoring assessments for monitoring progress only.
- Recently classified ELLs will be assessed following procedures stipulated in the District’s CRRP by the end of the first nine-weeks in an approved ESOL program in order to ensure ELLs progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary).
- ELL’s DEUSS (Date of Entry in a United States school) anniversary dates will be monitored, and ELL Committee meetings will be convened, as appropriate, within the Sponsor’s guidelines.
- The ELL plans will ensure the provision of appropriate services to ELLs and allow the school to monitor the progress made by such students. All students who are not meeting grade level

expectations will be monitored for academic progress in consultation with the parent.

- **All** ELLs will participate in statewide and district assessment programs including ACCESS 2.0 for ELLs. **ACCESS 2.0 for ELLs** will be used as the annual summative English language proficiency assessment that will be administered to all K-8 grade ELL students to monitor students' progress in acquiring academic English. The school will administer Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0 (grades 1-12), and Alternate ACCESS for ELLs, an assessment for English language learners with significant cognitive disabilities (grades 1-12) in accordance with district guidelines.

ESOL Exit Criteria: The District will provide guidance on new ESOL levels when data from FLDOE is available upon approval of proposed rules **6A-6.09021** *Annual English Language Proficiency Assessment for English Language Learners (ELLs)* and **6A-6.0903** *Requirements for Exiting English Language Learners from the English for Speakers of Other Language Program*. Proficiency levels and scale scores have not been established by FLDOE at this time. If approved, the proposed exit criteria are as follow:

- **Grades K-2:** ELL students with a 5.0 composite score or greater and at least a 4.0 in all domains of the ACCESS for ELLs 2.0 will programmatically exit by Instructional Technology (IT)
- **Grades 3-5:** ELL students with a 5.0 composite score or greater and at least a 4.0 in all domains of the ACCESS for ELLs 2.0 **and** earning a passing score on the grade level FSA in ELA.
- **Grades 6-8:** ELLs with a 5.0 composite score or greater and at least a 4.0 in all domains of the ACCESS for ELLs 2.0 **and** earning a passing score on the grade level FSA in ELA. Exit for ELL (SWD) will be based on the following instruments: K-2 ACCESS for ELLs 2.0 (a 5.0 composite score or greater and at least 4.0 in all domains); 3-5 ACCESS for ELLs 2.0 (a 5.0 composite score or greater and at least 4.0 in all domains) and a level 3 or higher on the grade level FSA in English Language Arts. An interim IEP must be held to exit the students from the ESOL Program. The English Language Learner (ELL) status of students with disabilities (SWD) is monitored by reviewing the number of ESOL semesters in the ESOL Program.

Exit Procedures - The following procedures must be completed when an ELL student exits the ESOL program:

- Exit ELL Student Plan (signed, dated, employee ID#)
- Parent Notification (Exit Letter)
- ACCESS 2.0 test report that reflects the exit
- Evidence of ELL Committee meeting with rationales that reflect the exit if exited during the school year, or if specific exit assessment indicates inconsistent test data.

All ESOL students that EXITs during the school year will need to have an ELL Committee meeting. All relevant sources of data, including the ACCESS 2.0 will need to be reviewed by the ELL committee.

Post Program Reviews: The Language Arts teacher will document former ELL student's progress in the student's ELL Plan using a Post-Program Review Report and a Post-Program Review Student Profile are generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first

semester, first year, and second year after exiting. ELL plan will reflect the Student's current Language Arts teacher's employee number at time of monitoring. Post Program Review will be the responsibility of the Language Arts teacher, not the ESOL teacher. If student is not performing due to language deficiencies, student is referred to ELL committee. ELLs who do not meet the criteria for proficiency after 3 years in the ESOL program will be reevaluated annually: and yearly thereafter at the end of the 4-6th years. If the ELL committee determines the student is not English proficient, ESOL services will be extended.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

The School will hire ESOL endorsed teachers, as needed to serve the school's ESOL Program. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). All instructional members will be trained and expected to:

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

The school will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year.

If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students. Bilingual paraprofessionals will assist students by working in small groups, translating information and interpreting test questions and homework assignments as appropriate and helping students comprehend textbooks and other written materials.

Professional Development - The School will offer on-site staff development opportunities for all staff to acquire the ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The School will work with the Teacher Education Center to provide ESOL in-service training program(s). The School will also work with Sarasota County Schools in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements and request to participate in in-service and summer academies offered by the Teaching and Learning Department.

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The governing board members of Pinecrest Academy, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Pinecrest Academy, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is intrinsic.

Students will be taught the school's values and beliefs along with character education throughout the school year, as a vehicle for reinforcing a sense of responsibility in their actions and deeds, molding them to be self-aware, caring, and responsible citizens. All stakeholders will reinforce student intellectual success as well as positive social development by actively participating in fostering a discipline and structured learning environment.

The School will implement the Positive Behavioral Interventions & Support (PBIS) model. PBIS is a team based, systematic approach in teaching behavioral expectations throughout the school. All students at Pinecrest Academy are expected to be safe, responsible and respectful. The school will also look to the Sarasota County School's department of Pupil Support Services in order to ensure participation and alignment with the Sponsor's Code of Student Conduct in the Student and Family Handbook.

PBIS is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. The goal of PBIS is to build effective, positive school environments; enhance school climate and safety; prevent problem behaviors from occurring; teach and reinforce appropriate behaviors; Increase instructional time and academic performance; enhance teacher capacity to effectively address problem behavior; create meaningful and durable behavior and lifestyle outcomes. It is in students' best interest that parents and staff work together to ensure a happy, safe and productive learning experience. The Pinecrest Academy family will promote this culture through communication and upholding a common philosophy of high expectations for all, a commitment to educational excellence, an expectation of parental involvement, and a collaborative infrastructure.

RtIB - The school will use the Response to Intervention for Behavior /Multi Tiered System of Supports model (RtIB/MTSS) as the school-wide model in creating a safe and positive school climate. RtIB/MTSS is a researched-based, problem solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

- Tier I consist of school-wide behavioral policies (rules, routines, and physical arrangements), which will be created by school staff and taught to students to prevent initial occurrences of problem behavior. Interventions may include: Increasing Positive Reinforcements, Safety, Alternative to Suspension Program (ASP) or Crisis Prevention Planning, Positive Behavioral Interventions & Support (PBIS).
- Tier II provides services for students whose behaviors require supplemental group intervention matched to the function of the students' behavior. Interventions may involve small group counseling sessions for specific topics such as anger management, problem-solving and conflict resolution, violence prevention, grief, assertiveness, developmental issues and social skills;

Alternatives to Suspension such as detention after school, Saturday school, etc.

- If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require intensive/Tier III interventions through the PST process. RtIB Tier III increases the individual student's rate of progress through intensive individualized interventions derived from the results of the functional assessment of behavior (FAB), used to create the behavior intervention plan (BIP).

SWD are expected to abide by the Student Code of Conduct. Support for SWD in the area of behavior will be addressed via the IEP or a Behavior Intervention Plan (BIP). The IEP will help ensure that SWD receive appropriate accommodations and supports within the regular education classroom, thus decreasing the likelihood of disciplinary problems. It will also provide the regular education teacher an opportunity to better understand the student's needs and what will be necessary to meet those needs.

With the school's mission in mind of educating the whole child, this Problem Solving approach is intended to assist and support each child, avoiding, whenever possible, the necessity for punitive measures that will interrupt the integrity of the everyday academic or social setting of each student.

- B. *State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G.*

The school will follow the Sarasota County Schools Code of Student Conduct

- o *Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;*

The Code of Student Conduct is the District's policy to uphold a safe learning environment to ensure academic success. In order accomplished this, the school needs to provide an environment wherein students feel safe and supported. The intent of the school is to uphold a positive school climate that supports academic achievement and promotes fairness, civility, integrity, acceptance of diversity and mutual respect. The Code of Student Conduct specifically identifies prohibited student conduct and lists the range of consequences, which may be imposed for each infraction (from Level I-IV). The code of student conduct will be made available to all parents/guardians and students upon registration. Parents will be expected to read and discuss the policies in the Code of Conduct with their child(ren) and return the appropriate signature form(s) to the school.

- o *List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;*

The Code enforces the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects student health, safety, and civil rights. This policy requires the school district to impose the most severe consequences provided for in the Code of Student Conduct in dealing with students who engage in violent criminal acts homicide; assault, battery, and culpable negligence; relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses; sexual battery; lewdness and

indecent exposure; child abuse; robbery; robbery by sudden snatching; carjacking; and home-invasion robbery. Level IV offenses require a five (5) to ten (10) day suspension and a consideration for a recommendation for expulsion from the public schools.

Students found to have committed Level IV infractions identified by a mark shall be subject to interventions consistent with the School Board of Sarasota County, Florida, Policy and Florida Statutes.

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

- *Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;* Using the RtIB/MTSS framework teachers and administrators will provide behavior instruction and supports to all students in all settings use a variety of interventions and strategies. The school will use corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct. The principal is authorized to take administrative action whenever a student's misconduct has a detrimental effect upon other students or on the orderly educational process. With direction from the Code of Student Conduct, the principal and staff have the responsibility and authority for upholding a proper discipline policy thus ensuring an orderly educational system. The principal is authorized to take administrative action whenever a student's misconduct away from school has a detrimental effect upon other students or on the orderly educational process. Teachers and administrators will strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. Each teacher will create classroom rules, to be approved by administration and used to set guidelines in the classroom.

In accordance with the Code of Student Conduct, the School's Principal may request the School's Governing Board vote to make a recommendation to the Sarasota County Superintendent that a student be recommended for expulsion. This action may be taken after less severe administrative corrective strategies have been exhausted, or when they have considered those alternatives and rejected them as inappropriate in the given situation.

- *Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;* The school will abide by the Sponsor's "General Rules of Discipline of Students with Disabilities. From the Student Code of Conduct Manual. SWD are expected to abide by the Student Code of Conduct. Support for SWD in the area of behavior will be addressed via the IEP or a Behavior Intervention Plan (BIP). The IEP will help ensure that SWD receive appropriate accommodations and supports within the regular education classroom, thus decreasing the likelihood of disciplinary problems. It will also provide the regular education teacher an

opportunity to better understand the student’s needs and what will be necessary to meet those needs. A BIP defines the behavior that is not acceptable, defines a new behavior that is acceptable, and describes the positive actions or steps to teach the student the new behavior and prevent the undesired behavior. The BIP may also describe the actions the School will take if the undesired behavior occurs even when all the other steps in the BIP have been followed. A student in special education is not exempted from a suspension. The School will follow the **Student Code of Conduct** to decide if a student should be suspended for violating rules. A Manifestation Determination meeting must be held each time any exceptional education student (excludes Gifted) has been suspended from school or transportation for the second time or for subsequent suspensions. A Manifestation Determination meeting is also required for a first suspension if the first suspension is for ten (10) days. The decision of the Manifestation Determination committee shall be documented. The student’s IEP may be revised to reflect a modification of the current special program or an alternative placement, or an indication that the disability is not a precipitating factor and the student is expected to behave in accordance with the rules established in this Code of Student Conduct. If the incident is not determined to be a manifestation of the disability, the student may be disciplined in the same manner as a student without a disability, except that FAPE must continue to be provided if the student is removed for more than 10 cumulative days in a school year. If the parent disagrees with the decision of the Manifestation Determination, he or she may appeal by requesting a Due Process Hearing with the Sponsor.

- *Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and*

A student accused of a Level II, III, IV, or Zero Tolerance offense which, in the opinion of the principal/designee, would require suspension from school, shall be afforded the due process procedures as described in the Sarasota County Schools Code of Student Conduct. A student accused of a Level III, IV, or Zero Tolerance offense which, in the opinion of the principal/designee, may require expulsion from school, shall be afforded the due process described in the Code of Student Conduct.

- *Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.*

At the start of the school year, the school will distribute the Sarasota County Code of Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement form provided in the handbook within the first few weeks of school. The school will retain the signed form in office with student records. Pinecrest parents will be expected to take an active role in supporting this plan. In order for student to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive and productive learning environment. Upon request, school administration will be available to discuss the Code of Conduct with parents.

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

Section 9: Supplemental Programming

- A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.*

With a core philosophy combining high expectations for both students and teachers, the school will stress academic and character/social development. The school will provide students with a rigorous curriculum, as well as an extra-curricular program of activities, including team sports and a range of school clubs. Each student will have the opportunity to get involved and learn important skills such as sportsmanship, hard work, accountability, and teamwork. Students will also have opportunity to compete both athletically or academically through athletic leagues and various Future City and Project Lead the Way Robotics competitions. Students will be able to participate in school-wide productions such as the Holiday Show, a Talent show, End of Year Show, Career Day, Hispanic Heritage Show, Black History Month, and Spring Show.

Other **Co-curricular and extra-curricular** activities may include: Art Club, Spanish, Robotics Club, Environmental Club, Chorus, Drama Club, Safety Patrol, Guitar Club, Newspaper Club, Future City, Math Club, Science Club and Tech Club. Students will have opportunities to practice their sport at least three times per week while in season. Co-curricular activities will meet weekly; though, when preparing for a competition, or special event, it may require meeting more often to adequately prepare. From a 1st grade cheer team to a 5th grade basketball team, the school will give all students an opportunity to participate in an array of sports that will be implemented based student interest.

STEM initiatives – The school plans to offer STEM education programs through elective courses that empathize STEM practices in order to prepare students for the challenges of tomorrow.

- **Robotics Courses** (M/J Research 1 and 2): Student can also chose the Robotics elective course where they will use LEGO MINDSTORMS EV3 program to build, program and command their own robots. Robotics courses feature teaching software, programming, writing code, and program building. In the robotics program, students are provided with real-world problems, which they need to solve by using critical thinking to design and program their own robots. They learn to collaborate with peers to explore solutions, work through robotics programming and design phases, create and evaluate their models. Students also learn to document their research and findings just as an engineer would in the real word.
- **Future City** (M/J Research and Critical Thinking 3) Future City is a national, project-based learning program where students imagine, research, design, and build cities of the future. Keeping the engineering design process and project management front and center, students work in teams to ask and answer an authentic, real-world question: How can we make the world a better place? This course will uses the Future City’s engineering design process as a framework to guide students through the creation of their cities. Students apply specific project management methods to plan and complete their projects for competition.
- **Project Lead the Way** - Project Lead The Way provides transformative learning experiences for K-12 students and teachers across the U.S. We create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and

skills they need to thrive. We also provide teachers with the training, resources, and support they need to engage students in real-world learning. Middle school students will be participating in courses in 3D Design and Modeling, Robotics, and Computer Science.

- **The Robotics Club** will be an extra-curricular activity offered twice a week after school. The club will allow students to explore real-world scientific concepts through research, teamwork, construction, and imagination as students prepare for local and state competitions.

Fundraising will serve as a catalyst to fund these programs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

The school will also offer parents an After Care Program, which in turn helps to fund the various expenses for co-curricular activities and tutoring that will take place after school and on Saturdays. The school will also participate in various community service projects and fundraisers such as the Scholastic Book Fair, United Way, World's Finest Chocolates, and McDonalds Teacher Night.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. *Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.*

Pinecrest Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the *Articles of Incorporation*, (Attachment H) and *Bylaws* (Attachment J).

Pinecrest Academy, Inc. is exempt from federal income tax as per the *501(c)(3) tax-exempt status determination letter* (Attachment I).

B. *Provide the following documents, if available, as attachments:*

- *The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H*
- *501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I*
- *Governing board by-laws – Attachment J*
- *Governing board code of ethics and conflict of interest policy – Attachment K*

Please see **Attachments H, I, J, and K** attached.

C. *Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/ head of school and any advisory bodies.*

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

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

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

The policies and procedures by which the board will operate, including specific board member powers are specifically detailed in the attached Bylaws.

A brief overview of those policies and procedures is as follows:

Board Member Powers: Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law

- Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law
- To conduct, manage and control the affairs and activities of the corporation
- To adopt, make and use a corporate seal
- To borrow money and incur indebtedness for the purpose of the corporation
- To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust
- To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property
- To assume any obligations, and enter into any contracts or other instruments
- To form and be a member or shareholder of a not-for-profit entity organized under the law of any state
- To carry out such duties as described in the Articles of Incorporation and Charter Contract

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

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor

Advisory Bodies

School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members and reports to the administration of the school. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

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

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The following is a list of the members of the school's governing board and a brief description of their backgrounds, skills, and experience highlighting their proposed contribution in servicing as a governing board member. *(Please see completed Addendum B, attached, for additional information on the existing governing board and the schools it operates in the State of Florida.)*

Judith C. Marty (President & Chair)

Ms. Judith Marty, Principal, has worked in the field of education at the Middle, High School and University levels for almost thirty years. Ms. Marty's entire career has been devoted to serving students in pursuit of academic success. She has worked as an ESOL teacher, a sixth grade classroom teacher, a Middle School Guidance counselor, a High School Assistant Principal, and a College Administrator throughout her lengthy tenure. Ms. Marty has Bachelor of Arts degrees in Psychology and Elementary Education, a Master's of Science Degree in Student Personnel Administration, and is currently a Doctoral Candidate in Administration of Higher Education.

Ms. Marty's strengths include curriculum development, community relations and staff motivation. Ms. Marty can often be found at the head-of class delivering instruction to teachers and students in an effort to impart knowledge and share her love for pedagogy. Ms. Marty has excelled in the implementation of several research-based programs at several schools where she has worked, and her success is evidenced by across the board improvements in student achievement. Additionally, Ms. Marty has presented at numerous state and national conferences and has served in leadership positions in various professional organizations.

Shannine Sadesky, MS. Ed. (Vice Chair)

Ms. Sadesky is one of Florida's most experienced and accomplished Charter School educators and administrators. She was recently the founding principal of two charter schools in Palm Beach. After earning her bachelor's degree (cum laude) in Elementary Education from American University, Ms. Sadesky continued her graduate studies at Nova Southeastern University where she completed the certification program in Educational Leadership.

Ms. Sadesky has been recognized as a Member of Golden Key National Honor Society, a Broward Education Foundation Science Grant Recipient, and has received an Award from the Annenberg Challenge Grant Project Steering Committee for Outstanding Leadership. Ms. Sadesky is credited with participating in a competitive grant process sponsored by the Walton Family Foundation, which awarded over \$300,000 to a charter school in Miramar.

Juan Molina (Secretary)

Mr. Molina has a passion for and in-depth experience working in high-paced/fast-growth companies, specifically in Healthcare. He is currently part of the founding team at Care Cloud, a

Cloud-based software and services providing the next generation of practice and clinical management technologies and serves as the company's Director of Business Development/Sales and Chief Evangelist.

Prior to Care Cloud, Mr. Molina was also part of the founding team of Avisena, an ASP revenue cycle management (RCM) company. At Avisena he served the company in several roles beginning in the technology division where he was responsible for the design, development, and implementation of the company's network and application infrastructure. He was later responsible for key aspects of the company's first merger and acquisition and also served as the project manager for the M&A managing key areas such as human resources integration, change management issues, and technology infrastructure transitions. He also served as Avisena's first Marketing Manager implementing their go-to-market strategy and successfully launching and positioning their products and services in the marketplace. He also played a crucial role in developing the company's strategy for its sales and marketing division. His leadership helped transform sales and resulted in double-digit growth since 2004 where he served as Director of Business Development.

Mr. Molina has been honored by the South Florida Business Journal as the winner of the "Up and Comer" Award in the Professional Services category and by South Florida Business Leader as a "Mover and Shaker."

Dr. Erin Demirjian (Director)

Dr. Demirjian has worked in the field of psychology & mental illness for the past ten years. She is currently working as a Therapist at Citrus Health Network where she provides individual therapy & treatment plans for both adults and adolescents. Her previous experience includes supervision of a team of counselors that provide mental health counseling in Broward County Public Schools. She, also, served as a Therapist & Psychometrician at the Federal Detention Center in Miami, Florida. Dr. Demirjian attended Roger Williams University where she received her Bachelor of Arts Degree in Psychology. After receiving two Master of Arts & Science Degrees she went on to receive her Doctorate in Clinical and Forensic Psychology. She was a member of the Psi Chi National Honor Society. Dr. Demirjian is a member of the American Psychological Association & is certified in Seeking Safety Therapy, Motivational Enhancement Therapy (MET), Dialectical Behavioral Therapy (DBT), HIV Training, First Aid, and CPR.

Carlos Alvarez (Director)

Mr. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with fourth and fifth grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University he taught at Ben Sheppard Elementary for three years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal Preparation Program, he decided to venture into the charter school movement and excelled as an Assistant Principal at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up.

He has advocated on behalf of the school and the charter school movement before legislators in Tallahassee. He has created awareness amongst the community leaders he has built partnerships with about the contributions of our school to the community.

Under the guidance of Principal Alvarez, the specialized academy model school has earned the Florida Rating of an A for the past 4 years, has a graduation rate of over 95%, and has been recognized by *Newsweek*, *the Daily Beast*, and the *U.S. News and World Report* for their students' academic success. Among his many accomplishments, Mr. Alvarez received the Florida Tax Watch- 2016 Principal Leadership Award for City of Hialeah Educational Academy.

F. Describe how board members have been and will be selected including term limits and selection of officers.

The Applicant's Bylaws, Attachment J, clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

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

Removal Procedures: A Director may be removed without cause by a majority of the Directors then in office.

Term Limits: Each member of the Board of Directors shall have a term of five (5) years and may only be elected for up to three (3) consecutive years. Upon serving the maximum term, a Director's term shall automatically expire without further action of the Board.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

Since 2000, Pinecrest Academy stakeholders have become an accomplished and established team, with a track record of academic and financial success that guarantees the human and financial resources to increase, sustain, and ensure the quality and performance of its schools. Each of the current schools benefits from the support and scrutiny of several entities including the governing board, sponsoring local school district, and an outside educational service and support firm, to name a few.

The Pinecrest Board has the responsibility for the affairs and management of all Pinecrest schools and will provide continuing oversight of all Pinecrest school operations. The school principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Governing Board of the School is the ultimate policy-making body that determines the academic direction, approves curriculum, and oversees operation of all Pinecrest schools. The board of the proposed School is comprised of the same individuals responsible for the existing school to be replicated as well as all

other Pinecrest schools, thus, they have ownership of the program and the experience to ensure the existing model is replicated with fidelity.

For more detailed information on the applicant and the strategies the governing board has identified for successful replication of the existing School design that will ensure the school will be an academic, operational, and financial success, please refer to **Addendum A: Replications**.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Judith Marty	Current	President & Chair	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Shannie Sadesky	Current	Vice-Chair	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Juan Molina	Current	Secretary	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Erin Demirjian	Current	Director	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Carlos Alvarez	Current	Director	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

See Attachment L for Board Member Information Sheet/Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

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

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

J. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between

the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

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

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

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

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: 1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and 4. The Board has determined that the transaction is in the best interest of the organization. Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

K. *Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.*

The advisory bodies listed below, as Pinecrest stakeholders, will provide the school and the school's governing board with knowledge, understanding, and advise on school related matters. Their main purpose is to become actively involved in fostering the school's vision and mission as well as guiding the school towards continuous improvement.

Advisory Bodies

School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs. The SAC reports to the leadership of the school.

L. *Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.*

The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website. If the governing board oversees multiple charter schools in the same school district, the governing board will appoint a separate representative for each charter school in the district. The appointed representative will reside in the school district in which the charter school is located in accordance with 1002.33(9)(p)(2), Florida Statute. Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible.

The following steps have been outlined in order to facilitate resolution of such issues:

Step 1: Make an appointment to clarify issue with your student's teacher (if applicable).

Step 2: Make appointment to clarify issue with the school administrator.

Step 3: Contact Educational Support Provider

Step 4: Contact Board Appointed Parent Liaison

Step 5: State concerns at a scheduled Governing Board meeting.

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

Section 11: Management and Staffing

- A. *Submit as Attachment M organization charts that show the school governance, management, and staffing structure in The pre-operational year; The first year of school operations; At the end of the charter term; and When the school reaches full capacity, if in a year beyond the first charter term.*

See Attachment M – Organizational Charts

- B. *School Leader: Process and timeline for recruiting, selecting, and hiring the school leader.*

At the time of application and charter contract approval with the Sponsor, the Pincrest Governing board alongside support personnel, will begin the process of identifying the school leader. The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. In order to recruit the most qualified individual who will carry out the mission and vision of the school, the Pincrest Governing Board will evaluate administrators/assistant principals within the network to identify any possible candidates who are prepared and qualified for a principal position at the new school and who have expressed an interest in such a position. Additionally, the board may as the ESP for assistance in recruitment of the school leader in order to reach a broader pool of possible candidates and to assist with advertising the new position. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has: extensive administrative and teaching experience; State of Florida Educational Leadership Certification; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; positive evaluations from previous administrative position(s); letters of recommendation; excellent communication skills; and demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards. See Attachment O. School Leader Qualifications.

The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. More details on the evaluation of the school leader may be found in Section 12B of this application.

The school intends to begin recruiting the School Leader upon approval of the application. Selection of the school principal is anticipated to be no later than January of the year the school will open.

- C. *Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.*

The management structure for the school's day-to-day operations will be as follows:

The Governing Board will hire and oversee the school principal. **The Principal**, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support

services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members in order for school's operational needs to be met.

The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school. The duties and key roles for these key personnel are detailed in the job descriptions, *Attachment P*. The Board expects it will contract with Academica, an Educational Services and Support Provider, to provide off-site support to the school. Detailed information on the ESP may be found in **Addendum B**.

The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in *Section 10 - Governance*, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The ESP, as contracted by the Board, will assist the School with additional preparation and reporting of the school's finances. The board has also established financial policies and internal controls for the school's operational and internal accounts. These policies and controls are detailed in Section 21, *Financial Management and Oversight*, of this application.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

Refer to Staffing plan provided in **Attachment X** (Operating Budget/Staffing Plan)

Refer to **Attachment Q** for Job Descriptions for the school's teachers

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

Recruitment – The School will ensure that faculty members are certified, highly qualified professional personnel. Accordingly, the School will: Recruit teachers through various local and national job fairs and teacher fairs, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities and via word of mouth.

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

Hiring Process - The Principal, once hired, recruits teachers and may appoint a committee to screen highly-qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings. Detailed information on the School's plan for professional development may be found in Section 13. Professional Development of this application.

Retention of Staff: The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns. The school's plan for professional development also serves to enhance each employee's experience at the school. Pincrest Academy offers teachers and staff opportunities for growth and advancement within the Pincrest family through participation in an Aspiring Assistant Principal and Aspiring Principal program. The school will provide a wide range of benefits such as Flexible Benefits Plan; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See Attachment X.

Other programs include: **Educational Assistance/Tuition Reimbursement:** The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. **Employee Assistance Program:** Through the EAP, the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. **Flexible Spending Account (FSA):** A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. **Support for Beginning and Struggling Teachers:** Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. Additional information on staff retention may be found in Section 12.B and 12.C.

Section 12: Human Resources and Employment

- A. *Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.*

The relationship between the school and its employees is that of an employment-at-will and will be entered into voluntarily in accordance with §1002.33(16)(c)(3), Florida Statutes.

Although employment is based on mutual consent and both the employee and the school have the right to terminate employment at will, with or without cause or advance notice, the School may use progressive discipline at its discretion. Disciplinary action may call for any of four steps 1) verbal warning 2) written warning 3) suspension with or without pay, or 4) termination of employment, depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Contracts- Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The nature and purpose of these contracts is to clearly provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

- B. *Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.*

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

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

- extensive administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

Administrator Evaluations- In compliance with s. 1012.34, F.S., the administrator’s evaluation must, at minimum, be based on the following components:

1. **Performance of students.** *At least* one-third of a performance evaluation will be based upon data and indicators of student performance* This portion of the evaluation will include growth or achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district’s adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

2. **Instructional Leadership** - *At least* one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.

3. **Professional & Job Responsibilities** - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator’s performance assessment, when appropriate.

Accordingly, the school will implement a school based administrator evaluation system that meets statutory requirements and is aligned to the Florida Principal Leadership Standards, approved by the Florida Department of Education (i.e. FCPCS School-Based Administrator Evaluation System).

The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S.

The evaluation systems for school administrators must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 1. Highly effective.
 2. Effective.
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.

4. Unsatisfactory.

- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Employee Evaluations- In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

1. **Performance of students*** – in accordance with s. 1012.34, F.S., *At least* one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of students component. (s. 1012.34, F.S.)

2. **Instructional practice.** *At least* one-third of the performance evaluation will be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, will include indicators based upon each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria will be based upon indicators of the Florida Educator Accomplished Practices (FEAPs) and may include specific job expectations related to student support.

3. **Other indicators** –the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as those recommended by the State Board of Education and/or identified by the approved plan, peer reviews, objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

Accordingly, the school will implement a performance evaluation system for classroom teachers and other instructional personnel that is in alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s.1012.34, F.S. (i.e. FCPCS Charter School Evaluation System for Classroom Teachers and Other Instructional Personnel).

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.)

Data collected from informal and formal Classroom Walk-through's will be used frequently to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

The evaluation systems for school instructional personnel must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:
 1. Highly effective.
 2. Effective.
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 4. Unsatisfactory.
- Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Full time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. For employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on www.adptotalsource.com.

Compensation structure

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective,**" as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board
- An employee who is "**effective,**" as determined by his or her evaluation, would receive a salary increase between 50-75 % of the annual salary increase provided to a highly effective employee.
- An employee who is in "**need of improvement (or developing)**" or is "**unsatisfactory,**" as determined by his or her evaluation would not be eligible for a salary increase.

Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

All entering new hire teachers are placed at a base salary unless creditable years of experience are applicable. Once base salary is determined calculating creditable years of experience (if any), then any applicable credential supplement is added to the new base salary for total compensation. Teacher salaries reflected in the budget are based on an average salary for teachers with 4-5 years of experience. Please see attached *Budget*.

Employee Benefits

Employee health benefit options are structured as follows:

United Healthcare						
	POS CP AHIK 500/80%		POS UHPD AFHD 2,000/100%		POS UHPD AHFU 2,500/80%	
In vs. Out of Network	In	Out	In	Out	In	Out
Deductible	\$500/ \$1500	\$1000/ \$3000	\$2000/ \$6000	\$4000/ \$12k	\$2500/ \$5000	\$5000/ \$10K
Out of Pocket Max	\$3500/ \$7000	\$6000/ \$12k	\$4500/ \$9000	\$8000/ \$16k	\$6000/ \$12k	\$10K/\$20K
Coinsurance	80%	60%	100%	50%	80%	50%
Primary Care Copay	\$25	60% after ded	\$30	50% after ded	\$30	50% after ded
Specialist Copay	\$50	60% after ded	\$60	50% after ded	\$60	50% after ded
Urgent Care	\$75		\$100		\$75	
Emergency Room	\$200		\$250		\$200	
Hospitalization	80% aft ded		Ded +\$500 copay (in) / Ded +\$250 copay (out)		\$500 (in) \$250(out)/ 80% after ded	
Prescriptions Tiers	\$10 / \$35 / \$60		\$15/ \$45 / \$65		\$15 / \$45 / \$65	

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate. For example, teachers may participate in a 401K in which they are immediately 100%

vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The school will adhere to all antidiscrimination provisions of section 1000.05, F.S. The school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

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

All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S. The school will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings. Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

Please see *Attachment R- ADP Basic Employment Policies Handbook*

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

As stated above, the governing board will evaluate the school leader and handle "Unsatisfactory leadership" by taking measures that are in the best interest of the students at the school (e.g. Professional development opportunities, additional mentorship or support, or removal/dismissal.) The school principal and school leadership will conduct evaluations of faculty and staff in accordance with 1012.34, F.S. and take necessary actions also in the best interest of the students.

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

Probation Period

Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

Voluntary Termination

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

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

Involuntary Termination

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

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

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. Identify the person or position responsible for overseeing professional development activities.

The principal of the School will appoint a PD Liaison to lead the Professional Learning Support Team (PLST), which will consist of: the PD Liaison, an AP (or principal), and team leaders or lead teachers, all who share the responsibilities for researching, developing and providing professional learning opportunities for the teachers at the School.

The Pinecrest Leadership Coalition (PLC) is comprised of Executive Directors, Associate Directors, school Principals, and Administrators, effectively nurturing reciprocal relationships in order to implement the Pinecrest Academy, Inc. vision and mission. The PLC meets monthly to share best practices, progress monitor data, design professional development activities, and cohesively align curriculum and instruction among all school sites. Each site Principal oversees an area of administration, assuring that each school site is in compliance with policies and procedures.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings. Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

All Staff will be offered, at minimum, the following school-site and district-based trainings:

- Curriculum Implementation by Subject/Specialty – Teachers will participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation, Florida Standards and FSA implementation - These include but are not limited to: *Horizontal and Vertical team planning, Training, Implementing Florida Standards in English/Language Arts and Mathematics instruction.*
- Comprehensive Research-Based Reading Plan Implementation and Instructional Reading Strategies Across The Curriculum
- Differentiated Instruction – This training teaches teachers and coaches how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.

- Data-Driven Decision-Making – Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
- RtI/MTSS Framework – Staff learn to create RtI Leadership team that utilizes the Problem-Solving (PS) model to meet the academic and behavioral needs of all students.
- Technology for the Next Generation – Staff will participate in hands-on technology workshops to learn how to integrate technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
- Promethean Board Trainings: Beginner/Intermediate
- Safety and Security – Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.
- Individual Professional Development Plan (IPDP) –In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe. The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

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

- Florida Annual State Charter School Conference - administrators will attend state conference on an annual basis.
- Clinical Educator Training –This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System's formative and summative processes are incorporated.
- Teacher Formal Observation for Principals: Training is provided by the Florida Consortium of Charter Schools
- Classroom Walk-through Training - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's

practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.

- Budget Training for Administrators – This training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
 - Master Scheduling for Administrators – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
 - Developing the School’s Improvement Plan – This training assists school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
 - Principal Chat Sessions – Charter School Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed principals and/or assistant principals, as applicable.
3. *Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?* Prior to school opening, there are two phases of teacher preparation, one addressing the entire faculty and staff, and the other addressing the unique needs of new teachers, and those new to Pincrest. The week before school begins, in accordance with the district calendar, the School will have a gamut of professional learning opportunities for the faculty and staff to prepare them for the upcoming school year, which will include the following presentations:
- Curriculum Implementation by Subject/Specialty – Teachers will participate in individual department trainings related to curriculum implementation, Florida Standards and FSA implementation, with special emphasis on incorporating digital resources.
- School Literacy Plan – Teachers will be exposed to the School’s literacy plan with specific strategies on how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.
- Data-Driven Decision-Making – Administrators and staff collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
- Promethean Board Trainings: Beginner/Intermediate. Teachers are exposed to the resources and instructional implications of utilizing interactive whiteboards.
- Safety and Security – Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan.

School Discipline Plan – Classroom-based discipline plans are discussed and approved; school-wide discipline procedures are outlined and clarified.

Student Support – The faculty and staff related to student support provide guidance and procedures on the following topics: **Exceptional Student Education** – Teachers are guided through the IEPs of their students and are made aware of the accommodations required to address the needs of each learner. **ESOL** – Teachers are provided with guidance and resources to help address the unique academic and social needs of English Language Learners. **MTSS Framework** – Staff learn to initiate and address the MTSS model to meet the academic and behavioral needs of all students.

4. *Describe the expected number of days or hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. The PLST will provide the faculty with the exact dates that would be utilized for professional development. An outline/sampling is provided below:

Topic	Description of initial, ongoing PD	Approx. number of PD sessions
School-wide Data Chats	School-level data chats will occur at the beginning of the school year, at the release of district interim assessments, at the release of state progress monitoring assessments, and at the release of any school-wide internal assessments. These data chats will consist of a review and analysis of current student progress, discussion of appropriate interventions which need to be applied, and a mutually agreed upon action plan that would be followed.	6-10
Literacy Plan and School Initiatives	School literacy plan, best practices, instructional strategies and other	10
Student Support	ESE, ESOL, MTSS, guidance, crisis intervention and tolerance processes will be outlined; changes and/or updates provided as needed	2
Technology	Research-based supplemental digital resources are explored and integrated into instruction	4

All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will assist and monitor the staff development process as an active member of the PLST. In-house workshops and meetings will be held monthly and may occur as often as biweekly in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. Weekly early release will allow for team collaboration to discuss student progress, conduct team and school-level data chats, and provide opportunity for common planning at both the vertical and horizontal levels.

Section 14: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.*

Pinecrest Academy's plan for student recruitment involves a wide array of media and materials to promote the school to ensure that the school reaches the widest possible audience including, but not limited to: harder-to-reach families, including families living in poverty, academically low-achieving students, students with disabilities and ELL students.

Promotional flyers and/or brochures will be distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which direct parents to click on the school's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, Google Ads. In order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages, as needed.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information, including the school's website information. Pinecrest will host informational meetings either on the school site or a nearby location which would be accessible to all interested in attending the school. These events would be promoted in the same manner as listed above. During the informational meetings, which will be held at various times during the day and evening in order to give parents options, the school will highlight its program and how it will serve all students.

Local elected officials and community leaders will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

As a charter school, our marketing campaign, alongside the lack of zoning boundaries, allows for a more diverse student population. The School will make great efforts to reach families reflective of the demographic of the community it serves and of the traditional public schools in surrounding areas. Costs for advertising and promotion of the school are listed in the school's start-up and operating budget, Attachment X.

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.*

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve a racial/ethnic balance reflective of other local

public schools in the district/community it serves. The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it as described above. By disseminating information in multiple languages to various media -- including minority and community periodicals, and postcard mailers delivered directly to residential addresses in various communities, the racial/ethnic balance of the School should be equivalent to that of traditional public schools within the community the school serves.

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

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

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, ethnicity, national origin, gender, or disability against a student in its school admission process. An open admissions policy will be implemented wherein the School will be open to any student, as described in F.S. §1002.33(10), who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Preferences - In accordance with 1002.33(10)(d), F.S., the charter school will give enrollment preference to the following student populations:

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

Enrollment Limitation - In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor.

***1002.31 Controlled Open Enrollment** - In accordance with 1002.31(2)(a), beginning by the 2017-2018 school year, the charter school shall allow a parent from any school district in the state

whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's controlled open enrollment process, if the school has not reached capacity. In accordance with 1002.31(2)(b) and (c), the charter school's governing board will determine the school's capacity based upon its charter school contract and post current capacity determinations on the school's website. As part of its controlled open enrollment process, the school will annually post on its website the application process required to participate in controlled open enrollment, consistent with s. 1002.31 and s.1002.33.

Students residing in the district will not be displaced by a student from another district seeking enrollment under the controlled open enrollment process as per 1002.31(2)(a (e)). As part of its controlled open enrollment process, the school may provide preferential treatment (within its controlled open enrollment participation process) to the enrollment preferences and limitations pursuant to s. 1002.33(10) as described above.

Enrollment Timeline (Approximate Dates)

May 15th, 2019 - Student Registration Begins

May 30th, 2019 - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.

June 1st, 2019 - Second Registration Period Begins

June 15th, 2019 - Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, a lottery will be conducted.

Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.*

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, School Advisory Council (SAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Volunteers – parents will be welcomed to volunteer at the School during various school activities, assemblies and meetings. Parents can be active participants in the parent club and their child's homerooms. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the School website, schoolnotes.com, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.
- School Advisory Council (SAC)- This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- Parent Club- dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.
- Parent-Link Phone calls – to broadcast messages pertinent to the families (these calls may include upcoming testing info reminders, emergency updates, and/or scheduled early release reminders)

- Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered.

The school's governing board will appoint a representative (parent liaison) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate representative for each charter school in the district. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website. The appointed representative will be physically present at board meetings in accordance with 1002.33 (9)(p)(2) Florida Statutes and reside in the district.

The School will make every effort to handle disputes or concerns in the most positive way possible. Please refer to Section 10L which outlines the School's conflict resolution process.

- B. *Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.*

The School will aim to partner with local businesses such as home improvement stores, grocery stores, banks and area vendors to assist with beautification projects, butterfly gardens, fundraisers, and in-kind donations. Various non-profit such as Meals on Wheels, and mentoring programs will aim to assist in the holistic educational experience for the student.

- C. *Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).*

See Attachment T: Evidence of Support

III. BUSINESS PLAN

Section 16: Facilities

If the site is not yet acquired:

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

The Board plans to engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of the School. The School would need a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency.

Size and Layout of Space: The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces.

In accordance with 1002.33(18)(a)(b) F.S., The school facility will comply with the Florida Building Code pursuant to chapter 553, with the exception of State Requirements for Educational Facilities, the exception of SREF. The school's facility will comply with the Florida Fire Prevention Code, pursuant to Section [633.208](#), F.S. The school has projecting a minimum of 55-60 sq. ft. per student station.

B. *Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.*

The Governing Board expects to enter into a triple-net, long-term lease for the facilities. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

The Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the budget as follows:

Lease of Facilities: The amount assumes an average cost of \$1,100 per student station in the budget, with a 1% increase for CPI. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases. The figures are based on statistical expense data compiled from the applicant's other successful charter schools currently operating in Florida. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. Lease payments will commence upon the taking of possession of the facilities by the School.

Estimate of Costs - These Budget projections have been derived from actual historical data from other comparable charter school facilities leased by the board, and from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions.

Utilities and maintenance cost estimates are shown in the proposed budget and amounts are comparable to the average annual costs paid by other charter schools with similar enrollment numbers. Water and sewer bills are set at \$80.00/Classroom and electricity bills are set at \$2,400.00/Classroom.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities.

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

The Governing Board will direct its ESP to bring to the Board a recommendation for a quality educational facility to be leased by the School.

Projected Schedule

March-Dec	Facility Identification
Dec-Feb	Facilities Negotiations upon charter approval by Sponsoring District
Feb-June	Execute Lease/Conduct Maintenance and Repairs
June-July	Final Preparations of Facilities
July	Conduct Final Facilities and Safety Inspections

The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses. The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

Safety, Permitting, and Inspections - The facility will meet all requirements for educational facilities in accordance with 1002.33(18)(a)(b) - the Florida Building Code pursuant to chapter 553, with the exception of SREF and state minimum fire protection codes pursuant to Section 633.028, F.S., as adopted by the County. The facility will meet all such requirements for education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc.

The School will participate in the Sponsor’s annual site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety

requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

D. Describe the back-up facilities plan.

The School's Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to direct the ESP to locate alternative facilities options suitable for school use immediately for the Board's review. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable facility. Any such facility shall be zoned for educational use and contain the adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The backup facilities will comply with Florida Building Code and Florida Fire Prevention Code pursuant to 633.208.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33(20)(c), F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

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

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

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

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents. The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school

Section 18: Food Service

Describe the school's plan for food services including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The school will either prepare its own food in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food or the school will contract with a FDACS registered vendor to provide the food and equipment necessary for holding the food at required temperatures. All Healthy meals will be distributed to students using a point of sale accountability procedure. Pinecrest Academy Inc. is an approved Sponsor of the National School Lunch Program (NSLP) and therefore the School will participate in the free/reduced priced meal program. The School will be an approved site under Pinecrest Academy, Inc. NSLP Sponsorship and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. Schools have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS). The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the district as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.

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

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

Pinecrest Academy Gulf Coast will use the safety and security plan and combine the best practices and procedures developed by Pinecrest Academy campuses across Florida, the programs to be replicated.

Please **see Attachment FF** for the School's detailed plan for school safety and security for students, staff, the facility, and property including procedures for unanticipated emergency situations. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

The Governing Board and the School will ensure that all provisions of the Jessica Lunsford Act (1012.465.F.S.) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property.

Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.

See Attachment X – Operating Budget

- B. Provide a start-up budget as Attachment Y 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.

See Attachment Y – Start-Up Budget

- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

See Attachment Z – Letter of Support

- D. Provide a detailed narrative description of the line-item 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.

See Attachment X - Budget Narrative

- E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The contingency to meet financial needs at lower enrollment is contained in attachment X. The budget illustrates enrollment at expected, 75% and 50% of enrollment (**See Attachment X – Operating Budget at 75% and 50% Enrollment**).

- F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

The budget has a projection at 50% of enrollment and the school is sustainable at that level (**See Attachment X**).

- G. 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.

See Attachment X for Cash Flow Projections

Section 21: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Service and Support Provider (ESP), which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established sound financial policies and accounting procedures to safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the *Financial and Program Cost Accounting and Reporting for Florida Schools* in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are

submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager/Treasurer whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are sent to the vendor and ESP, and copy retained at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls – The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the Principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal, and
8. reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of these statements (month/year indicated) in its minutes.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the *Financial and Program Cost Accounting and Reporting for Florida Schools*, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget with assistance from ESP, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

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

The School will utilize the standard state codification of accounts as contained in the *Financial and Program Cost Accounting and Reporting for Florida Schools*, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or MRI accounting software program
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from fundraising accounts, as established by the Board
- Prepare disbursement voucher packages at school site for fundraising and special accounts as authorized by the Principal.
- Maintain supporting documentation electronically within MRI software for all disbursements made from the operating account, as authorized by the Principal
- Make disbursements only to authorized/approved vendors. *A Form W9 must be obtained for any and all vendors before payment may be released.*
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log, and/or in a fixed asset management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both district and funding source inventory requirements (Example, CSP, Title I, etc.)
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- Retain documents for a specified amount of time

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per reporting requirements.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

The ESP provides services to the school per the Educational Service and Support agreement, including but not limited to facility design, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The PEO is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.

In addition, the Board of Directors publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

G. Describe how the school will store financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed.

The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of-county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

Financial Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

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

The School will maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements. The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements as stated in the Florida Workers' Compensation Act.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy.

The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

- General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0
- Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0
- Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible: \$2,500 Aggregate: \$2,000,000
- Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000
- Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000
- Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$2,500 All other Perils

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Employee Health Benefits

Employee health benefit options are structured as follows:

United Healthcare						
	POS CP AHIK 500/80%		POS UHPD AFHD 2,000/100%		POS UHPD AHFU 2,500/80%	
In vs. Out of Network	In	Out	In	Out	In	Out
Deductible	\$500/ \$1500	\$1000/ \$3000	\$2000/ \$6000	\$4000/ \$12k	\$2500/ \$5000	\$5000/ \$10K
Out of Pocket Max	\$3500/ \$7000	\$6000/ \$12k	\$4500/ \$9000	\$8000/ \$16k	\$6000/ \$12k	\$10K/\$20K
Coinsurance	80%	60%	100%	50%	80%	50%
Primary Care Copay	\$25	60% after ded	\$30	50% after ded	\$30	50% after ded
Specialist Copay	\$50	60% after ded	\$60	50% after ded	\$60	50% after ded
Urgent Care	\$75		\$100		\$75	
Emergency Room	\$200		\$250		\$200	
Hospitalization	80% aft ded		Ded +\$500 copay (in) / Ded +\$250 copay (out)		\$500 (in) \$250(out)/ 80% after ded	
Prescriptions Tiers	\$10 / \$35 / \$60		\$15 / \$45 / \$65		\$15 / \$45 / \$65	

Section 22: Start-Up Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
 - ii. Identifying and securing facility
 - iii. Recruiting and hiring staff (leaders, teachers, and other staff)
 - iv. Staff training
 - v. Finalizing curriculum and other instructional materials
 - vi. Governing board training
 - vii. Policy adoption by Board (if necessary)
 - viii. Recruiting students
 - ix. Enrollment lottery, if necessary
 - x. Establishing financial procedures
 - xi. Securing contracted services
 - xii. Fundraising, if applicable
 - xiii. Finalizing transportation and food service plans
 - xiv. Procuring furniture, fixtures and equipment
 - xv. Procuring instructional materials

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. A formal timeline may be negotiated in the charter agreement)

The school's projected timetable for start-up is as follows:

PROJECTED START-UP TIMELINE	
Already obtained	Applying for and securing appropriate legal status
Feb 1 2018	Submission of charter school application proposal
Feb – March 2018	Sponsor Review and feedback to Applicant of application Application Review and Board Interviews
March – April 2018	School Board consideration of Application
Feb 2018-Dec 2018	Facility Search Grant Solicitation
December – February	Contract Negotiations with School District Identifying and securing facility
December 2018 – January 2019	Grant Preparation
February 2019	Recruitment of Principal
March 2019	Finalizing curriculum and other instructional materials
February – May 2019	Marketing and Student Recruitment

	Principal selection and hiring by the Board
March – May 2019	Initial Recruitment of Faculty and Staff
May 15 th	Student Registration Begins
May 30 th	Student Enrollment Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
June 1 st	Second Registration Period Begins Vendor Contracts Finalized (food service, uniforms, etc)
June 15 th	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, Lottery will be conducted.
May- June	Curriculum Planning and Purchasing of Materials Technology and School Furniture Purchasing Finalize Staff Recruitment and Hiring Teacher fingerprinting, drug-testing, and background checks
June- July	Preparation of Facilities Finalize Faculty and Staff Hiring Policy Adoption by Board as needed Establish financial procedures Governing Board Training /Fingerprinting as needed Finalize transportation and food service plans
July- Aug	Conduct Final Facilities and Safety Inspections Staff Training Finalize Registrations and Master Schedule
August 2019	Textbook and Furniture distribution and inventory Final Curriculum Review with lead staff Faculty Orientation Workshops – PD Student/Parent Orientations Classes Commence as per Sponsor Calendar

Addendum A: REPLICATIONS

- A. *Identify the existing school(s), including MSID number(s), to be replicated and provide evidence that the existing design has been effective in raising student achievement. The effectiveness of an existing school design should include evidence of the success of the academic program as well as organizational and financial viability. It should show a direct relationship between program elements and student achievement.*

Pinecrest Academy, Inc. is a high-achieving charter school network that currently operates 11 schools across 10 campuses in Florida. Since its inception in 2000, the organization has maintained a proven track record of success in raising student achievement while decreasing the achievement gap for disadvantaged student populations. As of the 2016-17 school year, seven Pinecrest schools were designated high performing schools by the Florida Department of Education, having met all criteria specified in F.S. 1002.331.

Each Pinecrest school benefits from the support and scrutiny of several entities including the governing board, sponsoring local school district, and an outside educational service and support firm. The Pinecrest Board is responsible for the affairs and management of all Pinecrest schools and will provide continuing oversight of all Pinecrest school operations. The Governing Board of the School is the ultimate policy-making body that determines the academic direction, approves curriculum, and oversees operation of all Pinecrest schools. The board of the proposed School is comprised of the same individuals responsible for the existing programs to be replicated. They have ownership of the program and the experience to ensure that the existing school model is replicated with fidelity in Sarasota County. The success of the model can be validated by the performance of Pinecrest Academy K-8 schools (in Miami-Dade County) to be replicated:

Pinecrest Academy (North Campus)								
School ID: 5048	Grade	Sum Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Meeting High Standards in Writing	Meeting High Standards in Science	Free/Red Lunch	Minority Rate
2010-11	A	610	76	83	95	47	67	96
2011-12	A	689	83	86	94	79	70	96
2012-13	A	655	80	92	72	91	66	96
2013-14	A	670	88	95	64	84	62	97
2014-15	A	259	78*	93	NA*	88	64*	97
2015-16	A	657	84	93	NA*	87	69	98
2016-17	A	692	86	95	NA*	91	70	98
Pinecrest Cove Academy								
School ID: 5049	Grade	Sum Points Earned	Meeting High Standards in Reading	Meeting High Standards in Math	Meeting High Standards in Writing	Meeting High Standards in Science	Free/Red Lunch	Minority Rate
2011-12	A	608	79	76	91	54	58	97
2012-13	A	633	82	81	79	73	51	98
2013-14	A	675	81	78	71	70	53	98
2014-15	A	379	75*	72	NA*	67	54*	98*
2015-16	A	675	79	84	NA*	70	57	99
2016-17	A	691	84	87	NA*	79	59	98

Please refer to **Attachment DD. Applicant History Worksheet** for the performance of all Pinecrest schools, evidence of the success of the Pinecrest academic program, and the organizational and financial viability of the network.

B. *Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.*

In 2017, Pinecrest Academy, Inc. achieved corporate accreditation for their network of schools. This has allowed Pinecrest to create unified standards, policies, and best practices, ensuring that all schools that are replicated stay true to the network's mission, vision and academic standards. All Pinecrest Academy, Inc. schools share: 1) a common philosophy/expectation of student excellence; 2) a commitment to instill a college bound mindset at every level of education; 3) an assurance to implement rigorous and standards based instruction; 4) an expectation of parental commitment and partnership in the academic career of their child; 5) and a collaborative management infrastructure to ensure implementation of the Pinecrest model with fidelity; and 6) necessary support for all schools to not only ensure continuous improvement but also quality outcomes. These commitments and corporate values have yielded success for the Pinecrest schools and further support the organization's capacity to replicate the Pinecrest model.

To ensure the educational program proposed by the applicant will be a successful replication of the Pinecrest model, the governing board will oversee implementation of the following practices and activities at Pinecrest Academy Gulf Coast:

- Ensuring that the school implements the educational program, instructional materials, and scheduling process used at the replicated schools, as is reflected herein this application;
- Implementing the same cornerstone elements: high expectations (through a push and pull philosophy); project-based learning; targeted tutoring; and parental involvement through school advisory council and an active community involvement
- Teachers from the Pinecrest network will meet periodically by grade level and/or subject area to plan and share best practices and creating lesson plans to be submitted to lead teachers for review and administration for approval;
- Common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class;
- Fidelity of curriculum implementation through modeling, mentoring, and classroom walkthroughs;
- Ensuring teachers are on task and effective as measured by various processes such as: Formal observations conducted annually (bi-annually for new teachers), informal observations through classroom walkthroughs conducted daily, and ongoing review (at least quarterly) of student performance data and results as a means to inform instruction;
- Using numerous data results from state summative assessments – and collecting, disaggregating and compiling Data Binders to use for data chats; Using qualitative and quantitative data to inform and guide instructional planning and practices aligned with Florida Standards
- Ensuring that the new school engages in the same student data-driven continuous improvement methodology that is used at the Pinecrest schools;
- Engaging in professional development for implementation of curriculum;
- Recruiting faculty and staff who are committed to delivery of a rigorous curriculum and maintaining a differentiated instructional approach to ensure student success;
- Providing access to supervised study time and tutoring after school (and possibly on Saturdays as well) to accelerate student progress; and
- Providing access and offering support for students who wish to pursue an advanced academic program.

- C. *Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.*

Because this is an open-enrollment program, the school has projected serving a 6% rate of English Language Learners and 15% of Students with Disabilities (SWD) and 54% FRL, 37% Minority based on the overall enrollment of these students in Sarasota County. The population currently being served at Pincrest K-8 schools represents higher rates of minority students (98%) and a similar rate of economically disadvantaged students (64%) when compared to the District. Pincrest Academy's best practices aimed at improving student achievement have proven to be successful with all student populations, and especially successful with minority and economically disadvantaged students, as well as those entering the school below grade level. In 2016, *Education Cities* and *GreatSchools* ranked the Top 10 U.S. cities closing or reducing the Achievement Gap for economically disadvantaged students. Pincrest Academy North Campus (K-8) was recognized among the most equitable schools in the nation for closing the achievement gap or reducing the educational divide between students from low-income families and their more advantaged peers. The school ranked among the top 10 schools in the City of Miami to be recognized, making Miami # 3 in the nation in education equity in 2016. Pincrest is narrowing historic achievement gaps, especially for economically disadvantaged students and doing so at much higher rates in comparison to the state of Florida. Accordingly, the school expects to be highly effective in raising student achievement with the applicant's target population as well as to close achievement gaps with regard to economically disadvantaged students.

- D. *To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.*

Currently serving nearly 5,000 throughout 10 schools in Florida, Pincrest Academy schools works within various communities and students with varying educational needs. The organization is prepared to work with all student populations. The stakeholders of the proposed school are committed to serving the needs of all students, regardless of level, learning style(s), and/or special needs. To modify and or adjust the educational program, teachers are trained to utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of the Sponsor (as referenced herein in Sections 6 and 7). The school commits to making any modifications such adding additional staff ESE/ELL and curriculum support and recourses (for interventions services) as needed to support the incoming student population.

- E. *Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.*

Pincrest Academy Gulf Coast will be aligned with the Pincrest Academy educational model further explained in Section 3 and 4. Changes made to the model will come only if mandated by the Sponsor, and/or adopted material from the Sponsor.

- F. *Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.*

The strategies the governing board has identified for replication of the existing school design include, but are not limited to, the following:

- Implement the same core values, and beliefs of the existing program;
- Adopt the same and proven research-based educational concept and utilizing the same curriculum strategies from the existing program;
- Utilize existing stakeholders as sort of consultants, to continuously provide training to Pinecrest administrators, faculty and staff;
- Adopt common expectations of parental involvement;
- Adopt common Professional Policies and Standards for staff;
- Implement the policies for financial management and oversight proven effective in the existing school and amongst all Pinecrest schools; and
- Provide ongoing communication, training, and support for the school's changing operational needs.

The governing board is comprised of highly experienced professionals who possess the expertise in the areas of curriculum, assessment, finance, law, school management and governance to be able to oversee replication of the existing design. The Pinecrest Principals Coalition is a professional learning community comprised of all Pinecrest School Principals. This professional learning community, apart from their tasks as a PLC, also serves as a support network of school administrators experienced in "the Pinecrest way." This group collectively ensures continuous improvement of not only their respective school sites, but also of the Pinecrest system of schools. A lead principal, selected by Pinecrest colleague principals, will also be involved in the operation of the proposed school, as a support and mentor, providing curriculum and instruction support to the new school principal. Pinecrest Academy, Inc. has financial and human resources available to replicate a high quality model, the ownership of the existing school design, and most importantly has a proven track record of success in replicating the design.

- G. *Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.*

Pinecrest Academy, Inc. has successfully replicated its educational model in Miami Dade County since 2000 offering full PK-12 programs throughout the county. In 2010, Pinecrest expanded to serve Orange County and opened its first school in Lake County in the 2017-2018 school year. One of the challenges that Pinecrest has faced in expanding to new areas is being able to find the same level of high quality instructional leaders committed to the Pinecrest model. In mitigating this challenge, Pinecrest formed the Pinecrest Principals Coalition, wherein respective principals from all Pinecrest schools meet monthly to collaborate and support all schools leaders. Mentor principals are assigned to every new school to support the principal and ensure that the Pinecrest model is being replicated with fidelity.

The Pinecrest Principals Coalition will ensure continuous improvement of not only their respective school sites, but also of the proposed school by assigning a mentor principal to the Principal at the new school. Pinecrest Academy has learned that by having members of the existing school teams work with the new school, it ensures the Pinecrest model will be replicated successfully.

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

Given the multitude of ancillary support and resources provided by Academica at the direction of the Board, the school site administrators at the Pinecrest schools have the ability to focus on providing the most appropriate and effective educational program for its students. The ESP does not manage the day-to-day operations of a school, but rather provides “back office” support for the Board through a team of individuals with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. This relationship allows Pinecrest Academy to focus on their vision to provide equitable, high-quality education for all students while ensuring the Board and school business operations are maintained with the assistance of an organization with the experience and track record of providing a high level of support and service to public charter schools. Academica has been hired as the ESP for the Pinecrest Academy network, for more than a decade. With their support, Pinecrest has been able to grow from serving 50 students in 2001, their year of inception, to serving more than 5,000 students across 10 charter schools in the 201-18 school year.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

Pinecrest Academy, Inc. has a longstanding relationship with the ESP. Academica is hired by the Board to provide certain services, which support the operations of the school. Academica reports to the Governing Board, which has the ultimate authority to hire and fire them. Academica charges a flat annual fee per student enrolled at the school (\$450 per student per year which shall be payable in equal monthly installments), and does **not** charge a percentage of revenue or income received by the charter school.

Academica functions solely as a service provider, similar to any vendor the school hires to provide a service. The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval. In analyzing data regarding several ESP's currently working with charter schools in Florida, the Board concluded that Academica offers the most competitive price and had a proven track record of success while still allowing for the Board to maintain full control over the operations of the school.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference. N/A

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

Academica has been hired as the ESP for Pinecrest schools for over a decade. The proven track record of academically and financially successful schools is a testament to the ESP's capacity to carry out the functions necessary to assist the governing board in operating a high-quality charter school. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. Academica has been successful assisting charter school boards to develop and execute strategic plans for scaling and replicating high performing schools, and has assisted Pinecrest throughout its expansion both in Florida and into new territories. The exemplary academic performance and fiscal soundness of Academica-serviced schools over the last decade has resulted in 15-year charter renewals for schools reaching initial charter contract completion.

As one of the longest-serving and successful charter school service and support organizations in the nation, the company serves more than 150 charter schools in Florida, California, Nevada, Texas, Utah, and Washington D.C. providing educational programs from pre-kindergarten through high school and beyond. Academica-serviced schools have been recognized on a local, state, and national level for their achievements. Pinecrest Academy was designated by the SACS/AdvancED as a fully accredited charter school system.

Pinecrest Academy now offers 10 high-quality charter schools in Florida that have, and continue to, achieve academic success. Although all Pinecrest Academy schools share in the vision and mission of Pinecrest's founders, however each campus has a unique and enriching educational program that is tailored to the community the schools serve. This formula, along with the support and services provided by Academica, has made Pinecrest Academy a nationally recognized, award-winning family of high-quality public charter schools.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

Academica's mission is to facilitate the vision of the charter school's Governing Board by providing services and support to allow each school to fulfill its mission in providing students with the best educational experience possible. Academica was founded in 1999 on the principle that each school of choice is a unique educational environment governed by an independent Board of Directors best qualified to forge its path to student success. Academica's model to facilitate the charter school Governing Board's vision ensures a student-centric focus and remains the cornerstone of their approach.

Pinecrest seeks to replicate its program to offer high quality public education to more students in Florida over the next five years. Pinecrest will continue to follow the current expansion plan which has proven highly successful with over 10 schools since 2000. The plan for growth includes: Determining need for a high quality public charter school by targeting areas which have a demand for a choice program; Cultivating relationships with local communities and school districts in the areas identified for expansion, and; Acquiring the financial and human resources necessary to

achieve academic stability and financial sustainability. The ESP will provide Pinecrest with the support and services needed in order to successfully accomplish its goals and plan for growth.

B. Identify the ESP’s leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

The president of the ESP, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and former Board Member of the National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students. Mr. Zulueta has over twenty years of experience and training in land use and environmental law including planning and development of large communities throughout Miami-Dade, Broward, and Palm Beach counties, over a decade of experience in charter school development and operation of district, municipal, and state sponsored charters. He has helped establish over 120 highly successful charter schools throughout Florida and is experienced in conducting market studies and feasibility analysis. Mr. Zulueta is highly experienced in educational facilities financing, lease, and contract negotiations.

Maggie Fresen is Co-Founder and Vice President of Academica. Maggie Fresen has over a decade of experience providing oversight and support to over 120 charter schools. With specific expertise in determining organizational viability and initial operational funding/financing, she serves as a liaison between the Governing Board and various charter school Sponsoring entities. Fresen has nearly two decades of experience in charter school staffing, budgetary oversight and administrative management.

Academica’s experienced team of professionals provides services and solutions for every aspect of charter school consulting, establishment, and operation.

CHARTER SCHOOL ACADEMIC SERVICES	LEAD STAFF
Administrative interviews and recommendations to the Board Curriculum Development and Assessment Quarterly Academic Reviews Professional Development Academic strategic intervention programs for students Leadership development and coaching for Principals and Assistant Principals Exceptional Student Education support Accreditation support	<i>Maggie Fresen, Vice President</i> <i>Director of Educational Projects and Quality Assurance</i> <i>Director of Community Relations and Special Projects</i> <i>Director of Curriculum Support</i> <i>Director of Special Education Student Support</i>
BUSINESS SERVICES	LEAD STAFF

Financial Reporting and Records Management	Fernando Zulueta, Esq. , <i>President</i>
Bookkeeping and Accounting Services	
Human Resource Administration	Maggie Fresen, Esq., <i>Vice- President</i>
Grant Solicitation	
Governmental and Regulatory Compliance	<i>Chief Operating Officer</i>
Facilities Development and Financing	
Insurance and Legal Compliance	<i>Chief Financial Officer</i>
IT and Website Development	
Community Relationships and Marketing	<i>Director of Marketing</i>
	<i>Director of Grants Management</i>
	<i>Director of IT</i>
	<i>Director of Operations/ Facilities Services</i>

See Attachment BB – ESP’s Organizational Chart

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment CC.

Academica is one of the nation’s longest-serving and most successful charter school service and support organizations. Working with over 120 academically successful and fiscally sound charter schools, Academica also serves the largest number of high-performing schools of any charter school service and support organization in Florida. Founded in 1999, Academica serviced one of the first charter schools in Florida and was also the first company in the state to seek AdvancED accreditation for the schools it serves, and all of which are either fully accredited or in the process of obtaining accreditation.

With central headquarters in Miami, Florida, Academica has local offices throughout the country working with communities and charter school entities to provide educational programs from pre-kindergarten through high school students. Academica has celebrated nearly 20 years of success serving charter schools in Florida, California, Texas, Utah, Nevada and Washington D.C.

Academica’s mission is to facilitate each Governing Board’s vision to implement a quality educational program for all children.

According to a recent study, ‘hybrid’ charter schools in the U.S., which combine charter management organizations with vendor operated schools, produce the highest results for students. Academica represents this ‘hybrid’ model. Some 75% of all ‘hybrid’ charter schools in the US identified by Stanford are supported by Academica.

The same Stanford study found that ‘hybrid’ charter schools have the effect of approximately 100

additional days of learning across critical subjects like reading and math, compared to traditional public schools. Hispanic students at 'hybrid' schools, essentially all at Academica schools, displayed growth in reading equal to or significantly stronger than their white traditional public school peers.

The Academica Network has expanded from the traditional K-12 educational mold into a K-16 network, providing even the neediest students with access to a free, high-quality education including access to college courses whether it is at their brick and mortar school or via a virtual web portal. Through the use of technology and the implementation of groundbreaking educational initiatives, the Academica Network is able to put education at the fingertips of any child.

Academica has extensive experience building new school campuses, retrofitting existing buildings for educational use, and collaborating with national real estate development companies to provide schools in new housing communities. Many facilities have been recognized for "Outstanding Educational Design" by *The American School & University*, a national publication on educational facilities. Academica has extensive experience obtaining financing for charter school facilities. Academica works with a network of banks and real estate investment institutions to provide financing and facilities to charter schools.

By forming community partnerships, Academica is able to assist the schools in giving students a rich learning environment. Local governments and municipalities, museums, consulates and foreign governments all work seamlessly with client schools to develop these institutions. By doing so, these partnerships identify high quality staff, create unique educational environments, develop successful academic programs, and graduate well-rounded students. By including new client schools in an existing network of over 150 schools and over 80,000 students throughout the country, Academica is able to assist school boards, such as Pinecrest, in the implementation of successful charter school practices indicative of success with predominantly minority student populations. These strategies and practices provide new schools with a support network that will afford each the ability to maintain thriving, financially viable, and academically high performing programs. Academica's experienced team of professionals provides services and solutions for every aspect of charter school establishment and operation. This team's experience coupled with the success of the school's in the network, proves Academica's organizational capacity to support the proposed school as well as the entire Pinecrest network. *See Attachment DD for more information on the ESP serviced schools.*

B. *Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment DD.*

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

C. *Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).*

Academica- serviced schools use a multi-tiered organizational network of management that facilitates cooperation, empowerment, and innovation among the schools and all its stakeholders. While serving a predominately minority and low income student population on average, this network of charter schools has traditionally outperformed the government run public schools in their respective school districts. These schools have been recognized at the local, state, and national levels for their achievements. Their exemplary academic performance and fiscal soundness has resulted in additional approved charters and fifteen-year charter renewals for

schools which have had initial contracts completed. Twenty percent of the nation's 2016 Blue Ribbon charter schools were serviced by Academica. Additionally, four Academica-serviced schools were nominated as 2017 National Blue Ribbon Schools.

Recently released by Education Cities, in collaboration with GreatSchools, the Education Equality Index (EEI) report ranks Hialeah No. 1 and Miami No. 3 among Top-10 U.S. Cities closing the Achievement Gap, or reducing the educational divide between students from low-income families and their more advantaged peers. A total of 14 charter schools from the two cities appear on the list of 20, and 12 of those are serviced by Academica.

The schools receiving educational support services from Academica are either already fully accredited by AdvancED/ Southern Association of Colleges and Schools, under renewal, or currently undergoing accreditation. Although accreditation is a requirement only at the high school level to ensure students will meet the entrance requirements for colleges and universities, Academica's experience and commitment to the accreditation process has enabled all Academica-supported schools, albeit elementary, middle, and/or high school, to pursue and obtain accreditation.

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

See Attachment DD – Form IEPC-M1A - ESP and Applicant History Worksheet

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Governing Board is self-governing and independent from the ESP, and no member of the Governing Board is employed by the ESP or related to any owner or manager of the ESP.

The ESP is hired by the Governing Board of the school to perform specific duties, at the discretion of the Board. The ESP does not manage the day-to-day operations of a school, but rather provides "back office" support and independent accountability for the Board. The ESP provides teams with expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. The ESP charges a flat annual fee per student enrolled at the school.

An "arm's length" performance-based relationship exists between the governing board and the ESP. The Boards annually evaluate the ESP and determines continuation and renewal of services based on the ESP's performance. The ESP is hired by the Board to provide services which support the operations of the school. The principal, as the leader, is the individual responsible for the day-to-day operations of the school. Both the ESP and the principal report to the Governing Board, which has the ultimate authority to hire and fire them. The ESP, at the direction of the Governing Board, provides support and guidance to principals. Principals are hired by and report directly to their Governing Boards. The ESP does not sign off on annual performance evaluations for principals or staff.

- B. *Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated⁷ with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.*

The school may lease its facilities from an entity which may be deemed "affiliated" with the school's ESP. The provisions of the lease, including without limitation, the creation and continuity of the leasehold estate, rent reserved and quiet enjoyment, will be independent of the existence or status of the contract with the ESP, and vice versa, including the absence of any cross-default terms in either such document. The board does not enter into tie-in contracts, such as a facility lease which would require the board to have an education services contract with a particular entity, or an education services contract which would require the board to obtain supplies or FF&E from a particular entity. The board retains independent counsel and other advisors on an as-needed basis to analyze and provide advice with respect to its long-term physical plant needs and long-term service needs. In addition, the board has adopted a "Conflict of Interest" policy which is attached as Attachment K.

- C. *Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.*

Teachers, support staff, and contractual staff will be directly supervised by the Principal. The ESP does not have any supervisory responsibilities over school employees.

- D. *If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:*

Not applicable: the school's board does not intend to enter into a financing agreement with its ESP or any entity affiliated with its ESP.

Organizational Structure

- A. *Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.*

In order to provide students the best possible educational experience to meet their needs, Academica, at the direction of the Governing Board, assists the school in various areas including,

⁷ The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

but not limited to: Provide back office services including HR coordination, accounting and finance management, etc.; Work in collaboration with governing boards to identify the most dynamic and effective leader for the school; Staff development assisting school administration fill its leadership staff and teaching body; Assemble subject matter experts from network of schools to in possible in areas of need; Professional Development through Leadership Retreats and Principal Chats to allow sharing of best practices.

The school leader is in charge of setting the tone and culture of the school site, selecting curriculum, PD programs, and Interim Assessments. The ESP will assist with the items listed above, at the direction of the Governing Board. The school will abide by State laws and Sponsor requirements in regards to student promotion and progression.

ESP Business Services include, but are not limited to:

- Financial Reporting and Records Management
- Bookkeeping and Accounting Services
- Human Resource Administration
- Grant Solicitation
- Governmental and Regulatory Compliance
- Facilities Development and Financing
- Insurance and Legal Compliance
- IT and Website Development – The ESP will work with the School to determine IT needs and desired programs
- Community Relationships and Marketing – The ESP and the school work together to establish relationships within the community the school serves with organizations and individuals whose involvement will further the mission of the school.

See Attachment EE. Sample ESP Service Agreement

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The ESP is hired by the Board to provide certain services, which support the operations of the school. The Boards annually evaluates the ESP and determines continuation and renewal of services based on the ESP's performance on the services and support it provides to the school. Both the ESP and the principal report to the Governing Board, which evaluates them. The Governing Board has the ultimate authority to hire and fire the ESP. Details on the services and agreement between the board and the ESP may be found in Attachment EE. Sample ESP Service Agreement. Pinecrest Academy has hired Academica to provide services and support to its schools for over a decade. The success of the Pinecrest network and its educational programs is a testament to the level of service provided by the ESP. The relationship with the ESP allows Pinecrest schools to focus on providing the highest quality educational program at the school site while allowing the ESP to focus on the business and academic support services the school needs to succeed.

The principal, as the leader, is the individual responsible for the day-to-day operations of the school, including school-wide and student achievement. The ESP does not sign off on annual performance evaluations for principals or staff. The ESP does not establish or implement a school's curriculum. The ESP does, however, assist the Board and the school in developing their

own curriculum by providing them with the resources and tools for research and development, strategic planning, and sharing of best practices of other successful charter schools.

C. *Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.*

Academica charges a **flat fee** of \$450 per student FTE, per year during the term of the agreement. The service fee may be payable in equal monthly installments. The ESP does **not** charge a percentage of revenue or income received by the charter school and does not receive any other compensation from the school.

D. *Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?*

All spending decisions are made by the school and/or its governing board. The ESP does not make any spending decisions for the school. The ESP submits monthly and quarterly financial reports to the governing board at each board meeting in the state required financial template. Annual audited financials prepared by the Board's independent auditor are submitted for review and approval upon completion to the board.

The board annually adopts and maintains an operating budget, exercises continuing oversight over charter school operations, reports on its financial and academic progress, provides financial oversight, guides the school administration. The governing board also hires all school leaders, sets policies, ensures the schools are operating with a sound budget, meeting their local school district sponsors requirements, as well as all state and federal guidelines. The leadership at each Pinecrest school creates and maintains a balanced budget that supports the vision, purpose, beliefs and values, educational programs, and action plans for improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, and Academica -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability. Quarterly financials are reviewed annually by the sponsoring entity. The governing board contracts with an independent professional accounting firm to complete annual audited financials, which are submitted to the sponsoring entity and state.

E. *What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.*

See Attachment EE – Sample ESP Service Agreement

Term of agreement –Attachment EE. Section 22

Renewal/Termination of agreement –Attachment EE. Sections 23-24 of

Conditions/Procedures for renewal/termination – Attachment EE. Sections 23-24

Grounds for termination – Attachment EE. Section 24D

Indemnification – Attachment EE Section 30

F. *Provide as Attachment EE, a draft of the proposed management agreement with the ESP.*

See Attachment EE– Sample Service Agreement

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 that the information submitted in this application for a charter for Pinecrest Academy, Inc. 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 Charles Gibson, Esq. to sign as the legal correspondent for the school.

Signature

1/30/18

Date

Judith C Marty, Governing Board Chair

Printed Name

ATTACHMENTS

- A.* Evidence of teacher and parental support for conversion (Not Applicable)
- B.* Sample daily school schedule and annual calendar
- C.* Sample curriculum Scope and Sequence
- D.* Reading curriculum
- E.* Pupil Progression Plan (Not Applicable)
- F.* Assessment Schedule
- G.* Proposed Student Code of Conduct (Not Applicable)
- H.* Articles of incorporation
- I.* 501(c)(3) tax-exempt status determination letter
- J.* Governing board by-laws
- K.* Governing board code of ethics and conflict of interest policy
- L.* Board Member Information Sheet /Resume, and Statement of Assurances
- M.* Organization charts
- N.* Job Description for School Leader (and, if this person is already identified, his or her resume)
- O.* School Leader Qualifications (what the school will look for in a school leader If the school leader is not yet identified)
- P.* Job description(s) and qualification requirements for leadership positions
- Q.* Job description(s) and qualification requirements for Teachers
- R.* Personnel Policies
- S.* Student enrollment application
- T.* Evidence of demand for the school
- U.* Evidence of facility funding sources (if applicable)
- V.* Draft rental agreement or lease for facility (if applicable)
- W.* Florida Charter School Revenue Estimating Worksheet
- X.* Proposed Operating Budget
- Y.* Proposed Startup Budget
- Z.* Evidence of external funding (e.g. foundations, donors, grants)
- AA.* Commissioner's letter(s) of verification of high-performing status N/A
- BB.* ESP's organization chart
- CC.* ESP's organization chart after any anticipated growth
- DD.* Applicant history worksheet
- EE.* Draft contract between school and ESP
- FF.* Additional supplemental materials

ATTACHMENT A

EVIDENCE OF TEACHER AND PARENTAL

SUPPORT FOR CONVERSION

(NOT APPLICABLE)

Not Applicable

ATTACHMENT B

SAMPLE DAILY SCHOOL SCHEDULE AND ANNUAL CALENDAR

2018-19 Student Calendar

July 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

0	0	Days in Quarter
0		Student Days

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 13 - First Day for Students

0	15	Days in Quarter
15		Student Days

September 2018						
S	M	T	W	Th	F	S
						1
2		4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
		29				

September 3 - Labor Day-No School

0	19	Days in Quarter
19		Student Days

Mth	Days	Qtr
Jul	0	1st
Aug	15	
Sept	19	
Oct	11	45
Oct	11	2nd
Nov	19	
Dec	14	
Dec	14	44
Jan	18	3rd
Feb	19	
Mar	9	
Mar	9	46
Mar	6	4th
Apr	21	
May	18	
	180	180

October 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 15 - End of 1st Grading Period
October 19 - Professional Day-No school

11	11	Days in Quarter
22		Student Days

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21			24
25	26	27	28	29	30	

November 21-23 - Thanksgiving Holiday

0	19	Days in Quarter
19		Student Days

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dec 20 - End of 2nd Grading Period
Dec 21 - Professional Day-No School
Dec 24-31 - Winter Break

14	0	Days in Quarter
14		Student Days

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20		22	23	24	25	26
27	28	29	30	31		

January 1-4 - Winter Break
January 21 - MLK Day-No School

0	18	Days in Quarter
18		Student Days

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28		

February 18 - President's Day-No School

0	19	Days in Quarter
19		Student Days

March 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	31	25	26	27	28	29
		30				

March 13 - End of 3rd Grading Period
March 15 - Professional Day
March 18-22 - Spring Break

9	6	Days in Quarter
15		Student Days

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 19 - Mini-Break

0	21	Days in Quarter
21		Student Days

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

May 24 - Last Day for Students
May 27 - Memorial Day

0	18	Days in Quarter
18		Student Days

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
		29				

0	0	Days in Quarter
0		Student Days

Note: If needed, Hurricane Make-up Days are April 19th, then November 21st.

First Grade					
TEACHER NAME					
Time	M	T	W	Th	F
8:00 - 8:30	Arrival				
8:30 - 8:45	Reading				
8:45 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00					
10:00-10:15	Language Arts / Writing				
10:15-10:30	Lunch				
10:30 - 10:45					
10:45-11:00					
11:00 - 11:15	Science	Social Studies	Science	Social Studies	Science
11:15 - 11:30					
11:30 - 11:45					
11:45 - 12:00	Math				
12:00 - 12:15					
12:15 - 12:30					
12:30 - 12:45					
12:45 - 1:00	Specials				
1:00 - 1:15					
1:15 - 1:30					
1:30 - 1:45	PE				
1:45 - 2:00					
2:00 - 2:15					
2:15 - 2:30	Planning				
2:30 - 2:45					
2:45 - 3:00					

Fourth Grade						
Time	M	T	W	Th	F	
8:00 - 8:30	Planning					
8:30 - 8:45	Math					
8:45 - 9:00						
9:00 - 9:15						
9:15 - 9:30						
9:30 - 9:45						
9:45 - 10:00						
10:00-10:15	Science					
10:15-10:30						
10:30 - 10:45						
10:45-11:00						
11:00 - 11:15	PE					
11:15 - 11:30						
11:30 - 11:45	Lunch					
11:45 - 12:00						
12:00 - 12:15						Specials
12:15 - 12:30						
12:30 - 12:45	Reading	Language Arts		Reading		
12:45 - 1:00						
1:00 - 1:15						
1:15 - 1:30						
1:30 - 1:45						
1:45 - 2:00						
2:00 - 2:15	Language Arts	[Shaded]		Language Arts		
2:15 - 2:30						
2:30 - 2:45	Social Studies			[Shaded]		Social Studies
2:45 - 3:00						

6th Grade					
Time	M	T	W	Th	F
8:00 - 8:30	Planning				
8:30 - 8:45	Morning Announcements				
8:45 - 9:00	Math				
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
9:45 - 9:50	Transition				
9:50 - 10:05	PE				
10:05 - 10:20					
10:20 - 10:35					
10:35 - 10:50					
10:50 - 10:55	Transition				
10:55 - 11:10	US History				
11:10 - 11:25					
11:25 - 11:40					
11:40 - 11:55					
11:55 - 12:10	Lunch				
12:10 - 12:25	English/Language Arts				
12:25 - 12:40					
12:40 - 12:55					
12:55 - 1:10					
1:10 - 1:25					
1:25 - 1:30	Transition				
1:30 - 1:45	Science				
1:45 - 2:00					
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:35					
2:35 - 2:45	Art				
2:45 - 3:00					
3:00 - 3:15					
3:15 - 3:30					



Annual Calendar

The School will follow the annual calendar set forth by the Sponsor, requiring a minimum of 180 days of instruction per calendar year. The hours of instructional time are aligned with state and district requirements for the grades to be served.

The school will follow the Lake County Schools school day calendar adjusted according to Sponsor's guidelines upon development of the school master schedule. The master schedule will be created based on the required minutes of instruction as per state statute and the Sponsor's Student Progression Plan.



Sample Secondary Bell Schedule

The instructional school day shall consist of 370 minutes of instruction, which, will be aligned with State of Florida requirements regarding the number of minutes per class and the number of credits required for instruction.

	Start Time	End Time	Length
Classroom Doors Open	8:00 AM	—	—
Homeroom	8:00 AM	8:15 AM	15 min
Block One (Period 1 or 2)	8:20 AM	10:15 AM	115 min
Block Two (Period 3 or 4)	10:20 AM	12:15 PM	115 min
Lunch	12:20 PM	1:00 PM	40 min
Block Three (Period 5 or 6)	1:05 PM	3:00 PM	115 min

ATTACHMENT C

SAMPLE CURRICULUM SCOPE

AND SEQUENCE

Sample Scope and Sequence
Elementary School Division
Core Subjects - 3rd Grade

Reading/Writing Sample Third Grade Pacing Guide Year-At-A-Glance

3 rd Grade Quarter 1			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
1-3	13	<p>Start Smart – Lay the Foundations with the Instructional Routines & Procedures</p> <p>Unit 1 – (Week 1)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Bruno’s New Home</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Wolf!</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Jennie and the Wolf</i> <p>Multimedia: <i>Themes in the Wizard of Oz</i></p> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RL.1.1 Evidence</u> (1 of 6 opportunities)* Comprehension Strategy: Visualize <i>Ask and answer questions to demonstrate understanding to a text, referring explicitly to the text as the basis for the answers. (2)</i></p> <p><u>LAFS.3.RL.1.3 Character Trait</u> (1 of 2 opportunities)* Comprehension Skill: Character, Setting, Plot: Character <i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (2)</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.4.a Synonyms</u> (1 of 5 opportunities)* Vocabulary Strategy: Context Clues <i>Use sentence-level context as a clue to the meaning of a word or phrase. (2)</i></p> <p><u>LAFS.3.L.3.4.d</u> (1 of 1 opportunity)* <i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify.</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RL.3.7 Illustrations</u> (1 of 7 opportunities)* Genre: Fantasy <i>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)</i></p> </div>	<ul style="list-style-type: none"> • Setting-Up the Reading/Writing Notebook • Introducing the Purposes for Writing: Narrative, Explanatory, and Opinion • Applying Writing Rubrics • Understanding How to Read a Prompt • Planning with a Focus on Evidence and Elaboration <p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Storytime</p> <p>Prompt:</p> <p><i>After reading “Wolf!” and “Jennie and the Wolf”, explain how a character’s actions helped you learn the story’s lesson. Draw on specific details from the text.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section.

Reading/Writing Sample Third Grade Pacing Guide Year-At-A-Glance

3 rd Grade Quarter 1			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
4-5	10	<p>Unit 1 – (Week 3)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Room to Grow</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Gary the Dreamer</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Sharing Polkas and Pitas</i> <p>Multimedia: <i>Working Towards the Future</i></p> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.1 Evidence</u> (1 of 7 opportunities)*</p> <p>Comprehension Strategy: Ask and Answer Questions Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.RI.2.4 Vocabulary</u> (1 of 1 opportunity)*</p> <p>Vocabulary Strategy: Compound Words Determine the meaning of <i>general academic and domain-specific</i> words and phrases in a text relevant to a grade 3 topics or subject area. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.3.8 Text Structure</u> (1 of 4 opportunities)*</p> <p>Comprehension Skill: Sequence Describe the <i>logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</i> (3)</p> <p><u>LAFS.3.RI.4.10 Text Complexity</u> (1 of 1 opportunity)*</p> <p>Genre: Narrative Nonfiction (Autobiography) <i>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</i> (2)</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Communities</p> <p>Prompt:</p> <p><i>You have just read how people give back to their communities by sharing their culture. Write an informative/explanatory essay to explain how sharing your culture with others can contribute to making your community a better place.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section.

Reading/Writing Sample Third Grade Pacing Guide Year-At-A-Glance

3 rd Grade Quarter 1			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
6-7	9	<p>Unit 1 – (Week 4)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Mary Anderson’s Great Invention</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>All Aboard! Elijah McCoy’s Steam Engine</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Lighting the World</i> <p>Multimedia: <i>Overcoming Obstacles: The Story of Helen Keller</i></p> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RI.1.1 Evidence (2 of 7 opportunities)*</p> <p>Comprehension Strategy: Ask and Answer Questions Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.5a Figurative Language (1 of 4 opportunities)*</p> <p>Vocabulary Strategy: Metaphors Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps)</p> <p>LAFS.3.RI.2.5 Text Features (1 of 4 opportunities)* Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RI.3.7 Visual Elements (1 of 6 opportunities)*</p> <p>Genre: Biography Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (2)</p> <p>LAFS.3.RI.3.8 Text Structure (2 of 4 opportunities)*</p> <p>Comprehension Skill: Cause & Effect, Sequence Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (3)</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Inventions</p> <p>Prompt:</p> <p><i>In the three texts you have just read, each person found a solution to a problem. Choose an invention and explain how the new idea solved the problem.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section

Reading/Writing Sample Third Grade Pacing Guide Year-At-A-Glance

3 rd Grade Quarter 1			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
8-9	9	<p>Unit 2 – (Week 1)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Anansi Learns a Lesson</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Road Runner’s Dance</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Deltona is Going Batty</i> <p>Multimedia: <i>Teen Gardeners Open Low-Cost_Fresh Food Co-Op</i></p> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.1 Evidence (2 of 6 opportunities)*</p> <p>Comprehension Strategy: Make, Confirm, and Revise Predications <i>Ask and answer questions to demonstrate understanding to a text, referring explicitly to the text as the basis for the answers. (2)</i></p> <p>LAFS.3.RL.1.2 Main Idea & Key Details (1 of 4 opportunities)*</p> <p>Comprehension Skill: Theme <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (2)</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.4.L.3.5.c Context Clues (1 of 1 opportunity)*</p> <p>Vocabulary Strategy: Antonyms <i>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RL.3.7 Visual Elements Depicting Lesson or Moral (2 of 7 opportunities)*</p> <p>Genre: Folktale <i>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)</i></p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Cooperation</p> <p>Prompt:</p> <p><i>You have just read how teamwork can solve problems. Write an essay in which you state your opinion on why it is important to work together to solve a problem.</i></p> <p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> a. <i>Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons.</i> b. <i>Provide reasons that support the opinion.</i> c. <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> d. <i>Provide a concluding statement or section.</i>

Reading/Writing Sample Third Grade Pacing Guide Year-At-A-Glance

3 rd Grade Quarter 1			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
10 & 11	10	<p>Unit 2 – (Week 3)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Every Vote Counts</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Vote!</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>A Plan for the People</i> <p>Multimedia: <i>Signing of Voting Rights Act of 1965</i></p> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RI.1.1 Evidence (3 of 7 opportunities)*</p> <p>Comprehension Strategy: Reread Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.b Meaning of New Words (1 of 3 opportunities)*</p> <p>Vocabulary Strategy: Prefixes Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RI.2.6 Author’s Feelings (1 of 2 opportunities)*</p> <p>Comprehension Skill: Author’s Point of View Distinguish their own point of view from that of the author of a text. (2)</p> <p>LAFS.3.RI.3.7 Text Features (2 of 6 opportunities)*</p> <p>Genre: Expository Text Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (2)</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Government</p> <p>Prompt:</p> <p><i>You have read several sources on how people make government work. Write an informative/explanatory essay to explain how government is for the people and by the people. Use evidence from all sources to support your response.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> e. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. f. Develop the topic with facts, definitions, and details. g. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. h. Provide a concluding statement or section.

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3 rd Grade Quarter 2			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
11	10	<p>Unit 2 – (Week 3)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Every Vote Counts</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Vote!</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>A Plan for the People</i> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.1 Evidence</u> (3 of 7 opportunities) Comprehension Strategy: Reread Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.4.b Meaning of New Words</u> (1 of 3 opportunities) Vocabulary Strategy: Prefixes Determine the meaning of the new word formed when a known <i>affix</i> is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (2)</p> <p><u>LAFS.3.RI.2.6 Author’s Feelings</u> (1 of 2 opportunities) Comprehension Skill: Author’s Point of View <i>Distinguish their own point of view from that of the author of a text.</i> (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.3.7 Text Features</u> (2 of 6 opportunities) Genre: Expository Text <i>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i> (2)</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Government</p> <p>Prompt:</p> <p><i>You have read several sources on how people make government work. Write an informative/explanatory essay to explain how people make government work. Use evidence from all sources to support your response.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section.

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3 rd Grade Quarter 2			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
12-14	10	<p>Unit 2 – (Week 5)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Empanada Day</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>The Inventor Thinks Up Helicopters</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Montgolfier Brother’s Hot Air Balloon</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.1 Evidence (3 of 6 opportunities) Comprehension Strategy: Make, Confirm, and Revise Predications <i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</i></p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.5a Similes (2 of 4 opportunities) Vocabulary Strategy: Figurative Language <i>Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps) (3)</i></p> <p>LAFS.3.RL.2.5 Descriptive Language (1 of 2 opportunities) Literary Elements: Alliteration and Rhyme <i>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (2)</i></p> <p>LAFS.3.RL.2.6 Narrator’s Thoughts (1 of 3 opportunities) Comprehension Skill: Point of View <i>Distinguish their own point of view from that of the narrator or those of the characters. (3)</i></p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 4: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</p> <p>LAFS.3.RL.4.10 Poetry (1 of 1 opportunity) Genre: Limerick and Free Verse</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Figure It Out</p> <p>Prompt:</p> <p><i>You have just read several poems that show different ways to figure things out. Write an informative essay stating the narrators’ point of view on figuring things out and support your stance with evidence from the sources.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section.

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3 rd Grade Quarter 2			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p>By the end of the year, read and comprehend literature, including stories and poetry, <i>at the high end of grades 2-3 text complexity band independently and proficiently.</i> (2)</p>	
15-16	10	<p>Unit 3 – (Week 2)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Jane’s Discovery</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Finding Lincoln</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>A Great American Teacher</i> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RL.1.1 Evidence & Character Actions</u> (4 of 6 opportunities) Comprehension Strategy: Visualize <i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i> (2)</p> <p><u>LAFS.3.RL.1.3 Cause & Effect</u> (2 of 2 opportunities) Comprehension Skill: Character, Setting, Plot <i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i> (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.5.a Nonliteral Phrase</u> (3 of 4 opportunities) Vocabulary Strategy: Idioms <i>Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps)</i> (3)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RL.3.7 Visual Elements</u> (3 of 7 opportunities) Genre: Literature-Historical Fiction <i>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</i> (2)</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Leadership</p> <p>Prompt:</p> <p><i>In “Jane’s Discovery” and “Finding Lincoln”, the authors show how leaders can positively influence others. Write an opinion essay selecting which person’s actions, Abraham Lincoln or Mary McLeod Bethune, you feel best changed the lives of others. Use key words and phrases from sources to support your opinion.</i></p> <p><u>LAFS.3.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> a. <i>Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons.</i> b. <i>Provide reasons that support the opinion.</i> c. <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> d. <i>Provide a concluding statement or section.</i>

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3rd Grade Quarter 2			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
17-18	10	<p>Unit 3 – (Week 3)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Earth & Its Neighbors</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Earth</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Coyote and the Jar of Stars</i> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.2 Main Idea</u> (1 of 2 opportunities) Comprehension Strategy: Summarize Ask and answer such questions <i>to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i> (2)</p> <p><u>LAFS.3.RI.1.3 Connections</u> (1 of 3 opportunities) Comprehension Skill: Important Points Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text <i>using language that pertains to time, sequence, and cause/effect.</i> (3)</p> </div> <div style="border: 2px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> </div>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Discoveries</p> <p>Prompt:</p> <p><i>You have read two nonfiction texts, “Earth and Its Neighbors” and “Earth”, that show how scientists use tools to discover new things in our solar system. Write an informative essay to explain how scientists, by using tools, are able answer questions and learn about our solar system. Cite evidence from all sources to support your answer.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to <i>examine a topic and convey ideas and information clearly.</i> (3)</p> <p>a. Introduce a topic <i>and group related information together;</i></p>

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3rd Grade Quarter 2			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p><u>LAFS.3.L.3.4.b</u> Word Meanings (2 of 3 opportunities) Vocabulary Strategy: Suffixes Determine the meaning of the new word formed when a known <i>affix</i> is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) (3)</p> <p><u>LAFS.3.RI.2.5</u> Text Features (2 of 4 opportunities) Genre: Expository Text <i>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</i>(2)</p> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.3.7</u> Text Features (3 of 6 opportunities) <i>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i> (2)</p>	<p><i>include illustrations when useful to aiding comprehension.</i></p> <p>b. <i>Develop the topic with facts, definitions, and details.</i></p> <p>c. <i>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information.</i></p> <p>d. <i>Provide a concluding statement or section.</i></p>
19-20	9	<p>Unit 3 – (Week 4)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Bats Did It First</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Big Ideas From Nature</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Perdix Invents the Saw</i> <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.2</u> Important Points (2 of 2 opportunities) Comprehension Skill: Main Idea & Key Details <i>Determine the main idea of a text; recount the key details and explain how they support the main ideas</i> (2)</p> <p><u>LAFS.3.RI.1.3</u> Important Ideas & Details (2 of 3 opportunities) Comprehension Strategy: Summarize Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text <i>using</i></p>	<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: New Ideas</p> <p>Prompt: <i>Write an informative/explanatory essay to demonstrate how new, nature-inspired ideas led inventors to create products that make life better and easier. Cite evidence from all sources to support your answer.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <p>a. <i>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i></p> <p>b. <i>Develop the topic with</i></p>


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3 rd Grade Quarter 2			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p><i>language that pertains to time, sequence, and cause/effect. (3)</i></p> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.c Meaning of Unknown Words (1 of 1 opportunity) Vocabulary Strategy: Root Words Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). (2)</p> <p>LAFS.3.RI.2.5 Text Features (3 of 4 opportunities) Genre: Expository Text Use text features <i>and search tools</i> (e.g., <i>key words, sidebars, hyperlinks</i>) to locate information relevant to a given topic efficiently. (2)</p> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p>	<p>facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas with categories of information.</p> <p>d. Provide a concluding statement or section.</p>

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3 rd Grade Quarter 3			
Weeks	Days	MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
21-22	9	<p>Unit 6 – (Week 1)*</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> Athena and Arachne <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> King Midas and the Golden Touch <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> Carlos's Gift <p>Multimedia:</p> <ul style="list-style-type: none"> Telling Tales: Midas <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.1 & LAFS.3.RL.1.2 Text Evidence & Main Idea Comprehension Strategy: Make, Confirm, and Revise Predictions Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> <p><i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (2)</i></p> <p>LAFS.3.RL.1.2 Author's Message Comprehension Skill: Theme <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (2)</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.RL.2.5 Structure Genre: Myth/Drama <i>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (2)</i></p> <p>LAFS.3.L.3.5.b Word Relationships Vocabulary: Words in Context Demonstrate understanding of word relationships and nuances in word meanings.</p> </div>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Valuable Qualities</p> <p>Prompt:</p> <p><i>You have read how several characters learned lessons on what is truly valuable. Write an essay in which you give your opinion on what you, or someone close to you, should value the most. Use evidence from sources to support your opinion.</i></p> <p><u>LAFS.3.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. <p>Writing & Improving Various Sample Response Mechanisms:</p> <ul style="list-style-type: none"> Selectable Hot Text Drag-and-Drop Hot Text Open Response Multi-Select Multiple Choice Evidence-Based Selected Response Graphic Response Item Display Multimedia Editing Task with Choices Editing Tasks without Choices <p>Use "Steps for Analyzing Questions by Response Mechanisms" document to assist with instruction.</p>


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3 rd Grade Quarter 3			
Weeks	Days	MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p>Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). (3)</p> <p><u>LAFS.3.L.3.4.c</u> Word Meanings Vocabulary Strategy: Root Words Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among <i>elated words that describe states of mind or degrees of certainty</i> (e.g., <i>knew, believed, suspected, heard, wondered</i>). (3)</p> <p>* Unit and lesson brought forward to include a drama and a myth for pre Florida Standards Assessment (FSA) instruction.</p>	 Steps for Analyzing Questions by Respon


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3 rd Grade Quarter 3			
Weeks	Days	MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
23-24	10	<p>Unit 4 – (Week 2)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> <i>The Impossible Pet Show</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> <i>The Talented Clementine</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> <i>Clementine and the Family Meeting</i> <p>Multimedia:</p> <ul style="list-style-type: none"> <i>What's Your Talent?</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.1 Text Evidence 5/6 Comprehension Strategy: Ask and Answer Questions Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.b Word Meanings 3/3 Vocabulary Strategy: Prefixes Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2)</p> <p>LAFS.3.RL.2.6 Narrator's Point of View 2/3 Comprehension Skill: Point of View Distinguish their own point of view from that of the narrator or those of the characters. (3)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RL.3.7 Text Features 4/7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)</p> <p>LAFS.3.RL.3.9 Compare/Contrast Across Texts 1/1 Genre: Realistic Fiction</p> </div>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Skills and Talents</p> <p>Prompt:</p> <p><i>You have read how different characters discovered their special talents. Write an opinion essay on why talents are important and if they should be used to help others. Use evidence from sources to support your opinion.</i></p> <p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> <i>Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons.</i> <i>Provide reasons that support the opinion.</i> <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> <i>Provide a concluding statement or section.</i> <p>Writing & Improving Various Sample Response Mechanisms:</p> <ul style="list-style-type: none"> Selectable Hot Text Drag-and-Drop Hot Text Open Response Multi-Select Multiple Choice Evidence-Based Selected Response Graphic Response Item Display Multimedia Editing Task with Choices Editing Tasks without Choices




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3 rd Grade Quarter 3			
Weeks	Days	MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		Compare and contrast <i>the theme, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</i> . (3)	Use “Steps for Analyzing Questions by Response Mechanisms” document to assist with instruction.  Steps for Analyzing Questions by Respon
25-26	9	Unit 4 – (Week 3) Reading/Writing Workshop: <ul style="list-style-type: none"> Gray Wolf! Red Fox! Anthology Main Selection: <ul style="list-style-type: none"> Amazing Wildlife of the Mojave Anthology Paired Selection: <ul style="list-style-type: none"> Little Half Chick Multimedia: <ul style="list-style-type: none"> Adaptations Instructional Focus Standards: Comprehension Mini-Lessons <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RI.1.1 Text Evidence 4/7 Comprehension Strategy: Reread Ask and answer such questions to <i>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</i>. (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.a Sentence Clues 2/5 Vocabulary Strategy: Context Clues Use sentence-level context as a clue to the meaning of a word or phrase. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RI.3.7 Text Features 4/6 Genre: Expository Text Use information gained from <i>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</i>. (2)</p> <p>LAFS.3.RI.3.8 Compare and Contrast 3/4 Comprehension Skill: Text Structure</p> </div>	TEXT-BASED WRITING PROMPT: Purpose: Informative/Explanatory Topic: Adaptations Prompt: <i>You have read three selections on animal adaptations. Explain how adaptations help animals face challenges in their environment. Give examples from sources in your response.</i> LAFS.3.W.1.2 Write informative/explanatory texts to <i>examine a topic and convey ideas and information clearly</i> . (3) <ol style="list-style-type: none"> Introduce a topic <i>and group related information together; include illustrations when useful to aiding comprehension.</i> Develop the topic with facts, definitions, and details. Use <i>linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information.</i> Provide a concluding statement or section. <p>Writing & Improving Various Sample Response Mechanisms:</p> <ul style="list-style-type: none"> Selectable Hot Text Drag-and-Drop Hot Text Open Response Multi-Select Multiple Choice Evidence-Based Selected Response

**Reading/Writing Sample
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3 rd Grade Quarter 3			
Weeks	Days	MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p>Describe the <i>logical connection between particular sentences and paragraphs in a text</i> (e.g., comparison, cause/effect, first/second/third in a sequence) (3)</p>	<ul style="list-style-type: none"> • Graphic Response Item Display Multimedia • Editing Task with Choices • Editing Tasks without Choices <p>Use “Steps for Analyzing Questions by Response Mechanisms” document to assist with instruction.</p> <div style="text-align: center;">  <p>Steps for Analyzing Questions by Respon</p> </div>
27	5	<p>Unit 4 – (Week 5)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Ginger’s Fingers & The Giant</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>The Winningest Woman of the Iditarod Dog Sled Race</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Narcissa</i> <p>Multimedia:</p> <ul style="list-style-type: none"> • <i>Teen Is Youngest to Sail Solo Around the World</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.2 Message or Lesson 2/4 Comprehension Skill: Theme <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (2)</i></p> </div> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.RL.2.4 Figurative Language 1/1 Vocabulary Strategy: Metaphors Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral meaning. (2)</p> <p>LAFS.3.RL.2.5 Repeated Words & Phrases 2/2 Literary Elements: Repetition and Rhyme Genre: Poetry</p> </div>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Inspiration</p> <p>Prompt:</p> <p><i>You have read four selections on people who inspire others. Write an opinion essay describing who you feel is the most inspiring person in your life. Use evidence from sources to support your opinion.</i></p> <p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> a. <i>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i> b. <i>Provide reasons that support the opinion.</i> c. <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> d. <i>Provide a concluding statement or section.</i> <p>Writing & Improving Various Sample Response Mechanisms:</p> <ul style="list-style-type: none"> • Selectable Hot Text • Drag-and-Drop Hot Text • Open Response • Multi-Select • Multiple Choice

**Reading/Writing Sample
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3 rd Grade Quarter 3			
Weeks	Days	MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (2)</p> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RL.3.7 Visual Elements 5/7 Comprehension Strategy: Illustrations <i>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)</i></p>	<ul style="list-style-type: none"> • Evidence-Based Selected Response • Graphic Response Item Display Multimedia • Editing Task with Choices • Editing Tasks without Choices <p>Use “Steps for Analyzing Questions by Response Mechanisms” document to assist with instruction.</p> <div style="text-align: center;">  Steps for Analyzing Questions by Respon </div>
28-29	9	<p>FSA Test Preparation Resources for Additional Practice with Test Taking Strategies:</p> <ul style="list-style-type: none"> • Grade 3 Count Down to Common Core: End of Year ELA Assessment* • eAssessments from McGraw-Hill* (*Log onto McGraw-Hill and enter title in the SEARCH window) <div style="text-align: center;">  Creating and Editing e-assessmen </div> <ul style="list-style-type: none"> • <u>FSA Grade 3 ELA Test Practice Test Questions</u> and <u>Answer Key</u> 	<p>Writing & Improving Various Sample Response Mechanisms:</p> <ul style="list-style-type: none"> • Selectable Hot Text • Drag-and-Drop Hot Text • Open Response • Multi-Select • Multiple Choice • Evidence-Based Selected Response • Graphic Response Item Display Multimedia • Editing Task with Choices • Editing Tasks without Choices <p>Use “Steps for Analyzing Questions by Response Mechanisms” document to assist with instruction.</p> <div style="text-align: center;">  Steps for Analyzing Questions by Respon </div>

**Reading/Writing Sample
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3rd Grade Quarter 4			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
30-31	10	<p>Unit 5 – (Week 2)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>The New Hoop</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <u><i>Bravo, Tavo!</i></u> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Trash into Art</i> <p>Multimedia:</p> <ul style="list-style-type: none"> • <i>Dumpster Diving for School Supplies</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RL.1.2 Important Details 3/4 Comprehension Strategy: Summarize <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (2)</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.a Word Meanings 3/5 Vocabulary Strategy: Homographs Use sentence-level context as a clue to the meaning of a word or phrase. (2)</p> <p>LAFS.3.RL.2.6 Character Actions & Words 3/3 Comprehension Skill: Point of View <i>Distinguish their own point of view from that of the narrator or those of the characters. (3)</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RL.3.7 Events & Settings 6/7 Genre: Expository Text: Realistic Fiction <i>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)</i></p> </div>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Reuse and Recycle</p> <p>Prompt:</p> <p><i>The sources gave examples of how people reuse items to solve a problem. Write an informative/explanatory essay in which you explain the benefits of reusing or recycling and how it helps to conserve resources. Use evidence from the sources to support your answer.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section.
32-33	10	<p>Unit 5 – (Week 4)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Dolores Huerta, Growing Up Strong</i> 	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p>

Underlined Title-Extended Complex Text

**Reading/Writing Sample
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3rd Grade Quarter 4			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<p>Anthology Main Selection:</p> <ul style="list-style-type: none"> Elizabeth Leads the Way <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> Susan B. Anthony Takes Action <p>Multimedia:</p> <ul style="list-style-type: none"> The Fight for Suffrage <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RI.1.1 Evidence 5/7 Comprehension Strategy: Ask and Answer Questions Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.5.b Meaning of Unknown Words 1/1 Vocabulary Strategy: Prefixes & Suffixes Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>LAFS.3.RI.2.6 Author’s Thoughts 2/2 Comprehension Skill: Author’s Point of View Distinguish their own point of view from that of the author of a text. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.3.RI.3.7 Text Features 5/6 Genre Literature: Biography Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (2)</p> </div>	<p>Topic: Good Citizens</p> <p>Prompt:</p> <p><i>The sources presented different ways people can be good citizens. Write an informative/explanatory essay in which you explain the characteristics of a good citizen and how their actions can change a country. Use evidence from the sources to support your answer.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. Provide a concluding statement or section.
34-35	10	<p>Unit 5 – (Week 5)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> Here Comes Solar Power <p>Literature Anthology Main Selection:</p>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Energy</p>

Underlined Title-Extended Complex Text

**Reading/Writing Sample
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3 rd Grade Quarter 4			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
		<ul style="list-style-type: none"> • <i>It's All in the Wind</i> <p>Literature Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>Power for All</i> <p>Multimedia:</p> <ul style="list-style-type: none"> • <i>Wind Power Picks Up as an Alternative Energy Source</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.3.RI.1.1 Evidence 6/7 Comprehension Strategy: Ask and Answer Questions Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)</p> <p>LAFS.3.RI.1.3 Text Structure 2/2 Comprehension Skill: Cause and Effect Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect. (3)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.3.L.3.4.a Context Clues 4/5 Vocabulary Strategy: Homophones Use sentence-level context as a clue to the meaning of a word or phrase. (2)</p> <p>LAFS.3.RI.2.5 Text Features 4/4 Genre: Expository Text Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> </div>	<p>Prompt:</p> <p><i>You have just read about different kinds of energy. Write an informative/explanatory essay in which you give the reasons why people use alternative power to help their communities save energy. Use evidence from the sources to support your answer.</i></p> <p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section.

**Reading/Writing Sample
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3 rd Grade Quarter 4			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
36-37	10	<p>Unit 6 – (Week 2)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>The Big Blizzard</i> <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Nora’s Ark</i> <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>The Wind and the Sun</i> <p>Multimedia:</p> <ul style="list-style-type: none"> • <i>Winter Storms Brings Widespread Chill to Millions</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RL.1.1</u> Story Events 6/6 Comprehension Strategy: Make, Confirm, and Revise Predictions Ask and answer questions to demonstrate understanding to a text, referring explicitly to the text as the basis for the answers. (2)</p> <p><u>LAFS.3.RL.1.2</u> Main Message 4/4 Comprehension Skill: Theme <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (2)</i></p> </div> <div style="border: 2px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.5.a</u> Idioms 4/4 Vocabulary Strategy: Figurative Language <i>Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps) (3)</i></p> </div> <div style="border: 2px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RL.3.7</u> Time & Place in History 7/7 Genre: Historical Fiction Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)</p> </div>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: Weather</p> <p>Prompt:</p> <p><i>You have just read several sources on how weather affects people. Write an opinion essay on the BEST way your community can come together during hard times. Use evidence from the sources to support your answer.</i></p> <p><u>LAFS.3.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> a. <i>Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons.</i> b. <i>Provide reasons that support the opinion.</i> c. <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> d. <i>Provide a concluding statement or section.</i>

**Reading/Writing Sample
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3 rd Grade Quarter 4			
Weeks	Days	INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING AND ESSENTIAL CONTENT
38-39	8	<p>Unit 6 – (Week 4)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • <i>Butterflies Big and Small</i> <p>Literature Anthology Main Selection:</p> <ul style="list-style-type: none"> • <i>Alligators and Crocodiles</i> <p>Literature Anthology Paired Selection:</p> <ul style="list-style-type: none"> • <i>The Monkey and the Crocodile</i> <p>Multimedia:</p> <ul style="list-style-type: none"> • <i>Egg Hunt in the Everglades: Collecting Alligator Eggs</i> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.3.RI.1.1</u> Clarify Information 7/7 Comprehension Strategy: Reread Ask and answer such questions to <i>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i> (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.3.L.3.4.a</u> Meaning of Unknown Words 5/5 Vocabulary Strategy: Context Clues Use sentence-level context as a clue to the meaning of a word or phrase. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.3.RI.3.7</u> Text Features 6/6 Genre: Expository Text <i>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i> (2)</p> <p><u>LAFS.3.RI.3.8</u> Compare and Contrast 4/4 Comprehension Skill: Text Structure <i>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</i> (3)</p> </div>	<p>TEXT-BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Animals and You</p> <p>Prompt: <i>Learning about animals can help you respect them. Write an informative/explanatory essay to explain why it is important to respect animals and how people can protect them from harm. Use evidence from sources to support your answer.</i></p> <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. d. Provide a concluding statement or section. <p style="text-align: center;">OR-</p> <p>Digital Writing Project: Publishing Ideas:</p> <ul style="list-style-type: none"> • Class Poetry Book • Alphabet Book • Reflective Entries based on the School Year • Advice for Next Year's Students • Compile a Portfolio of the Student's Work Explaining Why Each Piece is Significant <p>Digital Format Ideas:</p> <ul style="list-style-type: none"> • Paper Slide Video • PowerPoint • Stapleless Mini-Book from ReadWriteThink.org • Video Commercial • A Brochure through Microsoft Publisher

Underlined Title-Extended Complex Text

*The amount of time provided for each unit/topic is a recommendation, and may be adjusted by grade-level PLC's based on student achievement data.

***Focus Areas** - Students should spend the large majority of their time on the **major work** of the grade. **Supporting work** and, where appropriate, **additional work** can engage students in the major work of the grade. (retrieved from achievethecore.org)

Suggested Pacing Guide

	*August 10-30		*September 1-October 10			*October 11-November 15			*November 27-December 8	*December 11-January 30			*January 31-March 2		*March 5-March 29	
Unit Name	Addition & Subtraction		Multiplication			Extending Multiplication Concepts to Multiply & Divide Fluently			Area	Solving Real World Problems			Fractions		Geometry	
Topic Links	Topic 8 (6 days)	Topic 9 (7 days)	Topic 1 (8 days)	Topic 2 (9 days)	Topic 3 (10 days)	Topic 4 (10 days)	Topic 5 (10 days)	Topic 10 (5 days)	Topic 6 (10 days)	Topic 11 (6 days)	Topic 7 (7 days)	Topic 14 (11 days)	Topic 12 (12 days)	Topic 13 (10 days)	Topic 15 (6 days)	Topic 16 (7 days)
Topic Name	Use Strategies and Properties to Add and Subtract	Fluently Add and Subtract Within 1,000	Understand Multiplication & Division	Multiplication Facts: Use Patterns	Apply Properties: Multiplication Facts for 3, 4, 6, 7,	Use Multiplication to Divide: Division Facts	Fluently Multiply and Divide Within 100	Multiply by Multiples of 10	Connect Area to Multiplication and Addition	Use Operations with Whole Numbers to Solve	Represent and Interpret Data	Solve Time, Capacity, and Mass Problems	Understand Fractions as Numbers	Fraction Equivalence and Comparison	Attributes of Two-Dimensional Shapes	Solve Perimeter Problems
Standards	NBT.1.1 NBT.1.2 OA.4.9	NBT.1.2	OA.1.1 OA.1.2 OA.1.3 OA.2.5	OA.1.1 OA.1.3 OA.2.5 OA.4.9	OA.1.3 OA.2.5 OA.4.9	OA.1.3 OA.1.4 OA.2.5 OA.2.6 OA.4.9	OA.1.3 OA.3.7 OA.4.9	NBT.1.3	MD.3.5 MD.3.6 MD.3.7	OA.4.8	MD.2.3	MD.1.1 MD.1.2	NF.1.1 NF.1.2 G.1.2 MD.2.4	NF.1.3	G.1.1	MD.3.7 MD.4.8
Math Practice Standards	MP.4.1 MP.3.1	MP.3.1 MP.7.1	MP.5.1 MP.4.1	MP.4.1 MP.7.1	MP.8.1 MP.7.1	MP.1.1 MP.2.1	MP.7.1 MP.3.1	MP.7.1	MP.7.1 MP.4.1	MP.3.1 MP.5.1	MP.6.1 MP.4.1	MP.2.1 MP.6.1	MP.1.1 MP.4.1	MP.3.1 MP.4.1 MP.2.1	MP.6.1	MP.2.1 MP.4.1

Quarter 4	
Topic Name & Link	Developing Fluency & Problem-Solving - Remediation, Enrichment, and STEP UP Lessons (30 days)
Standards	OA.1.3, OA.3.7, OA.4.9, NBT.1.2, OA.4.8 Time is reserved during the 4 th quarter to remediate and enrich standards not mastered based on assessments data. Opportunities should be provided for students through the use of real world projects.
Math Practice Standards	MP.3.1, MP.5.1, MP.7.1

3rd Grade – The United States Regions and It's Neighbors

Year at a Glance- Major Topics

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Geography and Map Skills</p> <ul style="list-style-type: none"> • Geography • Globes and Maps • Map elements <ul style="list-style-type: none"> ○ Compass rose ○ Coordinate grid ○ Key/legend ○ Scale • Different types of maps <ul style="list-style-type: none"> ○ Political map ○ Physical map ○ Population map ○ Elevation map <p>Physical Geography of the United States:</p> <ul style="list-style-type: none"> • Major landforms and landmarks • Major bodies of water • United States regions <ul style="list-style-type: none"> ○ Location of States within regions ○ Climate variations ○ Types of vegetation ○ Natural resources <p>Geography of Canada</p> <ul style="list-style-type: none"> • Borders the United States to the north • Largest country in North America • Climate • Vegetation • Resources • Natural Landmarks • Man-Made Landmarks 	<p>Geography of Mexico</p> <ul style="list-style-type: none"> • Borders the United States to the south • Rio Grande • Elevations • Two large peninsulas • Mexico's vegetation, resources, landmarks <p>Geography of the Caribbean</p> <ul style="list-style-type: none"> • Region of islands south and east of the United States • Made up of different countries and commonwealths • Climate, vegetation, landmarks <p>Culture</p> <ul style="list-style-type: none"> • Way of life of group of people • Culture in North America • Native Americans • Ethnic Groups • European Settlers • Cultures in North America today <p>Culture in the United States</p> <ul style="list-style-type: none"> • Cultural diversity • Contributions/influences of immigrant/ethnic groups • Beliefs and customs • Celebrations • Food • Housing • Music • Activities in the United States • Languages 	<p>Mexico's Culture</p> <ul style="list-style-type: none"> • First Civilizations • Cultural influence of Spanish Explorers • Living in Mexico <ul style="list-style-type: none"> ○ Celebrations, food ○ Arts, sports, leisure activities <p>Caribbean Culture</p> <ul style="list-style-type: none"> • Caribbean culture (varies somewhat by country/commonwealth) <p>Economics</p> <ul style="list-style-type: none"> • Basic economic concepts • Scarcity and Trade • Trade in the United States <p>Currency in North America and the Caribbean</p> <ul style="list-style-type: none"> • Characteristics of money • All countries have money systems • North American Currency <ul style="list-style-type: none"> ○ United States <ul style="list-style-type: none"> ▪ Dollar-paper bills, different values ▪ Coins- different values, sizes, shapes ○ Canada <ul style="list-style-type: none"> ▪ Dollar- paper bills, different values, colors ▪ Coins- different values, colors, sizes ○ Mexico <ul style="list-style-type: none"> ▪ Peso-paper bills, same size and shape, different values and colors ▪ Coins- mostly centavos- different shapes and colors ▪ Caribbean- Varies by country 	<p>United States Civics and Government</p> <ul style="list-style-type: none"> • The purpose and need for government • United States Government <ul style="list-style-type: none"> ○ Representative democracy ○ Power derived from people • The three levels of government <ul style="list-style-type: none"> ○ Federal Government <ul style="list-style-type: none"> ▪ The United States Constitution – supreme law of the land ▪ Leader- President of the United States ○ State Government <ul style="list-style-type: none"> ▪ State Constitution ▪ Leader- State Governor ○ Local Government <ul style="list-style-type: none"> ▪ Provide local services ▪ Leader- Mayor • Government services • Taxes as a means of paying for government services <p>Citizenship</p> <ul style="list-style-type: none"> • Good citizens • Examples of good citizenship • Actions • Good citizens- making a difference • Community members past and present who have exhibited good citizenship • Civic Virtue <p>*Please see Civics in a Snap Lessons related to these topics (click on the icon below)</p>

**SCIENCE
PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 3			
<p>Big Idea 1: The Practice of Science A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method." C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.</p> <p>Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.</p> <p>Big Ideas 1 and 3 benchmarks should be introduced during the first nine weeks, and then embedded in all science lessons throughout the year as they blend easily with teaching inquiry and are the basis of an activity/lab-based science classroom.</p>			
<ul style="list-style-type: none"> ● SC.3.N.1.1 Question, Investigate and Explain ● SC.3.N.1.2 Compare Observations, Explain Differences ● SC.3.N.1.3 Record Keeping ● SC.3.N.1.4 Communication ● SC.3.N.1.5 Scientist Collaboration ● SC.3.N.1.6 Inferences ● SC.3.N.1.7 Empirical Evidence ● SC.3.N.3.1 Words in Science ● SC.3.N.3.2 Models to Explain ● SC.3.N.3.3 Models are Approximations 			
1 ST Nine Weeks	2 ND Nine Weeks	3 RD Nine Weeks	4 TH Nine Weeks
<p>Big Idea 1: The Practice of Science I. Practicing Science (08/24-09/04)</p> <p>Big Idea 8: Properties of Matter II. SC.3.P.8.3 Comparing Properties of Materials (09/08-09/18)</p> <p>III. SC.3.P.8.2 Mass and Volume of Solids and Liquids SC.3.P.8.1 Temperatures of Solids and Liquids (09/21-10/02)</p> <p>Big Idea 9: Changes in Matter IV. SC.3.P.9.1 Water Changing States (10/05-10/16)</p> <p>Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models V. Working Like a Scientist – Science Investigations (10/19-10/29)</p>	<p>Big Idea 10: Forms of Energy VI. SC.3.P.10.1 Identify Forms of Energy SC.3.P.10.2 Energy's Ability to Cause Motion and Create Change (11/02-11/24)</p> <p>VII. SC.3.P.10.3 How Light Travels SC.3.P.10.4 Reflection, Refraction and Absorption of Light (11/30-12/18)</p> <p>Big Idea 11: Energy Transfer and Transformations</p> <p>Big Idea 6: Earth Structures VIII. SC.3.P.11.1 Things that give off Light often Give off Heat SC.3.P.11.2 Heat Produced by Rubbing Objects SC.3.E.6.1 Radiant Energy from the Sun can Heat Objects (1/04-1/22)</p>	<p>Big Idea 5: Earth in Space and Time IX. SC.3.E.5.1 Stars – Size and Appearance SC.3.E.5.5 Using Telescopes and other Observational Tools (01/26-02/05)</p> <p>X. SC.3.E.5.3 Sun Appears Large and Bright because it's Earth's Closet Star SC.3.E.5.2 Identify the Sun as star that emits Light (02/08-2/26)</p> <p>XI. SC.3.E.5.4 Gravity is a Force (02/29-3/18)</p> <p>Big Idea 15: Diversity and Evolution of Living Organisms XII. SC.3.L.15.1 Animal Classification (03/28-04/07)</p>	<p>Big Idea 14: Organization and Development of Living Organisms XIII. SC.3.L.14.1 Roles of Plant Structures AA* SC.3.L.17.2 Photosynthesis SC.3.L.14.2 Response to Stimuli - Assessed as SC.3.L.14* (04/11-05/06)</p> <p>Big Idea 15: Diversity and Evolution of Living Organisms XIV. SC.3.L.15.2 Plant Classification (05/09-05/20)</p> <p>Big Idea 17: Interdependence XV. SC.3.L.17.1 Plant and Animal Response to Seasons (05/23-06/09)</p>

Sample Scope and Sequence
Middle School Division Core
Subjects - 7th Grade

Sample District Pacing Guide
M/J Language Art 2 – 7th grade
Suggested Readings from Houghton Mifflin Harcourt – Florida Collections

First Quarter August – October Collection 1	Second Quarter October – January Collection 6	Third Quarter January – March Collection 4	Fourth Quarter March – June Collection 3
<p>Weeks 1-2:</p> <ul style="list-style-type: none"> Anchor Text: Greek Myth retold by Sally Benson “The Flight of Icarus” Close Reader: Greek Myth retold by Olivia E Coolidge “Arachne” <p>Weeks 3-5:</p> <ul style="list-style-type: none"> Poem by Stephen Dobyns “Icarus’s Flight” Informational Text by Patricia and Fredrick McKissack “Women in Aviation” Editorial by Joanna Weiss “Ship of Fools” <p>Mid-Quarter Performance Task (District): Write an informational essay about the rewards and risks of undertaking bold actions.</p> <p>Weeks 6-7:</p> <ul style="list-style-type: none"> Anchor Text: Short Story by Theodore Taylor “Rogue Wave” Close Reader: Short Story by Eleanora E. Tate “Big Things Come in Small Packages” <p>Weeks 8-10:</p> <ul style="list-style-type: none"> Online News Article by Paul Harris “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” Editorial by Joanna Weiss “Ship of Fools” TV News Interview by CBS News “Was Abby Too Young to Sail?” Close Reader: Essay by Robert Medina “Finding your Everest” 	<p>Weeks 11-12:</p> <ul style="list-style-type: none"> Anchor Text: History Writing by Albert Marrin from <i>Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> History Writing by Zachary Kent from <i>The Story of the Triangle Factory Fire</i> Close Reader: History Writing by Lynne Olsen from “The Most Daring of [Our] Leaders” Close Reader: Speech by John Lewis “Speech from the Democratic National Convention” <p>Weeks 13-14:</p> <ul style="list-style-type: none"> Historical Novel by Margaret Peterson Haddix from <i>Uprising</i> <p>Mid-Quarter Performance Task (Collection): Write an expository essay about a dramatic and deadly fire that destroyed a New York City factory in 1911 (TE 337) .</p> <p>Week 15:</p> <ul style="list-style-type: none"> Anchor Text: Personal Essay by Craig Kielburger “Craig Kielburger Reflects on Working Toward Peace” Close Reader: Online Article by David Karas “Difference Maker: John Bergmann and Popcorn Park” <p>Weeks 16-20:</p> <ul style="list-style-type: none"> Documentary directed by Judy Jackson “It Takes a Child” Poem by Nikki Giovanni “A Poem for My Librarian, Mrs. Long” Short Story by D’Arcy McNickle “Train Time” Select article from www.hmhfyi.com <p>End of Quarter Performance Task (District):</p>	<p>Weeks 21-22:</p> <ul style="list-style-type: none"> Anchor Text: Speech by John F. Kennedy “Remarks at the Dedication of the Aerospace Medical Health Center” Close Reader: Online Essay by Joan Vernikos “Is Space Exploration Worth the Cost?” <p>Weeks 23-29:</p> <ul style="list-style-type: none"> Commentary by Philippe Cousteau “Why Exploring the Ocean is Mankind’s Next Giant Leap” Science Article by Cheryl Bardoe from “Living in the Dark” Poem by Georgia Douglas Johnson “Your World” Close Reader: Science Article by Elisabeth Rosenthal “Stinging Tentacles Offer Hint of Oceans’ Decline” <p>End of Quarter Performance Task (Collection): Draw information from Kennedy’s speech and other texts in the collection to prepare and give a persuasive speech. You will try to persuade others whether major exploration is worth the risk (TE 215).</p>	<p>Weeks 30-31:</p> <ul style="list-style-type: none"> Anchor text: Memoir by Eddy Harris from <i>Mississippi Solo</i> Close Reader: Memoir by Helen Thayer from <i>Polar Dream</i> <p>Weeks 32-34:</p> <ul style="list-style-type: none"> Soliloquy by William Shakespeare from <i>The Tempest</i> Short Story by Naomi Shihab Nye “Allied with Green” Expository Essay by Douglas Fox “Big Rocks’ Balancing Act” Close Reader: Informational Text by James Vlahos “The Hidden Southwest: The Arch Hunters” Close Reader: Poems by Leslie Marmon Siko, Victor Hernandez Cruz, and Gwendolyn Brooks from <i>Poems about Nature</i> <p>Mid-Quarter Performance Task (Collection): Write a memoir about a natural setting that is meaningful to you. (TE 175)</p> <p>Week 35:</p> <ul style="list-style-type: none"> Anchor Text: Poem by Pablo Neruda “Ode to enchanted light” Poem by Mary Oliver “Sleeping in the Forest” <p>Weeks 36-39:</p> <ul style="list-style-type: none"> Soliloquy by William Shakespeare from <i>The</i>

Sample District Pacing Guide
M/J Language Art 2 – 7th grade
Suggested Readings from Houghton Mifflin Harcourt – Florida Collections

<p>End of Quarter Performance Task (District): Write an argumentative essay about the appropriate age to pursue high-risk situations.</p>	<p>Write an argumentative essay about which individual's actions made the greatest impact on society.</p>		<p><i>Tempest</i></p> <ul style="list-style-type: none"> • Short Story by Naomi Shihab Nye "Allied with Green" • Expository Essay by Douglas Fox "Big Rocks' Balancing Act" • Close Reader: Informational Text by James Vlahos "The Hidden Southwest: The Arch Hunters" • Close Reader: Poems by Leslie Marmon Siko, Victor Hernandez Cruz, and Gwendolyn Brooks from <i>Poems about Nature</i> <p>End of Quarter Performance Task (Collection): Write a poetry analysis comparing and contrasting elements such as form, structure, and use of figurative language. (TE 179)</p>
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Grade 7 Curriculum Map

Unit 1: The Choices We Make (September-October)

Reading
<p>Goals: <i>To analyze genres and their organizational structures</i></p> <p><i>To examine the function of narrative elements</i></p> <p>Genres: poetry, a novel excerpt, an autobiography excerpt, a memoir excerpt, an essay, myths, a fable, film clips</p> <p>Key Texts: “<i>The Road Not Taken</i>,” “<i>Choices</i>,” excerpts from <i>Staying Fat for Sarah Byrnes</i>, <i>Dust Tracks in the Road</i>, and <i>Bad Boy</i>, “<i>Why Couldn’t I Have Been Named Ashley?</i>” “<i>Phaethon</i>,” “<i>Daedalus and Icarus</i>,” “<i>Arachne</i>,” Aesop’s “<i>The Lion, the Fox, and the Stag</i>,” film clips from <i>The Mighty</i>, “<i>Raven and the Sources of Light</i>”</p>
Vocabulary
<p>Academic: effect, effective, consequences, coherence, internal coherence, external coherence, theme, objective, subjective</p> <p>Literary: genre, denotation, connotation, stanza, narrative, sensory details, figurative language, characterization, myth, plot, symbol, symbolism, objective camera angle,</p>

Embedded Assessments
<p>1: Revising a Personal Narrative about Choice</p> <p>2: Creating an Illustrated Myth</p>

Essential Questions
<p>How do authors use narrative elements to create a story?</p> <p>What are the elements of effective revision?</p>

Targeted Language Arts Florida Standards
<p>LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.6, 4.10; LAFS.7.RI.1.1, 1.2, 1.3, 2.5, 2.6, 4.10; LAFS.7.W.1.2, 1.3, 2.4, 2.5, 3.7, 3.9, 4.10; LAFS.7.SL.1.1, 1.2, 2.4, 2.5; LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6</p>

Additional Assessment Opportunities
<p>Narrative Writing Prompts: Activities 1.6, 1.7, 1.13, Citing Textual Evidence: Activities 1.3, 1.4, 1.5, 1.6, 1.9, 1.11, 1.12, 1.13, 1.14, 1.18 Revision: Activities 1.8, 1.9, 1.10 Researching a Phenomenon and Creating a Poster: Activities 1.15, 1.17, 1.18 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online</p>

Writing and Research
<p>Goals: <i>To apply techniques to create coherence and sentence variety in writing</i></p> <p><i>To apply revision techniques in preparing drafts for publication</i></p> <p>Focus Area: Narrative</p>

Language and Writer’s Craft
<p>Goals: <i>To apply techniques to create coherence and sentence variety in writing</i></p> <p><i>To apply revision techniques in preparing drafts for publication</i></p> <p>Focus Areas: verb tenses, coherence and sentence variety, analogies, coordinate adjectives, pronouns and antecedents</p>

Speaking and Listening
<p>Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating to Analyze Text</p>

Grade 7 Curriculum Map

Unit 2: What Influences My Choices? (Suggested Time: November-January)

<p style="text-align: center;">Reading</p>	<p style="text-align: center;">Embedded Assessments</p>	<p style="text-align: center;">Writing and Research</p>
<p>Goals: <i>To understand how our lives are affected by media and advertising</i></p> <p><i>To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts</i></p> <p>Genres: informational texts, online texts, documentary film excerpts, news articles, essays, speeches</p> <p>Key Texts: “\$211 Billion and So Much to Buy—American Youths, the New Big Spenders,” Facts About Marketing to Children,” excerpts from the documentary film <i>Consuming Kids: The Commercialization of Childhood</i>, “Marketing to kids gets more savvy with new technologies,” “America, The Not-So-Beautiful,” “Ain’t I a Woman?”</p>	<p>1: Writing an Expository Essay and Participating in a Collaborative Discussion</p> <p>2: Writing an Argumentative Essay</p>	<p>Goals: <i>To write an expository essay</i></p> <p><i>To write an argumentative essay</i></p> <p>Focus Areas: Expository and Argumentation</p>
<p style="text-align: center;">Vocabulary</p>	<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Language and Writer’s Craft</p>
<p>Academic: text features, hypothesize, primary source, secondary source, search term, credibility, inference, valid, norm, consensus, claim, counterclaim</p> <p>Literary: expository writing, documentary film, claim, rhetoric</p>	<p>What role does advertising play in the lives of youth?</p> <p>What makes an effective argument?</p>	<p>Focus Areas: revising for cohesion and clarity, revising for precise language and formal style, sentence variety, sentence structure and transitions, using rhetorical devices, phrases and clauses</p>
<p style="text-align: center;">Targeted Language Arts Florida Standards</p>	<p>LAFS.7.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10; LAFS.7.W.1.2, 2.4, 2.5, 3.7, 3.8, 3.9, 4.10; LAFS.7.SL.1.1, 1.2, 2.6; LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6</p>	<p style="text-align: center;">Speaking and Listening</p>
<p style="text-align: center;">Additional Assessment Opportunities</p>	<p>Expository/Explanatory Writing Prompts: Activities 2.4, 2.5, 2.6, 2.8, 2.9, 2.10 Argumentative Writing Prompts: Activities 2.14, 2.15, 2.16 Citing Textual Evidence: Activities 2.3, 2.6, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15 Understanding Text Features: Activities 2.2, 2.3, 2.6, 2.7, 2.12, 2.14, 2.16 Evaluating Sources: Activity 2.3, 2.6, 2.13 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online</p>	

Grade 7 Curriculum Map

Unit 3: Choices and Consequences (Suggested Time: February-March)

Reading
<p>Goals: <i>To use textual evidence to support analysis and inferences</i></p> <p><i>To evaluate, analyze, and synthesize a variety of informational texts</i></p> <p>Genres: a novel, film clips, a news article, poetry, biography and autobiography excerpts, nonfiction text, speeches</p> <p>Key Texts: <i>Tangerine</i>, “A stunning tale of escape traps its hero in replay” “To an Athlete Dying Young,” film clips from <i>Sandlot</i> and <i>Invictus</i>, Nobel Peace Prize Biography of Nelson Mandela, excerpt from <i>A Long Walk to Freedom</i>, “Invictus,” excerpts from <i>Playing the Enemy: Nelson Mandela and the Game that Made a Nation</i>, Nelson Mandela’s Nobel Prize Acceptance Speech, Speeches by Great Leaders</p>

Vocabulary
<p>Academic: prediction, inference</p> <p>Literary: imagery, motif, setting, flashback, foreshadowing, point of view</p>

Embedded Assessments
<p>1: Writing a Literary Analysis Essay</p> <p>2: Creating a Biographical Presentation</p>

Essential Questions
<p>What is the relationship between choices and consequences?</p> <p>What makes a great leader?</p>

Targeted Language Arts Florida Standards
<p>LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.6, 4.10; LAFS.7.RI.1.1, 1.2, 1.3, 2.5, 2.6, 3.7, 3.9, 4.10; LAFS.7.W.1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 4.9, 4.10; LAFS.7.SL.1.1, 1.2, 1.3, 2.4, 2.5; LAFS.7.L.1.1, 1.3, 2.4, 2.5, 2.6</p>

Writing and Research
<p>Goals: <i>To write a literary analysis essay</i></p> <p><i>To create and present a biographical research project</i></p> <p>Focus Areas: Literary analysis; multimedia research presentation</p>

Language and Writer’s Craft
<p>Focus Areas: subordinate clauses, coordinating conjunctions, active and passive voice, adjectival and prepositional phrases, correcting dangling and misplaced modifiers</p>

Speaking and Listening
<p>Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for Discussions Collaborating for Research Collaborating to Present Information Collaborating to Create Visuals Viewing Diverse Media</p>

Additional Assessment Opportunities
<p>Expository/Explanatory Writing Prompts: Activities 3.4, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12 Citing Textual Evidence: Activities 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.17, 3.19, 3.20 Book Cover Design: Activity 3.14 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online</p>

Grade 7 Curriculum Map

Unit 4: How We Choose to Act (Suggested Time: April-May)

Reading

Goals: *To increase textual analysis skills across genres*

Genres: poetry, monologues, informational text, drama, film

Key Texts: “Stopping By Woods on a Snowy Evening,” “Mother to Son,” “It Happened in Montgomery,” **clip from “Jerry Seinfeld: I’m Telling You for the Last Time,” “The Raven,”** “Little Red Riding Hood and the Wolf,” “Casey at the Bat,” “Outlaws and Highwaymen,” “The Highwayman,” “We Wear the Mask,” excerpts from *Twelfth Night*, both drama and film

Vocabulary

Academic: precise, structure, modify, romantic, realistic, improvise, diagram

Literary: persona, oral interpretation, rhyme, alliteration, assonance, consonance, monologue, pantomime, syntax, poetic devices, internal rhyme, parody, vocal delivery, visual delivery, dialogue, stage directions

Embedded Assessments

1: Creating and Presenting a Monologue

2: Performing a Shakespearean Dialogue

Essential Questions

How do writers and speakers use language for effect?

How do performers communicate meaning to an audience?

Targeted Language Arts Florida Standards

LAFS.7.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10;
LAFS.7.RI.1.2, 3.4, 4.10;
LAFS.7.W.1.2, 1.3, 2.4, 2.5, 3.9, 4.10;
LAFS.7.SL.1.1, 1.2, 2.4, 2.5, 2.6;
LAFS.7.L.1.1, 1.2, 1.3, 2.4, 2.5, 2.6

Additional Assessment Opportunities

s 4.2, 4.5
4.14
Creative Writing Prompts: Activities 4.3, 4.6, 4.8
Citing Textual Evidence: Activities 4.2, 4.4, 4.6, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
Creating Visuals: Activities 4.10, 4.11
Performance/Presentation: Activities 4.4, 4.6, 4.7, 4.13, 4.14
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online

Writing and Research

Focus Areas: Narrative and Creative Writing

Language and Writer’s Craft

Focus Areas: varying syntax for effect, correcting dangling and misplaced modifiers

Speaking and Listening

Goals: *To strengthen verbal and nonverbal communication skills*

To improve oral fluency and presentation skills

To collaborate on a Shakespearean

Sample Pacing Guide

M/J Developmental Language Arts Through ESOL 1

Year at a Glance Core Reading Materials: INSIDE A/B

First Quarter August – November Weeks 1 – 10	Second Quarter November – January Weeks 11 – 20	Third Quarter January – March Weeks 21 – 29	Fourth Quarter April – June Weeks 30 – 39
<p>Inside A Unit 1: Glad To Meet You! (Weeks 1-2)</p> <p><u>Establishing Classroom Routines:</u></p> <ul style="list-style-type: none"> • Where I'm From, Poem by George Ella Lyon <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 370 Survival Vocabulary, Lesson # 380 The Sentence (Verb Be) • Vocabulary Lessons: Lesson # 442 Basic English Vocabulary 1.1: School, Lesson # 443 Basic English Vocabulary 1.2: School • Grammar/Language Lessons: Lesson # 490: There is vs. There are; Lesson # 467 Verb Be 	<p>Inside A Unit 5: City Sights (Weeks 11- 12)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "San Francisco" Travel Article p. 144-152 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 45 San Francisco Earthquake of 1906 • Vocabulary Lessons: Lesson # 448 Basic English Vocabulary 1.3: Daily Routines • Phonics: Lesson # 539 Long Vowel Sound e (Lesson # 4 out of 7) • Grammar/Language Lessons: Lesson # 490 There is vs There are; Lesson # 467 Verb Be (Present and Past); Lesson # 177 Simple Past Tense 	<p>Inside B Unit 1: Here to Help (Weeks 21-22)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "Dog Detectives" Magazine Article p. 22-30 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 166 Happy Feet • Vocabulary Lessons: Lesson # 453 Basic Vocabulary 4.3: The Home • Grammar/Language Lessons: Lesson # 485 Possessive Adjectives 	<p>Inside B Unit 5: Tell Me More (Weeks 29-30)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "Stories From Greece" Feature Article pp. 160-168 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 40 Mythical and Biblical Allusions • Vocabulary Lessons: Lesson # 458 Basic Vocabulary 6.1: Money • Grammar/Language Lessons: Lesson # 491 Demonstrative Pronouns (6-12) Lesson # 470 Common Nouns vs Proper Nouns; Lesson # 376 How to Use Nouns to Communicate
<p>Inside A Unit 1: Glad To Meet You! (Weeks 3-4)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "Many People to Meet" - <i>Photo Essay</i> pp.22-30 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 2 Numbers All Around • Vocabulary Lessons: Lesson # 444 Basic English Vocabulary 1.3: School • Grammar/Language Lessons: Lesson # 473 Subject Pronouns; Lesson # 480 Have vs. Has 	<p>Inside A Unit 6: Welcome Home! (Weeks 13-14)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "The Family Reunion" Personal Narrative p. 174-182 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 111 Practice Makes Perfect • Vocabulary Lessons: Lesson # 449 Basic Vocabulary 3.1: Housework • Phonics: Lesson # 540 Long Vowel Sound i (Lesson 5 out of 7) • Grammar/Language Lessons: 	<p>Inside B Unit 2: Make a Difference! (Weeks 23-24)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "Striving for Change" History Article pp. 56-64 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 96 Courage and Heroism/ Informative/Explanatory Writing • Vocabulary Lessons: Lesson # 454 Basic Vocabulary 5.1: Jobs • Grammar/Language Lessons: Lesson # 176 Regular vs. Irregular 	<p>Inside B Unit 6: Personal Best (Weeks 31-32)</p> <p><u>Reading Selection:</u></p> <ul style="list-style-type: none"> • "Action Shots" Article pp. 194-202 <p><u>iWorld Private Library NPPs:</u></p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 16 Denotation or Connotation? • Vocabulary Lessons: Lesson # 459 Basic Vocabulary 6.2: Money • Grammar/Language Lessons: Lesson # 473 Subject Pronouns; Lesson # 491 Demonstrative Pronouns (6-12); Lesson # 481 Simple Present Tense/Lesson 1

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First Quarter August – November Weeks 1 – 10	Second Quarter November – January Weeks 11 – 20	Third Quarter January – March Weeks 21 – 29	Fourth Quarter April – June Weeks 30 – 39
<p>Achieve 3000:</p> <ul style="list-style-type: none"> • “To Text or To Talk?” (July 31, 2012) • Speaking and Listening: Conversational Phrases: English as a Foreign Language: Hello. How are you? I’m fine, thank you. • Phonics and Word Recognition: Letter Sounds: Short Vowels • Resource Guide: Volume 5> A Soccer Misunderstanding, p. 12 	<p>Lesson # 467 Verb Be (Present and Past); Lesson # 380 The sentence (Verb Be); Lesson # 480 Have vs Has; Lesson # 489 Nouns: Singular or Plural</p> <ul style="list-style-type: none"> • Grammar: Simple Present Tense • Phonics and Word Recognition: Letter Sounds: Vowel Teams • Comprehension: Main Idea: Seahorses & How Do Seeds Get Around • Resource Guide: Volume 5> Lesson 6: A Party Surprise, p.4 	<p>Verbs; Lesson # 177 Simple Past Tense</p> <ul style="list-style-type: none"> • Academic Vocabulary: Beginning Vocabulary: Lesson 11: Prepositions, Lesson 22: Prepositions • Resource Guide: Volume 5>Lesson # 88 Stopping the Killers, p. 242 	<p>Affirmative Statement; Lesson # 482 Simple Present Tense/Lesson 2 Negative Statement; Lesson # 483 Simple Present Tense/Lesson 3 Yes/No Question; Lesson # 484 Simple Present Tense/Lesson 4 Information/Wh-Questions</p> <p>Phonics and Word Recognition: Letter Sounds: Silent Consonants</p> <ul style="list-style-type: none"> • Grammar: Personal Pronouns • Reading Lessons: Leveled Books: Grade 4: Board Sports • Resource Guide: Volume 5> Lesson # 117: View from the Top, p. 316
<p>Inside A Unit 2: Set The Table! (Weeks 5-6)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> • “U.S. Tour of Food” – Essay p. 52-60 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lesson: Lesson # 106 Realities of the World • Vocabulary Lessons: Lesson # 445 Basic English Vocabulary 1.4: School • Phonics: Lesson # 536 Short Vowel Sounds a e i (Lesson 1 out of 7) • Grammar/Language Lesson: Lesson # 481 Simple Present Tense, Lesson # 482 Simple Present Tense, Lesson # 483 Simple Present Tense, Lesson # 484 Simple Present Tense, Lesson # 487 Common Verbs (List) • Grammar: Subject-Verb Object 	<p>Inside A Unit 7: Pack Your Bags (Weeks 15-16)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> • “The Water Planet” Expository Nonfiction pp. 204-212 <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 31 The Magic of Poetry • Vocabulary Lessons: Lesson # 450 Basic Vocabulary 3.2: Homework • Phonics: Lesson # 541 Long Vowel Sound o (Lesson 6 out of 7) • Grammar/Language Lessons: Lesson # 468: Can vs. Could Modal Auxiliaries Lesson 1; Lesson # 469: May, Might, and Must Modal Auxiliaries Lesson 2; Lesson # 475: Using Ought to and Had Better Modal Auxiliaries Lesson 3; Lesson # 476: Modal Auxiliaries Review Modal Auxiliaries Lesson 4; Lesson # 470 Common 	<p>Inside B Unit 3: Our Living Planet (Weeks 25-26)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> • “Animal Ecosystems” Science Essay pp. 90-98 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 21 The Diary of Ann Frank • Vocabulary Lessons: Lesson # 455 Basic Vocabulary 5.2: Jobs • Grammar/Language Lessons: Lesson # 486 Adjectives; Lesson # 485 Possessive Adjectives; Lesson # 192 Apostrophes • Comprehension: Points and Reasons • Grammar: Adjectives • Resource Guide: Volume 5>Lesson # 120: Mystery on Guam, p. 161; Volume 5> Protecting Planet Earth, p. 195 	<p>Inside B Unit 7: This Land Is Our Land (Weeks 33-34)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> • “The Big Southwest” Travel Article p. 228-236 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 156 Pedal Power • Vocabulary Lessons: Lesson # 460 Basic Vocabulary 6.3: Money • Grammar/Language Lessons: Lesson # 470 Common Nouns vs. Proper Nouns; Lesson # 376 How to Use Nouns to Communicate; Lesson # 177 Simple Past Tense; Lesson # 467 Verb Be (Present and Past) <p>Imagine Learning:</p> <ul style="list-style-type: none"> • Phonological Awareness: Syllables • Reading Lessons: Leveled Books:

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First Quarter August – November Weeks 1 – 10	Second Quarter November – January Weeks 11 – 20	Third Quarter January – March Weeks 21 – 29	Fourth Quarter April – June Weeks 30 – 39
<ul style="list-style-type: none"> Phonics and Word Recognition: Letter Sounds: Short Vowels Resource Guide: Volume 5: Lesson # 59: Don't Eat Me! P. 68 	<p style="text-align: center;">Nouns vs. Proper Nouns</p> <ul style="list-style-type: none"> Grammar: Proper Nouns Phonics and Word Recognition: Letter Sounds: Vowel Teams Resource Guide: Volume 5> Seahorses, p. 214; Volume 5> Shark Sense, p. 239 		<p style="text-align: center;">Grade 4: Ben's Big Idea</p> <ul style="list-style-type: none"> Spelling: R-Controlled Vowels Resource Guide: Volume 5> Lesson # 100: Don't Fence Me In, p. 77
<p style="color: #0070C0;">Inside A Unit 3: On the Job (Weeks 7-8)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> "Geologists: Rock Scientists" Expository Text pp. 82-90 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> Middle School Lessons: Lesson # 11 Achievement is Driven by Interest Vocabulary Lessons: Lesson # 446 Basic English Vocabulary 1.1: Daily Routines Phonics: Lesson # 537 Short Vowel Sounds o u (Lesson 2 out of 7) Grammar/Language Lessons: Lesson # 473 Subject Pronouns; Lesson # 477 Interrogative Sentences: Simple Questions vs. Tag Questions (Verb Be) <p>Grammar: Question Words</p>	<p style="color: #0070C0;">Inside A Unit 3: Friend to Friend (Weeks 17-18)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> "Hand in Hand" Magazine Article pp. 234-242 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> Middle School Lessons: Lesson # 161 Gender Segregation Vocabulary Lessons: Lesson # 451 Basic Vocabulary 4.1: The Home Phonics: Lesson # 542 Long Vowel Sound u (Lesson 7 out of 7) Grammar/Language Lessons: Lesson # 467 Verb Be (Present and Past); Lesson # 177 Simple Past Tense; Lesson # 380 The Sentence (Verb Be); Lesson # 480 Have vs Has <ul style="list-style-type: none"> Speaking and Listening: Songs and 	<p style="color: #0070C0;">Inside B Unit 4: Past and Present (Weeks 27-28)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> "Our Government" Informational Text pp. 126-134 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> Middle School Lessons: Lesson # 126 Hispanic American Heroes Vocabulary Lessons: Lesson # 456 Basic Vocabulary 5.3: Jobs Phonics: Consonant Blends Grammar/Language Lessons: Lesson # 489 Nouns: Singular vs Plural; Lesson # 474 Subject Pronouns vs Object Pronouns <ul style="list-style-type: none"> Grammar: Plural S and IES Academic Vocabulary: Beginning Vocabulary: Lesson 36: Nouns Resource Guide: Volume 5>Christy's 	<p style="color: #0070C0;">Inside B Unit 8: Harvest Time (Weeks 35-36)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> "Plant Power" Informational Text pp. 262-270 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> Middle School Lessons: Lesson # 171 Nope. He Ain't Gonna Do It Vocabulary Lessons: Lesson # 461 Asking and Giving personal Information Grammar/Language Lessons: Lesson # 473 Subject Pronouns, Lesson # 178 (Grammar Lesson: 6-12) Simple Past Tense <ul style="list-style-type: none"> Phonics and Word Recognition: Affixes Academic Vocabulary: Beginning Vocabulary: Lesson 41: Nouns Resource Guide: Volume 5> Mateo's

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First Quarter August – November Weeks 1 – 10	Second Quarter November – January Weeks 11 – 20	Third Quarter January – March Weeks 21 – 29	Fourth Quarter April – June Weeks 30 – 39
<ul style="list-style-type: none"> • Phonics and Word Recognition: Letter Sounds: Short Vowels • Resource Guide: Volume 5> The Exploding Mountain p.285 	<p style="text-align: center;">Chants: Be Verbs</p> <ul style="list-style-type: none"> • Phonics and Word Recognition: Affixes • Comprehension: Cause/Effect: Grade 3 • Resource Guide: Volume 5> Lesson # 81: The Lesson Breakers, p. 300 	<p>Bill of Rights, p. 37</p>	<p>Garden, p. 145</p>
<p>Inside A Unit 4: Numbers Count (Weeks 9-10)</p> <p>Reading Selections:</p> <ul style="list-style-type: none"> • “The Mighty Maya” Personal Narrative p. 112-120 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 98 Machu Picchu: A World Heritage Site • Vocabulary Lessons: Lesson # 447 Basic English Vocabulary 1.2: Daily Routines • Phonics: Lesson # 538 Long Vowel Sound a (Lesson 3 out of 7) • Grammar/Language Lessons: Lesson # 192 Apostrophes, Lesson # 482 Simple Present Bundle 2 – Negative Statements 	<p>Inside A Unit 9: Let’s Celebrate! (Weeks 19-20)</p> <p>Reading Selections:</p> <ul style="list-style-type: none"> • “Kite Festival” Magazine Article pp. 264-272 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 196 Synonyms and Antonyms • Vocabulary Lessons: Lesson # 452 Basic Vocabulary 4.2: The Home • Phonics: Lesson # 543 Bossy R: r-controlled sounds • Grammar/Language Lessons: Lesson # 488 Present Progressive Tense • Grammar: Questions with Question 	<p>Inside B Unit 5: Tell Me More (Weeks 29-30)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> • “Stories From Greece” Feature Article pp. 160-168 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 591 The Heroes of Olympus • Vocabulary Lessons: Lesson # 457 Basic Vocabulary 5.4: Jobs • Grammar/Language Lessons: Lesson # 491 Demonstrative Pronouns (6-12) Lesson # 470 Common Nouns vs Proper Nouns; Lesson # 376 How to Use Nouns to Communicate • Spelling: ow, ou, oo, oy, aw, all 	<p>Inside B Unit 9: Superstars (Weeks 37-39)</p> <p>Reading Selection:</p> <ul style="list-style-type: none"> • “Exploring Space” Science Article pp. 296-304 <p>iWorld Private Library NPPs:</p> <ul style="list-style-type: none"> • Middle School Lessons: Lesson # 116 This Is for Everyone • Vocabulary Lessons: Lesson # 462 Basic Vocabulary: Calendars • Grammar/Language Lessons: Lesson # 183 Colon vs. Period; Lesson # 192 Apostrophes • Grammar: Future Will Tense • Reading Lessons: Leveled Books:

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First Quarter August – November Weeks 1 – 10	Second Quarter November – January Weeks 11 – 20	Third Quarter January – March Weeks 21 – 29	Fourth Quarter April – June Weeks 30 – 39
<ul style="list-style-type: none"> • Grammar: Contractions • Phonics and Word Recognition: Consonants Blends and/or Consonant Diagraphs • Comprehension: Problem and Solution • Resource Guide: Volume 5: The Maya Civilization: Yesterday and Today, p. 297 	<p style="margin-left: 20px;">Words</p> <ul style="list-style-type: none"> • Phonics and Word Recognition: Affixes • Resource Guide: Volume 5> Lesson # 62 World of Celebrations, p. 330 	<ul style="list-style-type: none"> • Comprehension: Story Map • Resource Guide: Volume 5>Lesson 92 Phaethon's Ride, p. 179 	<p style="margin-left: 20px;">Grade 6: See You Around the Solar System</p> <ul style="list-style-type: none"> • Resource Guide: Volume 5>Lesson # 130: Little Planets: Big Problem p. 133; Volume 5>Lesson # 129: See You around the Solar System, p.227

**GRADE 7
INTENSIVE READING
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YEAR AT A GLANCE**

First Quarter Weeks 1 – 10	Second Quarter Weeks 11 – 20	Third Quarter Weeks 21 – 30	Fourth Quarter Weeks 31 – 39
<p>Unit 1: Imagine the Possibilities (Weeks 1-5)</p> <p><u>Reading Selections:</u></p> <ul style="list-style-type: none"> • “Hitching a Ride,” by Rebecca L. Johnson- <i>Science Article</i>, pp. 16-25 • “Crittercam to the Rescue,”- <i>Report</i>, pp.26-28 • “LAFFF,” by Lensey Namioka - <i>Short Story</i>, pp. 38-56 • “Kids Are Inventers Too,” by Arlene Erlback-<i>Magazine Article</i> pp. 66 • “Inventing to Solve a Problem,” <i>Procedural Article</i>, pp. 74 • “The Evolution of a Great Idea,” by Peter Diamandis and Steven Kotler -<i>Procedural Feature</i>, pp. 82-85 <p>Reading Focus: Reading Strategies</p> <p>Vocabulary Focus: Use Word Parts (Compound Word Prefixes, Suffixes)</p> <p>Writing Focus: Paragraphs (Problem-and-Solution, Chronological Order, Spatial-Order, Compare-and-Contrast)</p> <p>Unit 2: Play to Your Strengths (Weeks 6-10)</p>	<p>Unit 3: A New Chapter (Weeks 11-15)</p> <p><u>Reading Selections:</u></p> <ul style="list-style-type: none"> • “The Lotus Seed,” by Sherry Garland - <i>Realistic Fiction</i>, pp. 184-193 • “A Suitcase of Seaweed,” by Janet Wong-<i>Poem</i>, p.194 • “Immigrants Today,” by Ann M. Rossi-<i>Social Science Textbook</i>, pp. 204 • “The Lemon Story,” by Alberto Alvaro Rios-<i>Personal Narrative</i> pp.216 • “Brothers in Hope,” by Mary Williams-<i>Biographical Fiction</i>, pp. 226-243 • “Refugees Find New Lives,” -<i>News Article</i>, pp. 244-246 • “The New Colossus,” by Emma Lazarus-<i>Poem</i>,pp.250-251 <p>Reading Focus: Analyze Interactions</p> <p>Vocabulary Focus: Use Word Parts (Compound Word Prefixes, Suffixes)</p> <p>Writing Focus: Realistic Short Story, Cause-and-Effect Essay</p> <p>Unit 4: Every Body is a Winner (Weeks 16-20)</p>	<p>Unit 5: Close Encounters (Weeks 21-25)</p> <p><u>Reading Selections:</u></p> <ul style="list-style-type: none"> • “Encounter,” by Jane Yolen - <i>Historical Fiction</i>, pp. 342-352 • “Culture Clash” by Peter Winkler and Fran Downey-<i>History Article</i> pp. 362 • “Mexico City,” <i>City Profile</i> pp. 370 • “When Cultures Meet,” by Ann Rossi-<i>Poem</i>, pp. 382-395 • “Old World New World,” by John Agard-<i>Poem</i>, p. 396 • “The Log of Christopher Columbus,” by Christopher Columbus; translated by Robert Fuson -<i>Ship’s Log</i>, pp. 400-401 <p>Reading Focus: Compare Fiction and Nonfiction</p> <p>Vocabulary Focus: Go Beyond Literal Meaning</p> <p>Writing Focus: Story Scene, Literary Response</p> <p>Unit 6: To the Rescue (Weeks 26-30)</p>	<p>Unit 7: More Than a Game (Weeks 30-35)</p> <p><u>Reading Selections:</u></p> <ul style="list-style-type: none"> • “Play Ball,” by Michael Ruscoe- <i>History Article</i>, pp. 484-495 • “Analysis of Baseball,” by May Swenson-<i>Poem</i>, pp. 496-497 • “Take Me Out to the Ball Game,”- <i>Song Lyrics</i>, p. 498 • “Raymond’s Run,” by Toni Cade Bambara- <i>Short Story</i>, pp. 526-536 • “Pressure is a Privilege,” by Christine Brennan- <i>Short Story</i>, pp. 540-541 <p>Reading Focus: Text Structure (Chronological Order)</p> <p>Vocabulary Focus: Use Context Clues (Multiple Meaning, Jargon)</p> <p>Writing Focus: Biography</p> <p>Unit 8: Global Warnings (Weeks 36-39)</p> <p><u>Reading Selections:</u></p> <ul style="list-style-type: none"> • “Handle With Care,” by Kate Boehm Jerome- <i>Persuasive Essay</i>,

**GRADE 7
INTENSIVE READING
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YEAR AT A GLANCE**

<p>Reading Selections:</p> <ul style="list-style-type: none"> • “The Challenge,” by Gary Soto- <i>Short Story</i>, pp. 102-120 • “Rachel the Clever,” by Josepha Sherman-<i>Folk Tale</i> pp.130 • “A Contest of Riddles,” by Patricia C. McKissack –<i>Play</i>, pp. 148-160 • “Atlanta’s Race”– <i>Myth</i>, pp. 161-162 • “The Hobbit : “Riddles in the Dark,” an excerpt from <u>The Hobbit</u>, by J.R.R. Tolkien – <i>Fiction</i>, pp. 166-169 <p>Reading Focus: Elements of Fiction (Plot, Character, Setting)</p> <p>Vocabulary Focus: Relate Words (Word Categories, Synonyms, Antonyms)</p> <p>Writing Focus: Personal Narrative, Short Story</p>	<p>Reading Selections:</p> <ul style="list-style-type: none"> • “The Human Machine,” by Catherine Stephens- <i>Science Article</i>, pp. 266-275 • “My Fabulous Footprint” –<i>Poem</i>, p. 276 • “The Beat Goes On,” by Nancy Finton-<i>Science Article</i>, pp.286-295 • “Two Left Feet, Two Left Hands, and Too Left on the Bench,” by David Lubar-<i>Autobiography</i> pp. 306 • “How Coach Told Me I didn’t Make the Cut,” by Gary Soto-<i>Poem</i> pp. 318 • “Bionics,” by Josh Fischman - <i>Magazine Article</i>, pp. 322-325 <p>Reading Focus: Text Structure (Main Idea & Details, Chronological Order)</p> <p>Vocabulary Focus: Use Context Clues (Definition/Restatement, Synonyms, Antonyms, Examples)</p> <p>Writing Focus: Research Report</p>	<p>Reading Selections:</p> <ul style="list-style-type: none"> • “Dogs at Work,” by Terrell Smith - <i>Magazine Article</i>, pp. 416-422 • “The Wonder Dog,” by J. Patrick Lewis –<i>Poem</i>, p. 424 • “Angels in the Snow,” by Holly St. Lifer- <i>Online News Article</i>, pp. 434-440 • “Xlatch the Goat,” by Isaac Bashevis Singer-<i>Short Story</i>, pp. 450 • “A Conflict Close to Home,” by Aziz Abu Sarah - <i>Essay</i>, p. 468-469 <p>Reading Focus: Determine Viewpoints</p> <p>Vocabulary Focus: Use Word Origins (Greek, Latin, and Anglo-Saxon Roots, Borrowed Words)</p> <p>Writing Focus: Summary Paragraph, Letter to editor, Business Letter</p>	<p>pp. 556-565</p> <ul style="list-style-type: none"> • “Going Green,” by Cameron Diaz, - <i>Interview</i>, pp. 566-568 • “The Legend of Yakwawiak,” by Joseph and James Bruchac – <i>Legend</i>, pp. 598-606 • “Possum Crossing,” by Nikki Giovanni - <i>Poem</i>, pp. 608-609 • “The Tyger,” by William Blake – <i>Poem</i>, pp. 610-612 • “Grand Canyon,” by Theodore Roosevelt <i>Speech</i>- pp. 616-617 <p>Reading Focus: Analyze Argument</p> <p>Vocabulary Focus: Use Context Clues (Denotation and Connotation, Technical Language, Figurative Language)</p> <p>Writing Focus: Public Service Announcement, Persuasive Essay</p>
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1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks																																																															
<p>I. Rates and Proportional Relationships</p> <ul style="list-style-type: none"> A. Unit Rates B. Proportional Relationships C. Constant of Proportionality <p>II. Proportional Reasoning with Percents</p> <ul style="list-style-type: none"> A. Percent of a Number B. Percent Change <p>III. Addition and Subtraction of Rational Numbers</p> <ul style="list-style-type: none"> A. Integers and Absolute Value B. Addition and Subtraction of Rational Numbers 	<p>IV. Multiplication and Division of Rational Numbers</p> <ul style="list-style-type: none"> A. Multiplication of Rational Numbers B. Division of Rational Numbers C. Converting Rational Numbers <p>V. Equivalent Expressions and Properties of Operations</p> <ul style="list-style-type: none"> A. Equivalent Expressions B. Properties of Operations <p>VI. Solving Equations and Inequalities</p> <ul style="list-style-type: none"> A. Solve and Write Equations B. Solve and Write Inequalities <p>VII. Relationships in Geometric Figures</p> <ul style="list-style-type: none"> A. Unknown Angles in a Figure B. Constructing Geometric Figures C. Scale Drawings 	<p>VIII. Geometry and Measurement</p> <ul style="list-style-type: none"> A. Cross Sections of 3-D Figures B. Measurement of 2-D and 3-D Figures <p>IX. Probability</p> <ul style="list-style-type: none"> A. Likely/Unlikely Events B. Approximate Probability C. Create and Evaluate Probability Models D. Compound Events <p>X. Statistics</p> <ul style="list-style-type: none"> A. Examine Random Sampling B. Draw Inferences About a Population C. Draw Informal Inferences About Two Populations 	<p>XI. FSA Standards Review</p> <p>XII. Problem-Based Learning Investigations</p> <ul style="list-style-type: none"> A. Integers and Absolute Value B. Addition and Subtraction of Rational Numbers C. Unknown Angles in a Figure D. Constructing Geometric Figures E. Measurement of 2-D and 3-D Figures F. Likely and Unlikely Events G. Approximate Probability H. Create and Evaluate Probability Models 																																																															
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Model Eliciting Activities (MEAs): STEM LESSONS

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Standards for Mathematical Practice

<p><u>MAFS.K12.MP.1.1:</u></p> <p>Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MAFS.K12.MP.2.1:</u></p> <p>Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MAFS.K12.MP.3.1:</u></p> <p>Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.4.1:</u></p> <p>Model with mathematics.</p>	<p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical</p>

Standards for Mathematical Practice

	results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
<p><u>MAFS.K12.MP.5.1:</u></p> <p>Use appropriate tools strategically.</p>	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
<p><u>MAFS.K12.MP.6.1:</u></p> <p>Attend to precision.</p>	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
<p><u>MAFS.K12.MP.7.1:</u></p> <p>Look for and make use of structure.</p>	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .
<p><u>MAFS.K12.MP.8.1:</u></p> <p>Look for and express regularity in repeated reasoning.</p>	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

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<p>I. Transformations and Congruence</p> <p>A. Tools of Geometry</p> <p>B. Transformations and Symmetry</p> <p>C. Congruent Figures</p> <p>II. Lines, Angles, and Triangles - Part A</p> <p>A. Lines and Angles</p> <p>B. Triangle Congruence Criteria</p> <p>C. Applications of Triangle Congruence</p> <p>D. Properties of Triangles</p>	<p>III. Lines, Angles, and Triangles – Part B</p> <p>A. Special Segments in Triangles</p> <p>IV. Quadrilaterals and Coordinate Proof</p> <p>A. Properties of Quadrilaterals</p> <p>B. Coordinate Proof Using Slope and Distance</p> <p>V. Similarity</p> <p>A. Similarity and Transformations</p> <p>B. Using Similar Triangles</p>	<p>VI. Trigonometry</p> <p>A. Trigonometry with right triangles</p> <p>VII. Properties of Circles</p> <p>A. Angles and Segments in Circles</p> <p>B. Arc Length and Sector Area</p> <p>C. Equations of Circles</p> <p>VIII. Measurement and Modeling in Two and Three Dimensions</p> <p>A. Volume Formulas</p> <p>B. Visualizing Solids</p> <p>C. Modeling and Problem Solving</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • Yogurt Land Container • Interchangeable Wristwatch Band • NASA Space Shuttle Mission Patches • Turning Tires Model Eliciting Activity • It's Not Waste—It's Matter! • Olympic Snowboard Design 	<p>IX. Geometry EOC Review</p> <p>X. Trigonometry with All Triangles</p> <p>A. Law of Sines</p> <p>B. Law of Cosines</p> <p>XI. Conics</p> <p>A. Parabola</p> <p>B. Ellipse</p> <p>C. Hyperbola</p> <p>XII. Getting Ready for Algebra II - Probability</p> <p>A. Introduction to Probability</p> <p>B. Conditional Probability and Independence of Events</p> <p>C. Probability and Decision Making</p>																																																																																
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<p>I. Quantities and Modeling A. Quantitative Reasoning B. Algebraic Models</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • Looking for the best Employment Option • CollegeReview.com • Efficient Storage <p>II. Understanding Functions A. Functions and Models B. Patterns and Sequences</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • To The Limit • My First Credit Card • Plants vs. Pollutants • The Friendly Confines or The Nat <p>III. Linear Functions, Equations, and Inequalities – Part A A. Linear Functions B. Forms of Linear Equations</p>	<p>IV. Linear Functions, Equations, and Inequalities – Part B A. Linear Equations and Inequalities</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • Alternative Fuel Systems • Preserving Our Marine Ecosystems • Hybrid-Electric Vehicles vs. Gasoline-Powered Vehicles <p>V. Statistical Models A. Multi-Variable Categorical Data B. One-Variable Data Distributions C. Linear Modeling and Regression</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • The Music Is On and Popping! Two-way Tables <p>VI. Linear Systems A. Solving Systems of Linear Equations B. Modeling with Linear Systems</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • Manufacturing Designer Gear T-Shirts <p>VII. Exponential Relationships – Part A A. Rational Exponents and Radicals</p>	<p>VIII. Exponential Relationships – Part B A. Geometric Sequences and Exponential Functions B. Exponential Equations and Models</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • The Friendly Confines or The Nat - who has the best ballpark? <p>IX. Polynomial Operations A. Adding and Subtracting Polynomials B. Multiplying Polynomials</p> <p>X. Quadratic Functions A. Graphing Quadratic Functions B. Connecting Intercepts, Zeros, and Factors C. Graphing Polynomial Functions</p> <p>XI. Quadratic Equations and Modeling – Part A A. Using Factors to Solve Quadratic Equations</p>	<p>XII. Quadratic Equations and Modeling - Part B A. Using Square Roots to Solve Quadratic Equations B. Linear, Exponential, and Quadratic Models</p> <p>STEM Lessons - Model Eliciting Activities</p> <ul style="list-style-type: none"> • Ranking Sports Players (Quadratic Equations Practice) <p>XIII. Functions and Inverses A. Piecewise-Defined Functions B. Understanding Inverse Functions C. Graphing Square Root Functions D. Graphing Cube Root Functions</p> <p>XIV. Introduction to Rational Functions A. Operations with Rational Expressions B. Domain and Range of Rational Functions C. Graphing Rational Functions 1. Key Features 2. Transformations D. Solving Rational Equations</p>																																																																																								
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PACING GUIDE
YEAR-AT-A-GLANCE

COMPREHENSIVE SCIENCE 2, ADVANCED			
1ST Nine Weeks	2ND Nine Weeks	3RD Nine Weeks	4TH Nine Weeks
<p>UNIT 1: NATURE OF SCIENCE</p> <p>I. The Practice of Science in Heat (SC.7.N.1.1; SC.7.N.1.2; SC.7.N.1.4)</p> <p>A. Scientific Processes</p> <p>B. Reliability</p> <p>UNIT 2: ENERGY</p> <p>II. Heat Energy (SC.7.P.11.1; SC.7.P.11.4; SC.7.N.1.1; SC.7.N.1.2)</p> <p>A. Heat and Temperature</p> <p>B. Change of State</p> <p>C. Heat Flow</p> <p>III. Conservation of Energy and Energy Transformations (SC.7.P.11.2; SC.7.P.11.3; SC.7.N.1.1; LAFS.68.RST.4.10)</p> <p>A. Forms of Energy</p> <p>B. Energy Transformations</p> <p>C. Law of Conservation of Energy</p> <p>UNIT 3: WAVES</p> <p>IV. Electromagnetic Spectrum (SC.7.P.10.1; SC.7.N.1.3; SC.7.N.1.4; MAFS.6.SP.2.5a, b and c, LAFS.68.RST.1.3)</p> <p>A. Properties of Waves</p> <p>B. The Sun's Energy as Radiation: Electromagnetic Spectrum</p> <p>C. Relationship between Wavelength and Frequency</p> <p>V. Properties of Waves (SC.7.P.10.2; SC.7.P.10.3; SC.7.N.1.3; SC.7.N.1.4; LAFS.68.RST.2.4, MAFS.6.SP.2.5d)</p> <p>A. Light Properties</p> <p>B. Wave Speed in Different Materials</p>	<p>UNIT 4: EARTH'S STRUCTURE</p> <p>VI. Layers of Earth (SC.7.E.6.1; SC.7.N.3.2, MAFS.6.SP.2.5b)</p> <p>A. Crust and Lithosphere</p> <p>B. Mantle</p> <p>C. Core</p> <p>D. Comparing Layers of the Earth</p> <p>VII. Plate Tectonics (SC.7.E.6.4; SC.7.E.6.5; SC.7.E.6.7; SC.7.N.3.2; SC.7.N.2.1; SC.912.E.6.2; SC.912.E.6.3; LAFS.68.WHST.1.2)</p> <p>A. Continental Drift</p> <p>B. Describing Tectonic Plate Movement</p> <p>C. Explaining Plate Movement through Heat Flow</p> <p>UNIT 5: ROCK CYCLE and AGE OF THE EARTH</p> <p>VIII. Rock Cycle and Processes that Shape Earth's Surface (SC.7.E.6.2; SC.7.E.6.6; LAFS.68.RST.3.7)</p> <p>A. Rock Cycle</p> <p>B. Review of Landforms and Apply to Florida</p> <p>C. How Humans Impact the Earth</p> <p>IX. Age of Earth/ Geological Time (SC.7.E.6.4; SC.7.E.6.3, LAFS.68.WHST.1.2, LAFS.68.WHST.3.9)</p> <p>A. Measuring the Age of the Earth</p> <p>B. Evidence of Changes to Earth</p>	<p>UNIT 6: EVOLUTION</p> <p>X. Evidence of Species Change (SC.7.L.15.1; SC.7.L.15.2; SC.7.L.15.3; SC.7.N.3.1)</p> <p>A. Evidence of Scientific Theory of Evolution</p> <p>B. Adaptations</p> <p>C. Extinction</p> <p>XI. Natural Selection (SC.7.L.15.2; SC.7.L.15.3)</p> <p>A. Conditions for Natural Selection</p> <p>B. Natural Selection</p> <p>UNIT 7: ECOLOGY</p> <p>XII. Relationships in Ecosystems (SC.7.L.17.2; SC.7.L.17.1; SC.7.L.17.3)</p> <p>A. Relationships</p> <p>B. Food Web</p> <p>C. Limiting Factors</p> <p>XIII. Human Impact on Earth (SC.7.E.6.6; SC.7.N.1.2; MAFS.6.SP.2.5c and d)</p> <p>A. Resources</p> <p>B. Biodiversity</p> <p>C. Pollution</p> <p>D. Human Impact of the Everglades</p>	<p>UNIT 8 GENETICS</p> <p>XIV. DNA, Chromosomes, and Heredity (SC.7.L.16.1, SC.7.L.16.3)</p> <p>A. Review Cell Structure</p> <p>B. DNA</p> <p>C. Reproduction</p> <p>XV. Genetic Traits and Heredity (SC.7.L.16.2; SC.912.L.16.2; LAFS.68.RST.2.4)</p> <p>A. Mendelian Genetics</p> <p>B. Genotype/Phenotype</p> <p>C. Genetic Probabilities</p> <p>XVI. Biotechnology (SC.7.L.16.4; SC.7.N.1.5; SC.7.N.1.7)</p> <p>A. Cloning</p> <p>B. Genetic Engineering</p> <p>C. Artificial Selection</p> <p>D. Impact on Society</p> <p>UNIT 9: HUMAN GROWTH AND DEVELOPMENT</p> <p>XVII. Health and Disease Prevention (HE.7.C.1.1; HE.C.1.2; HE.C.1.8; HE.7.B.3.1; HE.7.B.3.6)</p> <p>A. Reproductive Health</p> <p>B. Stress Management</p> <p>C. Heredity</p> <p>D. Communicable Disease and Infection</p> <p>E. Healthy Decisions</p> <p>F. Healthy Goals</p> <p>XVIII. Human Growth and Development (HE.7.C.1.7; HE.C.1.8; HE.P.1.2; HE.7.P.1.3; HE.7.B.3.6)</p> <p>A. Body Systems</p> <p>B. Mental</p> <p>C. Dating</p> <p>D. HIV/AIDS</p> <p>E. Abstinence</p>

PACING GUIDE
YEAR-AT-A-GLANCE

COMPREHENSIVE SCIENCE 2			
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Pacing Guide Year at Glance

BIOLOGY I			
1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>i. Introduction to Biology/Nature of Life (8-21 to 8-24)</p> <p style="margin-left: 20px;">A. What is Biology</p> <p style="margin-left: 20px;">B. Science in the real world</p> <p><u>ECOLOGY</u></p> <p>ii. Ecosystems (17.5) (8-25 to 8-30)</p> <p style="margin-left: 20px;">A. Succession and changes (17.4)</p> <p style="margin-left: 20px;">B. Impact from catastrophic events: Climate change, Human activity, Invasive species (17.8)</p> <p style="margin-left: 20px;">C. Distribution of life in aquatic systems (17.2)</p> <p>iii. Populations in an ecosystem (17.5) (8-31 to 9-08)</p> <p style="margin-left: 20px;">A. Population dynamics and graphs</p> <p style="margin-left: 20px;">B. Carrying capacity</p> <p style="margin-left: 20px;">C. Limiting Factors</p> <p>iv. Energy Flow (17.9) (9-11 to 9-14)</p> <p style="margin-left: 20px;">A. Trophic levels and energy reduction (17.9)</p> <p style="margin-left: 20px;">B. Biogeochemical Cycles: water and carbon (E.7.1, 18.12)</p> <p>v. Human Impact on Environment (17.20) (9-15 to 9-20)</p> <p style="margin-left: 20px;">A. Sustainability and environmental policy (17.11)</p> <p style="margin-left: 20px;">B. Costs and benefits of renewable and non-renewable resources (17.11)</p>	<p><u>CELLULAR FUNCTIONS</u></p> <p>x. What defines a plant (14.7) (10-30 to 11-08)</p> <p style="margin-left: 20px;">A. Overview of Plants: Organs, tissues, evolution (14.7)</p> <p style="margin-left: 20px;">B. Physiological Processes of Plants (Growth, Reproduction, Transpiration, Photosynthesis, Cellular respiration) (14.7 and 18.12)</p> <p>xi. Cell energy: Photosynthesis (18.9) (11-09 to 11-17)</p> <p style="margin-left: 20px;">A. Equation of Photosynthesis (18.7)</p> <p style="margin-left: 20px;">B. Where it occurs (14.7)</p> <p style="margin-left: 20px;">C. Non plant examples of photosynthetic organisms (15.6)</p> <p style="margin-left: 20px;">D. Role of carbohydrates as a source of energy (18.1)</p> <p>xii. Cell energy: Cellular Respiration (18.9) (11-20 to 11-30)</p> <p style="margin-left: 20px;">A. Equation for Cellular Respiration (18.8, 18.9)</p> <p style="margin-left: 20px;">B. ADP/ATP cycle (18.10)</p> <p style="margin-left: 20px;">C. Interrelation of Photosynthesis and Cellular Respiration (18.8)</p> <p><u>HUMAN BODY</u></p> <p>xiii. Circulatory System (14.36) (12-01 to 12-06)</p> <p style="margin-left: 20px;">A. Functions of the Heart</p> <p style="margin-left: 20px;">B. Factors affecting blood flow</p> <p>xiv. Immune System (14.52) (12-07 to 12-14)</p> <p style="margin-left: 20px;">A. Basic Function of immune system</p> <p style="margin-left: 20px;">B. Types of Responses (14.52)</p> <p style="margin-left: 20px;">C. Human Health and Disease Transmission (14.6)</p> <p style="margin-left: 20px;">D. Fighting Infectious Diseases (14.52, 15.13)</p> <p>xv. Human Reproductive system (16.13) (12-15 to 12-22)</p> <p style="margin-left: 20px;">A. Basic Anatomy and Physiology: Male and Female</p> <p style="margin-left: 20px;">B. Human Development – Fertilization to Birth (all stages)</p> <p style="margin-left: 20px;">C. External Membranes</p> <p><u>CELLS</u></p> <p>xvi. Review of Cells (14.1, 14.3) (1-08 to 1-18)</p>	<p>xvii. Comparing Cell Processes: Mitosis (16.17) (1-22 TO 1-29)</p> <p style="margin-left: 20px;">A. Cell Cycle (16.14)</p> <p style="margin-left: 20px;">B. Process of Mitosis: Nuclear Division (16.14)</p> <p style="margin-left: 20px;">C. Mistakes in Mitosis (16.8)</p> <p style="margin-left: 20px;">D. Asexual Reproduction: Lack of genetic variation.</p> <p>xviii. Comparing Cell Processes: Meiosis (16.18) (1-30 TO 2-08)</p> <p style="margin-left: 20px;">A. Process: creating gametes and independent assortment (16.16)</p> <p style="margin-left: 20px;">B. Crossing over and non-disjunction (16.16)</p> <p style="margin-left: 20px;">C. Genetic variation resulting from meiosis (16.16)</p> <p style="margin-left: 20px;">D. Comparison of Mitosis and Meiosis (16.17)</p> <p><u>GENETICS AND MOLECULAR GENETICS</u></p> <p>xix. Review Heredity - Mendelian (16.1) (2-09 to 2-22)</p> <p style="margin-left: 20px;">A. Law of segregation and independent assortment (16.1)</p> <p style="margin-left: 20px;">B. Other patterns of inheritance: co-dominance, incomplete dominance, polygenic, sex-linked, multiple alleles (16.2)</p> <p style="margin-left: 20px;">C. Punnett Squares: Mono-Dihybrid (16.1)</p> <p style="margin-left: 20px;">D. Predict and analyze pedigrees</p> <p style="margin-left: 20px;">E. Genetic Drift/Gene flow (15.14)</p> <p>xx. Biotechnology (16.10) (2-23 to 2-28)</p> <p style="margin-left: 20px;">A. Predicting impact on society, individual, and environment (16.10)</p> <p style="margin-left: 20px;">B. Medical and ethical issues (16.10)</p> <p>xxi. DNA and Replication (16.3) (3-01 to 3-12)</p> <p style="margin-left: 20px;">A. Experiments and History</p> <p style="margin-left: 20px;">B. Universal code for all organisms (16.9)</p> <p style="margin-left: 20px;">C. Review of structure of DNA and chromosomes and location in cell</p> <p style="margin-left: 20px;">D. Role of Nucleic acids in organisms 18.1</p> <p style="margin-left: 20px;">E. DNA Replication in Cell Cycle (16.3, 16.17)</p> <p style="margin-left: 20px;">F. Types of mutations and effects (16.4)</p> <p>xxii. RNA and Protein Synthesis (16.3) (3-13 to 3-22)</p> <p style="margin-left: 20px;">A. RNA synthesis: Transcription (16.3, 16.5)</p> <p style="margin-left: 20px;">B. Protein synthesis: Translation (16.5)</p> <p style="margin-left: 20px;">C. Types of mutations: harmful, beneficial, variation, neutral (16.4)</p>	<p><u>BIOCHEMISTRY</u></p> <p>xxiii. Review of macromolecules (18.1) (4-02 to 4-09)</p> <p style="margin-left: 20px;">A. Types (carbohydrates, proteins, lipids, and nucleic acids)</p> <p style="margin-left: 20px;">B. Structure and review function</p> <p style="margin-left: 20px;">C. Review of connections to biological processes</p> <p>xxiv. Role of Proteins in the Body: Enzymes 18.11) (4-10 to 4-17)</p> <p style="margin-left: 20px;">A. As a catalyst to reduce activation energy</p> <p style="margin-left: 20px;">B. Factors affecting enzyme function: pH temperature, concentration</p> <p><u>BIOLOGY EOC AA BENCHMARKS CRUNCH TIME (4-18 to 5-02)</u></p> <p style="margin-left: 20px;">A. Population Ecology (17.5)</p> <p style="margin-left: 20px;">B. Energy Flow (17.9)</p> <p style="margin-left: 20px;">C. Human Impact (17.20)</p> <p style="margin-left: 20px;">D. Theory of Evolution (15.1)</p> <p style="margin-left: 20px;">E. Classification (15.6)</p> <p style="margin-left: 20px;">F. Origins of Life (15.8)</p> <p style="margin-left: 20px;">G. Natural Selection (15.13)</p> <p style="margin-left: 20px;">H. Cells (14.1, 14.3)</p> <p style="margin-left: 20px;">I. Plant Anatomy (14.7)</p> <p style="margin-left: 20px;">J. Macromolecules (18.1)</p> <p style="margin-left: 20px;">K. Photosynthesis and Cellular Respiration (18.9)</p> <p style="margin-left: 20px;">L. Properties of Water (18.12)</p> <p style="margin-left: 20px;">M. Genetics (16.1)</p> <p style="margin-left: 20px;">N. DNA and RNA (16.3)</p> <p><u>FACTORS THAT AFFECT HUMAN HEALTH</u></p> <p>xxvi. Pathogens: Prokaryotes, Viruses, Protists, and Fungi (5-03 to 5-16)</p> <p style="margin-left: 20px;">A. Viruses</p> <p style="margin-left: 20px;">B. Prokaryotes</p> <p style="margin-left: 20px;">C. Protists</p> <p style="margin-left: 20px;">D. Fungi</p> <p>xxvii. Review of Animal Kingdom (5-17 to 5-25)</p> <p style="margin-left: 20px;">A. Characteristics of Animals</p> <p style="margin-left: 20px;">B. Evolutionary Body Plans</p> <p style="margin-left: 20px;">C. Evolutionary Diversity</p> <p style="margin-left: 20px;">D. Different Phyla and Orders</p>

Pacing Guide Year at Glance

<p>EVOLUTION</p> <p>vi. Origins of Life (15.8) (9-22 to 9-27)</p> <p>A. Origins of Life (15.8, 18.1)</p> <p>B. Endosymbiotic Theory (15.8)</p> <p>vii. Theory of Evolution (15.1) (9-28 to 10-06)</p> <p>A. Evidence for the theory of evolution</p> <p>B. Trends in human evolution: brain structure, brain size, jaws, tools (15.10, 14.26)</p> <p>viii. Mechanisms of Evolution (15.13) (10-09 to 10-18)</p> <p>A. Evolution through Natural Selection (15.1)</p> <p>B. Darwin's Natural Selection (15.13)</p> <p>C. Introduction to other Mechanisms (15.14, 15.15)</p> <p>ix. Taxonomy (15.6) (10-19 to 10-26)</p> <p>A. Classify organisms based on evolutionary relationships (15.4)</p> <p>B. Three Domains and Six Kingdoms (15.6)</p> <p>C. Reasons for changes in how organisms are classified. (15.5)</p>	<p>A. Cell theory and discovery (14.1)</p> <p>B. Compare/contrast cell types (14.3) (prokaryote, eukaryotic, plant, animal)</p> <p>C. Organelles and membrane: roles and functions (14.3)</p> <p>D. Role of lipids in cell membrane (18.1)</p> <p>E. Role of membrane in cell transport: Highly selective barrier (14.2)</p>		<p>XXVIII. Genetic Diseases and Human Genetics (5-29 to 6-07)</p> <p>A. Human Genetic Disorders</p> <p>B. Human Genome</p> <p>C. Causes of Genetic Diseases</p> <p>D. Chromosomal Disorders</p> <p>E. Sex-Linked Genes</p>
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BIOLOGY I HONORS			
1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>I. Introduction to Biology/Nature of Life (8-21 to 8-24)</p> <p>A. What is Biology</p> <p>B. Science in the real world</p> <p>ECOLOGY</p> <p>II. Ecosystems (17.5) (8-25 to 8-30)</p> <p>A. Succession and changes (17.4)</p> <p>B. Impact from catastrophic events: Climate change, Human activity, Invasive species (17.8)</p> <p>C. Distribution of life in aquatic systems (17.2)</p> <p>III. Populations in an ecosystem (17.5) (8-31 to 9-08)</p> <p>A. Population dynamics and graphs</p> <p>B. Carrying capacity</p> <p>C. Limiting Factors</p> <p>IV. Energy Flow (17.9) (9-11 to 9-14)</p> <p>A. Trophic levels and energy reduction (17.9)</p> <p>B. Biogeochemical Cycles: water and carbon (E.7.1, 18.12)</p> <p>V. Human Impact on Environment (17.20) (9-15 to 9-20)</p> <p>A. Sustainability and environmental policy (17.11)</p> <p>B. Costs and benefits of renewable and non-renewable resources (17.11)</p> <p>UNIT ASSESSMENT 1 (9-20 to 10-04)</p> <p>EVOLUTION</p> <p>VI. Origins of Life (15.8) (9-22 to 9-27)</p> <p>A. Origins of Life (15.8, 18.1)</p> <p>B. Endosymbiotic Theory (15.8)</p> <p>VII. Theory of Evolution (15.1) (9-28 to 10-06)</p> <p>A. Evidence for the theory of evolution</p> <p>B. Trends in human evolution: brain structure, brain size, jaws, tools (15.10, 14.26)</p> <p>VIII. Mechanisms of Evolution (15.13) (10-09 to 10-18)</p> <p>A. Evolution through Natural Selection (15.1)</p> <p>B. Darwin's Natural Selection (15.13)</p> <p>C. Introduction to other Mechanisms (15.14, 15.15)</p> <p>UNIT ASSESSMENT 2 (10-18 to 10-31)</p> <p>IX. Taxonomy (15.6) (10-19 to 10-26)</p> <p>A. Classify organisms based on evolutionary relationships (15.4)</p> <p>B. Three Domains and Six Kingdoms (15.6)</p> <p>C. Reasons for changes in how organisms are classified. (15.5)</p> <p>BIOLOGY QUARTERLY BENCHMARK ASSESSMENT 1 (QSBA 1) (10-26 to 11-17)</p>	<p>CELLULAR FUNCTIONS</p> <p>X. What defines a plant (14.7) (10-30 to 11-08)</p> <p>A. Overview of Plants: Organs, tissues, evolution (14.7)</p> <p>B. Physiological Processes of Plants (Growth, Reproduction, Transpiration, Photosynthesis, Cellular respiration) (14.7 and 18.12)</p> <p>XI. Cell energy: Photosynthesis (18.9) (11-09 to 11-17)</p> <p>A. Equation of Photosynthesis (18.7)</p> <p>B. Where it occurs (14.7)</p> <p>C. Non plant examples of photosynthetic organisms (15.6)</p> <p>D. Role of carbohydrates as a source of energy (18.1)</p> <p>XII. Cell energy: Cellular Respiration (18.9) (11-20 to 11-30)</p> <p>A. Equation for Cellular Respiration (18.8, 18.9)</p> <p>B. ADP/ATP cycle (18.10)</p> <p>C. Interrelation of Photosynthesis and Cellular Respiration (18.8)</p> <p>UNIT ASSESSMENT 3 (12-01 to 12-15)</p> <p>HUMAN BODY</p> <p>XIII. Circulatory System (14.36) (12-01 to 12-06)</p> <p>A. Functions of the Heart</p> <p>B. Factors affecting blood flow</p> <p>XIV. Immune System (14.52) (12-07 to 12-14)</p> <p>A. Basic Function of immune system</p> <p>B. Types of Responses (14.52)</p> <p>C. Human Health and Disease Transmission (14.6)</p> <p>D. Fighting Infectious Diseases (14.52, 15.13)</p> <p>XV. Human Reproductive system (16.13) (12-15 to 12-22)</p> <p>A. Basic Anatomy and Physiology: Male and Female</p> <p>B. Human Development – Fertilization to Birth (all stages)</p> <p>C. External Membranes</p> <p>UNIT ASSESSMENT 4 (1-08 to 1-22)</p> <p>CELLS</p> <p>XVI. Review of Cells (14.1, 14.3) (1-08 to 1-18)</p> <p>A. Cell theory and discovery (14.1)</p> <p>B. Compare/contrast cell types (14.3) (prokaryote, eukaryotic, plant, animal)</p> <p>C. Organelles and membrane: roles and functions (14.3)</p> <p>D. Role of lipids in cell membrane (18.1)</p> <p>E. Role of membrane in cell transport: Highly selective barrier (14.2)</p> <p>Biology QSBA 2 (1-22 to 2-09)</p>	<p>XVII. Comparing Cell Processes: Mitosis (16.17) (1-22 TO 1-29)</p> <p>A. Cell Cycle (16.14)</p> <p>B. Process of Mitosis: Nuclear Division (16.14)</p> <p>C. Mistakes in Mitosis (16.8)</p> <p>D. Asexual Reproduction: Lack of genetic variation.</p> <p>XVIII. Comparing Cell Processes: Meiosis (16.18) (1-30 TO 2-08)</p> <p>A. Process: creating gametes and independent assortment (16.16)</p> <p>B. Crossing over and non-disjunction (16.16)</p> <p>C. Genetic variation resulting from meiosis (16.16)</p> <p>D. Comparison of Mitosis and Meiosis (16.17)</p> <p>UNIT ASSESSMENT 5 (2-09 to 2-23)</p> <p>GENETICS AND MOLECULAR GENETICS</p> <p>XIX. Review Heredity - Mendelian (16.1) (2-09 to 2-22)</p> <p>A. Law of segregation and independent assortment (16.1)</p> <p>B. Other patterns of inheritance: co-dominance, incomplete dominance, polygenic, sex-linked, multiple alleles (16.2)</p> <p>C. Punnett Squares: Mono-Dihybrid (16.1)</p> <p>D. Predict and analyze pedigrees</p> <p>E. Genetic Drift/Gene flow (15.14)</p> <p>XX. Biotechnology (16.10) (2-23 to 2-28)</p> <p>A. Predicting impact on society, individual, and environment (16.10)</p> <p>B. Medical and ethical issues (16.10)</p> <p>XXI. DNA and Replication (16.3) (3-01 to 3-12)</p> <p>A. Experiments and History</p> <p>B. Universal code for all organisms (16.9)</p> <p>C. Review of structure of DNA and chromosomes and location in cell</p> <p>D. Role of Nucleic acids in organisms (18.1)</p> <p>E. DNA Replication in Cell Cycle (16.3, 16.17)</p> <p>F. Types of mutations and effects (16.4)</p> <p>XXII. RNA and Protein Synthesis (16.3) (3-13 to 3-22)</p> <p>A. RNA synthesis: Transcription (16.3, 16.5)</p> <p>B. Protein synthesis: Translation (16.5)</p> <p>C. Types of mutations: harmful, beneficial, variation, neutral (16.4)</p> <p>UNIT ASSESSMENT 6 (4-02 to 4-13)</p> <p>Biology QSBA 3 (4-02 to 4-20)</p>	<p>BIOCHEMISTRY</p> <p>XXIII. Review of macromolecules (18.1) (4-02 to 4-09)</p> <p>A. Types (carbohydrates, proteins, lipids, and nucleic acids)</p> <p>B. Structure and review function</p> <p>C. Review of connections to biological processes</p> <p>XXIV. Role of Proteins in the Body: Enzymes (18.11) (4-10 to 4-17)</p> <p>A. As a catalyst to reduce activation energy</p> <p>B. Factors affecting enzyme function: pH temperature, concentration</p> <p>XXV. BIOLOGY EOC AA BENCHMARKS CRUNCH TIME (4-18 to 5-02)</p> <p>A. Population Ecology (17.5)</p> <p>B. Energy Flow (17.9)</p> <p>C. Human Impact (17.20)</p> <p>D. Theory of Evolution (15.1)</p> <p>E. Classification (15.6)</p> <p>F. Origins of Life (15.8)</p> <p>G. Natural Selection (15.13)</p> <p>H. Cells (14.1, 14.3)</p> <p>I. Plant Anatomy (14.7)</p> <p>J. Macromolecules (18.1)</p> <p>K. Photosynthesis and Cellular Respiration (18.9)</p> <p>L. Properties of Water (18.12)</p> <p>M. Genetics (16.1)</p> <p>N. DNA and RNA (16.3)</p> <p>BIOLOGY 1 EOC EXAM (4-16 to 5-11)</p> <p>FACTORS THAT AFFECT HUMAN HEALTH</p> <p>XXVI. Pathogens: Prokaryotes, Viruses, Protists, and Fungi (5-03 to 5-16)</p> <p>A. Viruses</p> <p>B. Prokaryotes</p> <p>C. Protists</p> <p>D. Fungi</p> <p>XXVII. Review of Animal Kingdom (5-17 to 5-25)</p> <p>A. Characteristics of Animals</p> <p>B. Evolutionary Body Plans</p> <p>C. Evolutionary Diversity</p> <p>D. Different Phyla and Orders</p> <p>XXVIII. Genetic Diseases and Human Genetics (5-29 to 6-07)</p> <p>A. Human Genetic Disorders</p> <p>B. Human Genome</p> <p>C. Causes of Genetic Diseases</p> <p>D. Chromosomal Disorders</p> <p>E. Sex-Linked Genes</p>

GRADE LEVEL OR COURSE TITLE: 7th Grade-CIVICS

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>1.WHAT IS CIVICS? (2.4)</p> <ul style="list-style-type: none"> • Purpose of Government and rule of law • U.S. Citizenship • Civic Roles, Rights and Responsibilities <p>2.FOUNDATIONS OF GOVERNMENT (2.6, 3.9)</p> <ul style="list-style-type: none"> • Enlightenment ideas of John Locke and Montesquieu • Influence from England's early government (Magna Carta, English Bill of Rights, Mayflower Compact, Thomas Paine's Common Sense) • Declaration of Independence <ul style="list-style-type: none"> ○ Colonial Complaints ○ Specific Grievances vs. Natural Rights <p>3.CREATING THE US CONSTITUTION (2.5, 2.6)</p> <ul style="list-style-type: none"> • Articles of Confederation (debt, Shay's Rebellion, Weaknesses) • Constitutional Convention <ul style="list-style-type: none"> ○ Plans and Compromises ○ Federalists vs Anti-Federalists <p>4.POLITICAL PARTICIPATION: (1.2, 1.3)</p> <ul style="list-style-type: none"> • Current Political Party ideals (Communist, Democratic, Libertarian, Republican, and Socialist) • Qualification, experience, issue-based platforms of candidates for political office • Election/Voting process (mock election) <p>5.MONITORING GOVERNMENT: (3.7, 3.8)</p> <ul style="list-style-type: none"> • Media Influence • Interest Group Influence (Political Action Committees, Special interest groups and lobbying) • Individual Influence (watchdog) • Media/ Political Communication (Bias, symbolism and propaganda) 	<p>6.ORGANIZATION OF US CONSTITUTION (1.2, 2.5)</p> <ul style="list-style-type: none"> • Basic Structure (Preamble, Articles, Amendments) • Checks and Balances • Separation of Powers <p>7.BRANCHES OF GOVT. (Articles 1-3) (1.3, 3.9, & 4.10)</p> <ul style="list-style-type: none"> • Structure (Court levels, lawmakers, Presidential Cabinet, etc.) • Processes (Lawmaking process, trial process and juries) • Function (legislative, executive, and judicial) • Powers (concurrent, enumerated, reserved, delegated) <p>8.CONSTITUTIONAL AMENDMENTS (2.4, 3.8, 4.10)</p> <ul style="list-style-type: none"> • Amendment process • Bill of rights • Voting Amendments • Social, political, and economical evaluation of rights • How constitution limits/protects rights 	<p>9. IMPACTS OF LAW (1.1)</p> <ul style="list-style-type: none"> • Sources of law • Landmark cases • Rule of Law = US Constitution <p>10.FEDERALISM (2.5)</p> <ul style="list-style-type: none"> • Comparing constitutions (State vs. Federal) <ul style="list-style-type: none"> ○ Basic Structure comparison (preamble, articles, and amendments) ○ Amendment Process of state government • Obligations and Services • Supremacy Clause <p>11. PUBLIC POLICY (2.2, 3.7)</p> <ul style="list-style-type: none"> • Addressing community issues • Research public policy • Develop a resolution plan • Service Learning/ Volunteerism <p>12. FORMS VS SYSTEMS OF GOVERNMENT (2.4)</p> <ul style="list-style-type: none"> • Forms of government (direct vs representative democracy, socialism, communism, monarchy, oligarchy, autocracy) • Systems of government (parliamentary, federal, confederal and unitary systems) <p>13.GLOBALIZATION (1.1)</p> <ul style="list-style-type: none"> • US Domestic vs foreign policy • Global Interdependence <ul style="list-style-type: none"> ○ International Organizations ○ International Conflicts 	<p>CIVICS EOC Review (1 week each) (1.2, 3.7)</p> <p>14. Origins and Purposes of Law and Government</p> <p>15. Organization and Function of Government</p> <p>16. Roles, Rights, and Responsibilities of Citizens</p> <p>17. Government Policies and Political Processes</p> <p>18. BEING AN ECONOMICALLY RESPONSIBLE CITIZEN (Writing benchmarks)</p> <ul style="list-style-type: none"> • Personal Budget Planning • Financial Literacy • Rational Choices • Taxes (key terms) • Credit

** (Florida Standards benchmark category and #)

ATTACHMENT D

READING CURRICULUM

Pinecrest Academy Gulf Coast Reading Curriculum

The School will follow the **Sarasota County Schools Comprehensive Research-Based Reading Plan (K-12 CRRP)** in the instruction of Reading using District placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all Tiers of instruction. The school will apply scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and multisensory intervention strategies. The school will use scientifically researched, evidence-based, state-adopted instructional materials proven successful in the Pinecrest network.

Reading instruction will be the main focus in order to promote student achievement through mastery of the Florida Standards and applicable Florida Literacy Standards across the curriculum.

The school's reading/literacy program will incorporate **Florida's Formula for Reading Success 6 + 4 + ii + iii:**

- **6 Areas of Reading**—Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
- **4 Assessments**—Screening, Progress Monitoring, Diagnosis, Outcome Measures
- **ii: Initial Instruction**—Minimum 90-minute reading block designed to incorporate the 6 instructional components of effective reading instruction and uses explicit instructional strategies based on students' background knowledge, motivation, and strengths and weaknesses. The reading block provides ample practice opportunities and continually makes reading and writing connections.
- **iii: Immediate Intensive Intervention**—Immediate, intensive intervention occurs through extended time, flexible grouping, accommodations, and requires more frequent progress monitoring

Instructional Strategies—In order to build skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension, the following programs will be used:

Differentiated Instruction (DI)- Reading centers will be set up in classrooms that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. For example, during:

- **guided reading center**, students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
- **writing center**, students are practicing their writing skills related to the week's writing focus. Students are moving through the writing process at their own pace.
- **test prep center**, students are participating in practice of reading skills and strategies relevant to their grade level grade reading. Students work independently and alongside a teacher when it is time to review the content.

Pinecrest Academy Gulf Coast Reading Curriculum

- **technology center**, students are logging on i-Ready where they are challenged according to their reading rate and comprehension level.

Word Walls - Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Print-Rich Environment - To support the learning environment, every classroom will have classroom libraries and leveled texts appropriate for students' assessed levels. Frequent successful reading experiences using appropriate texts will allow students to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. Teachers will choose complex text through access to resources in CPALMS, district based resources such as the Sarasota County eSources http://www.galepages.com/fl_sarelm/ , non-fiction magazines, and e-books and other digital mediums to provide a variety of complex texts within their classrooms. Classroom libraries will have a collection of quality literature that includes material written at varying reading levels and genres inclusive of both fiction and nonfiction. This collection will give students access to fiction and nonfiction text representing a range of levels, interests, genres, and cultures.

Teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension.

Reading Curriculum Structure—The *Multi-Tiered System of Supports/Response to Intervention framework* will be used as a school-wide, multi-level instructional and behavioral system for screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Key elements of a multi-tiered system involve:

- Providing effective core instruction for all students;
- Administering high quality assessments to monitor progress and identify students and systems in need of intervention;
- Instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and
- Designing and implementing interventions that are matched to student needs.

The CRRP ensures that individual needs of students are being met with instructionally appropriate materials. The instructional framework provides students with the opportunity to examine subjects from multiple perspectives and through different mediums with a focus on informational and opinion/argumentation tasks. The school will continually assess the instructional materials and tools identify any gaps or needs to additional complex texts used for teaching complex comprehension tasks.

The school RtI/MTSSS Team will implement a tiered approach to instructional delivery. The RtI/MTSSS at the school will provide high quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform instructional decisions. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Supplemental reading resources will differentiate instruction for all students across the continuum of Tiers 1, 2 and 3.

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Initial Instruction

Tier 1—The School will use the Comprehensive Core Reading Program (CRRP), practices and supports designed to instruct students on grade level and provide initial and differentiated reading instruction based on needs of students. Instruction will build student capacity to think as they read and deepen content understanding through text-based content area instruction. The reading block will include whole group instruction using the CRRP and small group differentiated instruction in order to meet individual student needs. Key components of reading courses are as follows:

- Initial instruction 30-40 minutes per day of the required 90-minute uninterrupted reading block consists of whole class or small group differentiated instruction through explicit and scaffolded modeling of strategies in instructional level text.
- Warm-up activity will focus on daily vocabulary review and routine. The reading components addressed are morphemic analysis and syntactic application.
- Differentiated instruction will provide sample group and individual instruction, technology based practice, audio -assisted reading, and reading strategy instruction, application, and feedback. The reading components addressed are comprehension, vocabulary, fluency, phonics, and phonemic awareness using the CRRP, SIRP and educational software programs. These differentiated instructional strategies will allow teachers to meet the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles.
- Independent reading practice periods will focus on student selected texts based on independent reading levels and monitored by the teacher. Teachers will monitor independent reading using journals/logs, summaries, and quizzes. Both quantitative and qualitative measures will be considered in leveling books.
- Closing activity such as a teacher read aloud including a discussion of new vocabulary or a discussion of lesson concepts.
- Students identified as struggling readers will receive appropriate intervention. The small-group, teacher-led center during the 90-minute reading block is the initial provision of intervention. Teachers plan and deliver intervention instruction designed to target specific student needs including explicit instruction on specific skills and the application of these skills in scaffolded, guided-reading lessons, using text at the students' instructional level and progressing to more complex text.

In addition to the 90-plus minutes, the classroom teacher, special education teacher, or literacy coach will provide immediate intensive intervention to students in need as determined by assessment data.

Immediate, Intensive Interventions

Students who fail to achieve required proficiency on the FSA for Reading or have otherwise been identified as deficient and who have intervention needs in the areas of decoding and/or fluency will continue to receive strong core instruction and receive additional supplemental instructional and behavior interventions. All immediate intervention will infuse the Florida Standards in Literacy across the curriculum (specifically in subject Science, Social Science, and Technical Subjects) with

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focus on focus on text complexity aligned to LAFS expectations and matching expected FSA samples.

Tier 2—Students whose literacy development is determined to be at risk or who are not progressing in the core curriculum, will continue to receive strong core instruction and additional supplemental interventions at Tier 2. At Tier 2, ongoing progress monitoring involves reviewing group data, or data of the student's performance (formative & outcome data) at both Tiers 1 & 2. State Standardized Assessment data (Formative/Diagnostic Assessments, ELL and IEP plans) will be considered when selecting the appropriate interventions.

The intervention program is designed to meet the specific diagnosed needs of each individual student. Teachers select research –based strategies and materials grounded proven to be effective for most students at this Tier 2. If the data demonstrates that Tier 2 interventions are not working for the student or if a student requires more intensive support, individualized instruction is provided as documented in a student's intervention plan at Tier 3 to overcome significant barriers and accelerate learning.

Ongoing Progress Monitoring data will be used to modify the intervention schedules and strategies as well as to monitor fidelity of implementation. Ongoing-progress monitoring is done more frequently at Tier 2 than Tier 1. Data gathered through Tier 2 ongoing-progress monitoring allows the problem solving team to determine if any changes need to be made to the intervention plan or to identify individual students who continue to struggle despite Tier 1 & 2 supports.

Tier 3—Tier 3 intensive supports are intended for students who demonstrate more severe deficits and are not demonstrating a positive response to generally effective Tier 2 interventions. These students will require curriculum and instruction that is more explicit and intense. These interventions will be designed to meet individual student needs by identifying and targeting the specific skill deficits of the student. The goal is to accelerate a student's rate of learning by increasing the intensity of the intervention by increasing the frequency and duration of individualized interventions, by decreasing group size, or by increasing academic engagement.

Progress Monitoring Frequency - Tier One students are monitored three times a year, Tier 2 students are monitored (at least) monthly. Tier 3 students will be monitored at least weekly.

Early Warning System - The school plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school as may be required by the Sponsor in accordance with amendments to s. 1001.42, F.S. (Powers and duties of district school board) based on new legislation under HB7069. This early warning system will include the following indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
2. One or more suspensions, whether in school or out of school;
3. Course failure in English language arts or mathematics during any grading period; and
4. A Level 1 score on the statewide, standardized assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency.

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The School's RtI/MTSS team will oversee and monitor the early warning system including

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

K-3rd Grade Students with substantial reading deficiency- In addition to the above paragraphs, and in accordance with Florida Statute 1008.25(4)(c), "A student who has a substantial reading deficiency as determined in paragraph (5) (a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary." PCASP will provide to any student in K-3rd grade that exhibits a substantial deficiency in reading, based upon screening, diagnostic progress monitoring, or assessment data; or teacher observation, intensive, explicit, systematic and multisensory reading interventions- *immediately* following the identification of a reading deficiency. The school will "not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and to initiate intensive reading interventions." Parents will be informed according to statute to include providing a description of the exact nature of the student's difficulty in learning; a description of services provided; description of intensive interventions; a read-at-home plan and the possibility of 3rd grade retention.

Successful Progression for Retained 3rd Grade Students: Florida Statute 1008.25 (7) details a required intervention plan to be implemented "in an effort to ameliorate specific reading deficiency and to prepare the student for promotion to the next grade." The School will adhere to State Statute and will "provide evidence-based, explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension and other strategies as prescribed by the school district." The School will also participate in the school district's summer reading campus and will provide a minimum of 90 minutes of daily, uninterrupted reading instruction. The school may choose to: integrate social studies and/or science into the 90 minute block; provide small group instruction; reduce the student to teacher ratio; increase the progress monitoring plan; provide tutoring and/or mentoring; extend the school day, week or year; and may provide 3rd to 4th grade transition classes. In addition, and in keeping with Florida Statutes, the school will provide retained 3rd grade students with a highly effective reading endorsed teacher.

For students retained in 3rd grade who have also been retained previously, an intensive reading acceleration course will be provided for the majority of the student contact time each day that provides the opportunity to master the grade 4, NGSSS in other core subject areas through content-rich texts. The program will also include small group instruction, a read-at-home plan; reduced teacher-student ratios; and will use the "explicit, systematic and multisensory reading interventions" that have proven results in accelerating student reading, to include the use of a speech-language therapist if necessary as per FS 1008.25(4).

Course Placement: Students will receive 90 minutes of consecutive, uninterrupted, daily instruction in Reading/Language Arts. Students who have been identified through the RtI/MTSS process as

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Tier 2, will receive a minimum of 30 minutes of uninterrupted, daily, immediate intensive intervention (iii) in addition to instruction in the 90-minute block. Individual intervention beyond the initial block and iii is required for students, which have been identified through the RtI/MTSS process as Tier 3. Scientifically based reading researched (SBRR) strategies will be reinforced in other curricular areas such as science, mathematics and social studies in order to address student needs.

For grades K-5: The school may choose to modify time requirements in art, music, and/or social science in order to provide these interventions, as long as students receive a minimum of 30 minutes in music and in art and minimum of 60 minutes for Social Science per week. Time requirements may be modified for students requiring intervention in Tiers 2 and 3 as long as a minimum of 60 minutes of instruction is provided weekly.

For Grades 6-8: The School will use the Curriculum Decision Tree’s used by the Sponsor to help make informed decisions about student placement in **Intensive Reading, Advanced Reading Courses** and Progress Monitoring Plan Implementation (**see SAMPLE Attached Decision Tree**). In addition, previous assessment results, teacher judgment, and parental guidance will be considered in determining placement. Intensive Reading teachers will be Reading endorsed/certified.

Grades K-5	
General Education	30 minutes for daily interventions within the daily schedule
ELL	30 minutes for daily interventions within the daily schedule
ESE	30 minutes for daily interventions within the daily schedule
Students needing Intensive Acceleration Course per s. 1008.25 (7)(b)4, F.S.	<p>90 minutes within the schedule including Science and Social Studies*</p> <p>*The Intensive Acceleration course will have a reduced teacher-student ratio. Students will continue receiving a 90-minute uninterrupted English Language Arts block, 30 minutes of writing, 60 minutes of mathematics, special area classes, and the 90- Minute Intensive Acceleration course that will incorporate social science and science.</p> <p>The course will also include small group instruction, a read-at-home plan and will use the “explicit, systematic and multisensory reading interventions” that have proven results in accelerating student reading. This course may include the use of a speech-language therapist if necessary as per FS 1008.25(4).</p>

Reading Interventions Programs

6-8 Reading Placement Decisions
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Students with FSA ELA results at Level 1 or Level 2, or those students with FSA ELA Results at Level 3 who may require additional reading support as follows:	
Category L2 FSA	Placement The student will be placed in a homogenous or heterozygous ability mixed Intensive reading course based on student population and outcomes.
L1 FSA	The student will be placed in a homogenous or heterozygous ability mixed Intensive reading course based on student population and outcomes

L1 and L2 students continue with current reading intervention in and Intensive Language Arts or Intensive Reading class and receive differentiated instruction through a variety of instructional resources such as: iReady, iLit, Wordly Wise, No Red Ink, and Vocabulary for Success.

Instructional Materials

The Schools will use evidence-based reading instructional and intervention programs and materials identified by the *Just Read, Florida!* Office in conjunction with the Florida Center for Reading Research. As per new legislation (HB 7069), beginning July 1, 2021, the School will adopt any new core instructional materials that meet the requirements of s. 1001.215(7), F.S., which is the list of instructional and intervention programs jointly identified by the Just Read, Florida! office and the Florida Center for Reading Research. These incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension and incorporate decodable or phonetic text instructional strategies.

Grades	CORE	Supplement/ Technology	Rationale
K-5	McGraw Hill <i>Wonders</i> Wonderworks (Targeted Tutoring)	i-Ready Support Coach	CRRP adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for DI

6-8 Courses	CORE Program	Supplement/ Technology	Rationale
M/J ELA	<i>Houghton Mifflin</i> <i>Harcourt</i> Collections	Achieve 3000	State-adopted materials aligned to Florida Standards Written and field-tested by teachers

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M/J ELA Advanced	SpringBoard	Study Island USA Test Prep Grade Level Novels Grade Level Literary Informational Texts	SpringBoard provides an instructional loop that begins with the College Board Standards to ensure all students are prepared for advanced academics
M/J Intensive Reading	National Geographic INSIDE Text & Workbook	i-Ready Interventions	Scientifically proven research-based materials approved by the FDOE and aligned to Florida Standards used by the model school to be replicated
Developmental Language Arts through ESOL	National Geographic and Hampton Brown Edge Levels Fundamentals	i-Ready/ Achieve 3000	Scientifically proven research-based materials approved by the FDOE and aligned to Florida Standards used by the model school to be replicated

Assessments to Guide Instruction

1. **Screening:** Students will be screened using i-Ready, FAIR-FS (or any other progress assessment mandated by the Sponsor)
2. **Progress Monitoring:** progress monitoring assessments include but are not limited to: Standards Assessments in (ELA), Internal Program Assessments and PM Assessments three times per year – (i-Ready)
3. **Diagnosis** to determine their specific instructional needs –(i-Ready)
4. **Outcome Measures** that guide instruction SAT 10, ELA FSA (3-8),

Data Collection and Analysis: Tier 1 students will be monitored three times a year, Tier 2 students at least monthly, and Tier 3 students at least weekly. Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (weekly, monthly and after every quarterly assessment, and ongoing throughout the school year). i-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary. When the data evidences that reading intervention is not meeting a student’s unique needs, the intervention plan is adjusted to better meet student needs in order to effectively close the gap.

Administrative Support - The principal will review lesson plans weekly, conduct daily walkthrough’s data to observe teachers and perform informal and formal observations in monitoring interventions. Teachers will keep data folders of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring. Data chats: the RtI/MTSS Team including the principal will hold data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students.

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The principal, literacy coach and lead teachers will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. The principal will identify teachers in need of support and provide assistance through reading coaches, veteran teachers and the team members. The school will monitor the use of data through Data Chats and through the implementation of RTI/MTSS in order to make decisions regarding differentiation of instruction. ELA lead teacher and literacy coach will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, these will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Literacy Coach - The reading/literacy coach will serve as a stable resource for professional development throughout the school year to promote reading and literacy instruction and improved student outcomes annually. The coach will support and provide initial and ongoing professional development to teachers in:

- Each of the major reading components, as needed, based on an analysis of student performance data.
- Administration and analysis of instructional assessments.
- Providing differentiated instruction and intensive intervention based on assessments.

The Literacy Coach will:

- Model effective instructional strategies for teachers and co-teach in classrooms.
- Facilitate study groups and train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) and strategies are implemented with fidelity and adjusted to meet the needs of all students.
- Help to increase instructional density to meet the needs of all students.
- Help lead and support reading leadership teams at their school(s).
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

The literacy coach will work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. The literacy coach is responsible for working with all teachers (including ESE, content area, and elective areas) and will be expected to prioritize their time to those teachers, activities, and roles that will have the greatest impact on student learning, namely coaching and mentoring in classrooms.

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

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

Professional Development

Teachers will receive regular professional development in Reading instruction and how to review and use data to guide their instructional decision-making. The school's leadership team will conduct a Needs Assessment in order to identify areas of need and create action plans to offer uniform and cross-curricular PD sessions for all instructional staff. These will include but are not limited to:

- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments
- Procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties
- Literacy -- Analyzing informational text Across the Curriculum
- Implementation of all instructional materials, Data Analysis and Differentiated Instruction
- All reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs.
- Immediate intensive intervention (iii) programs, UDL and multi-sensory instructional strategies

As recommended by the FLDOE, professional development will also include opportunities for modeling in classrooms, books studies, data analysis, small group professional development, etc. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty. The reading/literacy coach will also design workshops to address the individual needs of teachers to empathize literacy/reading instruction in all content areas. Please Refer to **Professional Development Section 13** of the charter application for the detailed Professional Development Plan. This Plan is grounded in evidenced-based reading research and is in alignment with the National Staff Development Council Standards (NSDCS) and Florida's Professional Development System Evaluation Protocol.

Parental and Family Involvement

Strong parental involvement is a key component of the **Just Read, Florida!** initiative. As a charter school that will expect a high level of parental involvement, Pinecrest Academy Gulf Coast will promote parental and family involvement in teaching and encouraging reading. The school will encourage family literacy practices through newsletters and through school-sponsored events to promote reading. The school will communicate information regarding students' reading progress to parents through various methods of communication (described in Section 15). The school will also share parent resources available from the *Just Read Florida!* website to help parents in building students' reading skills and promoting literacy at home. Parents will be encouraged to read with their children whenever possible to stress that reading takes place in and out of the classroom.

Grades K-5 Identification/Intervention Decision Tree

STAR Early Literacy will be administered to all kindergarten students within the first 30 days of school.

Grade Level	Benchmark Assessment	If	Then
<u>Kindergarten</u>	STAR Early Literacy Florida Kindergarten Readiness Screener	Student scale score:	
		497-529	Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.
		438-496	Utilize the i-Ready diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and the Individual Student Profile Report and monitor progress more frequently. Tier 2 Intervention may be considered for these students.
		437 and below	Utilize the i-Ready student diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and Individual Student Profile Report and monitor progress more frequently. Intervention will be increased with intensity and frequency based on students' individual needs.

Chart D1: K-5 The i-Ready diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve. Students are identified by profile groups and will receive instruction based on the MTSS. The *Instruction/Intervention Design for Implementation* document reflects the setting and support for the child as well as the tools and strategies the teacher will use to address the reading deficiencies. This document will be shared with the child’s parents as described in State Statute 1008.25. Revisions may be made as needed.

<p>IF: I-Ready scale scores on or above level (See attached Reading Placement Chart-green cells for the grade level) or FSA Levels 3-5</p>	<p>If: I-Ready scale score up to one year below grade level (See attached Reading Placement Chart-yellow cells for the grade level) or FSA Level 2</p>	<p>If: I-Ready scale scores one year or more below grade level (See attached Reading Placement Chart-red cells for the grade level) or FSA Level 1</p>
<p>Then:</p> <ul style="list-style-type: none"> Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> Reading Wonders (CCRP) Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies Delivery during the 90 minute reading block FCRR Literacy Center Follow-up CPALMS activities Literacy Circles/ Literature Circles Paired and independent reading across various genre Instructional Focus Guides on District Blackboard site (IFG) Personalized Learning Path on i-Ready Differentiated tools from i-Ready Teacher 	<p>Then:</p> <ul style="list-style-type: none"> Tier 1 and 2 Instruction Compare to other assessment data (Reading Wonders i.e. unit tests, performance tasks from IFG) Use Listening or Reading Comprehension, Provide enhanced instruction in the high level reasoning skills Use Reading Wonders’ vocabulary procedure (tier 2 words) and reading comprehension. Strategies should include but are limited to: questioning, retelling, summarizing, and metacognitive (think aloud) strategies. Provide additional strategies for text reading efficiency (comprehension and fluency). Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block 	<p>Then:</p> <ul style="list-style-type: none"> Tiers 1, 2, 3 Instruction Compare to other assessment data (i.e. Reading Wonders’ Unit tests, performance tasks from IFG) Determine P.A./Phonics level Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 minute reading block). More targeted instruction Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> Reading Wonders (CCRP) Wonderworks (Intervention program) based on reading need Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies Delivery during the 90 minute reading block + iii 20-30 minutes FCRR Literacy Center Follow-up CPALMS activities

<p>Toolbox</p> <ul style="list-style-type: none"> • Arts integration to enhance understanding • Extension of activities through technology/STEAM 	<p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Wonderworks (Intervention program) as needed • Appropriate leveled text for small group differentiated instruction focusing on before, during and after • Delivery during the 90 minute reading block • FCRR Literacy Center Follow-up • CPALMS activities • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Extension of activities through technology • Arts integration to enhance understanding 	<ul style="list-style-type: none"> • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Extensions of Activities through technology • Select students may be served by Reading Recovery • Arts integration to enhance understanding
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Both i-Ready scale score and classroom assessments may influence flexibility of placement in the MTSS process, considering intensity of time, smaller group or one on one setting, or more targeted to reading element as shown in Chart D1.

Reading Placements – Overall

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Emerging K	0 - 361	0 - 346	NA	NA	NA	NA
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653
Level 7	NA	NA	NA	NA	654 - 800	654 - 669
Level 8	NA	NA	NA	NA	NA	670 - 800
Level 9	NA	NA	NA	NA	NA	NA
Level 10	NA	NA	NA	NA	NA	NA
Level 11	NA	NA	NA	NA	NA	NA
Level 12	NA	NA	NA	NA	NA	NA

Key: Red indicates one year or more below grade level
 Yellow indicates up to one year below grade level
 Green indicates on or above grade level

Sarasota County Schools MS Decision Tree – D2

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>iReady Diagnostics</p>	<p>Assessment Period 1: August 2017</p> <p>Assessment Period 2: December 2018</p> <p>Assessment Period 3: May 2018</p>	<p>Levels 1-5 on the ELA portion of the FSA</p>	<p>Placement in core Language Arts or Advanced Language Arts course</p> <ul style="list-style-type: none"> Teachers will use i-Ready data to be cognizant of profile group needs to differentiate instruction and provide interventions, as needed. <p>i-Ready Reports to determine interventions:</p> <ul style="list-style-type: none"> Class Profile: shows instructional needs of the class by domain and includes the probability of proficiency on the FSA based on the Diagnostic Class Norms: provides Lexile data for each student and compares students to others in the same grade norming group based on the Diagnostic Growth Monitoring: shows how students are progressing against growth targets based on the Diagnostic and Growth Monitoring assessments Instructional Grouping Profile: helps teachers group students for differentiated instruction based on the Diagnostic Student Growth: shows growth between diagnostics and measures progress toward end of year growth targets Class Response to Instruction: shows how students are performing in their online instruction and indicates where additional support may be needed 	<ul style="list-style-type: none"> Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research <ol style="list-style-type: none"> HMH Collections <ul style="list-style-type: none"> Exposure to Informational and Literary Text Close Reading Springboard (Advanced Work courses) <ul style="list-style-type: none"> Exposure to Informational and Literary Text Close Reading i-Ready Teacher Toolbox i-Ready Online Instruction Balanced Literacy Reading – Writing Connection Accountable Talk Focus on Academic Vocabulary
<p>i-Ready Diagnostics</p>	<p>Assessment Period 1: August 2017</p> <p>Assessment Period 2:</p>	<p>Level 1 or 2 on the ELA portion of the FSA</p>	<p>Placement in core Language Arts course</p> <ul style="list-style-type: none"> Teachers will use i-Ready data to be cognizant of profile group needs to differentiate instruction and provide interventions, as needed <p>AND</p>	<ul style="list-style-type: none"> Instruction in tiers 1, 2, and 3 More targeted instruction Additional strategies are provided (questioning, retelling, summarizing, metacognitive/think-aloud)

	<p>December 2018</p> <p>Assessment Period 3: May 2018</p>		<p>Placement in Intensive Language Arts Course</p> <ul style="list-style-type: none"> Teachers will use i-Ready data to differentiate instruction and provide appropriate remediation <p>i-Ready Reports to determine interventions:</p> <ul style="list-style-type: none"> Class Profile: shows instructional needs of the class by domain and includes the probability of proficiency on the FSA based on the Diagnostic Class Norms: provides Lexile data for each student and compares students to others in the same grade norming group based on the Diagnostic Growth Monitoring: shows how students are progressing against growth targets based on the Diagnostic and Growth Monitoring assessments Instructional Grouping Profile: helps teachers group students for differentiated instruction based on the Diagnostic Student Growth: shows growth between diagnostics and measures progress toward end of year growth targets Class Response to Instruction: shows how students are performing in their online instruction and indicates where additional support may be needed 	<ul style="list-style-type: none"> Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading achievement <ol style="list-style-type: none"> HMH Collections <ul style="list-style-type: none"> Exposure to Informational and Literary Text Close Reading i-Ready Teacher Toolbox i-Ready Online Instruction Balanced Literacy Reading – Writing Connection Accountable Talk Focus on Academic Vocabulary I-Ready LAFS books Supplemental Resources: <ul style="list-style-type: none"> Scholastic Magazine Springboard Leveled Texts (Shockwaves, The 10, News ELA, Readworks.org) For Decoding: Words Their Way For Vocabulary: Words of the Week For Fluency: Paired Reading, Echo Reading, Reader’s Theater For Comprehension: Before, During, and After Reading Strategies Notice and Note Strategies for Close Reading Gradual Release of Responsibility- Model, Shared, Guided, Collaborative, and Independent Practice. Reciprocal Teaching
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ATTACHMENT E

PUPIL PROGRESSION PLAN

The school will follow the latest revised version of the District's Student Progression Plan.

ATTACHMENT F

ASSESSMENT SCHEDULE

Research Assessment and Evaluation 2017-2018 Testing Calendar

Assessment	Type	Subject(s)	Mode	Grade Range	Grade(s)	Students to be tested	Testing Time	Administration Start Date	Administration End Date	Results Expected
iReady	Diagnostic	Reading and Math	CBT	Elementary/ Middle	K-8	All students	Varies	August 21, 2017	September 26, 2017	NA
FLKRS-STAR Early Literacy	Diagnostic	Reading and Math	CBT	Elementary	K	Kindergarten Students	25-30 Minutes	August 28, 2017	September 29, 2017	One week after the final date of instruction
Battelle	Diagnostic		PBT	Elementary	PreK	Pre-K students		September 25, 2017	October 6, 2017	NA
Benchmark Assessments	Progress Monitoring	Science and Civics	CBT	Elementary/ Middle	5 & 8	Students enrolled in associated courses	45 minutes	October 23, 2017	November 3, 2017	Within 24 of administration
Naglieri	Diagnostic		PBT/CBT	Elementary	2	All second grade students	30 minutes	November 6, 2017	November 10, 2017	NA
Benchmark Assessments	Progress Monitoring	Science and Civics	CBT	Elementary/ Middle	5 & 8	Students enrolled in associated courses	45 minutes	December 1, 2017	December 21, 2017	December 2017
iReady	Diagnostic	Reading and Math	CBT	Elementary/ Middle	K-8	Grades K-8		December 4, 2017	December 21, 2017	
NAEP	Evaluative	Reading, Math, Writing, Civics, Geography, U.S. History	PBT/CBT ¹	Elementary/ Middle	4,8	Sarasota Academy of the Arts (2/21)& Sarasota School of Arts and Sciences (2/22)	90 minutes	January 29, 2018	March 9, 2018	Fall 2018
FSA (Florida Standards Alternate Assessment)	Summative	ELA, Math, Civics, Science	PBT/ CBT ¹ (dependent on IEP)	Elementary/ Middle	3-8	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Varies	February 26, 2018	April 6, 2018	June 2018
FSA ELA	Summative	Writing	PBT	Elementary/ Middle	4-7	Grades 4-7	120 minutes	March 5, 2018	March 9, 2018 (Must be administered on Monday, March 5 or Tuesday, March 6), Make-up administrations may be scheduled through March 9.	June 2018
FSA ELA	Summative	Reading	PBT	Elementary	3	Grade 3	160 minutes	April 9, 2018	April 13, 2018 (Must be administered on Monday/Tuesday April 9-10 or Tuesday/Wednesday, April 10-11. Make-up administrations may be scheduled during the remaining days in the window).	May 2018
Battelle	Diagnostic	NA	PBT	Elementary	PreK	Pre-K students	Varies	April 16, 2018	May 4, 2018	NA
FSA ELA	Summative	Reading	CBT ¹	Elementary	4-5	Grades 4-5	160 minutes	April 16, 2018	May 11, 2018	June 2018
FSA Mathematics	Summative	Mathematics	CBT ¹	Elementary	3-5	Grades 3-5	160 minutes	April 16, 2018	May 11, 2018	June 2018
Florida Statewide Science Assessment (FCAT)	Summative	Science	PBT	Elementary/ Middle	5,8	Students enrolled in associated courses	160 minutes	April 30, 2018	May 4, 2018 (Make-ups completed during same window)	June 2018
iReady	Diagnostic	Reading and Math	CBT	Elementary/ Middle	K-8		Varies	April 30, 2018	May 18, 2018	
Stanford 10	Summative	Reading	PBT	Elementary	3	Students in Reading Camp	Varies	July 17, 2017	July 17, 2017	July 19, 2017

ATTACHMENT G

PROPOSED STUDENT CODE OF CONDUCT

**The school will adhere to the latest
revised version of the District's
Code of Student Conduct.**

ATTACHMENT H

ARTICLES OF INCORPORATION

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of PINECREST ACADEMY, INC., a corporation organized under the laws of the State of Florida, filed on March 16, 2000, as shown by the records of this office.

The document number of this corporation is N00000004740.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capitol, this the
Fifth day of June, 2002



CR2EO22 (1-99)

Katherine Harris

Katherine Harris
Secretary of State

PINECREST ACADEMY, INC.

FILED
SECRETARY OF STATE
DIVISION OF CORPORATIONS

00 MAR 16 AM 8:51

Articles of Incorporation
(a Not-for-Profit Florida Corporation)

ARTICLE I
NAME

Section 1.1. Name. The name of the Corporation shall be PINECREST ACADEMY, INC., a Florida not-for-profit corporation (the "Corporation").

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not-For-Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contribution to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors (the "Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership whose admission and qualifications shall be determined from time to time by the Board of Directors.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business, and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than forty percent (40%) of the Board is present. The affirmative vote of not less than two (2) Members shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities.

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws.

4.1.3. Organization of a subsidiary or affiliate by the Corporation.

4.1.4. Approval of any merger, consolidation, or sale, or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. Number of Directors. The initial Board shall consist of Five Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased to no more than Nine (9) and no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner proscribed herein for the Election of Directors in accordance with Section 4.4. The initial Directors shall be: 1) Miriam Roman, 2) Dr. Ruth Jacoby, 3) Francisco J. Leon, 4) Millie C. Fresen, 5) Scott W. Leeds and 6) Fernando J. Zulueta.

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open.

Section 4.5. Term of Elected Directors. The initial Board of Directors named in the Articles of Incorporation shall serve as Directors for an initial term of two (2) years. Each elected Director, other than the initial Board for the initial term, shall hold office for a staggered term of one (1) year, commencing at the close of the meeting when such Director is elected and ending at the close of the meeting held one (1) year later. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the term of the next elected Director. A term of an elected Director shall expire regardless of whether or not his successor shall have been duly elected and qualified.

Section 4.6. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4. herein above. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.7. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.8. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.9. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw on the first day of April of each year, unless the Board by resolution provides for a different time and place for the holding of such annual meeting. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.10. Special Meetings. Special meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director no less than two (2) days prior to such meeting. Such notice shall set forth the time, place, and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice of waiver thereof.

Section 4.11. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place, and time of the meeting.

Section 4.12. Quorum and Action of the Board. Forty percent (40%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the President, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 herein above.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation shall have a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Florida or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 herein above at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election of a new office at the following

annual meeting, or upon their death, resignation, or removal. The initial officers of the Corporation shall be: 1) President -- Fernando J. Zulueta, 2) Secretary and Treasurer -- Magdalena Fresen.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 herein above.

Section 5.5. President. The President shall be the principal Executive Officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation, and (s)he shall preside over meetings of the Board of Directors; shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act; shall report as directed to the Board at each meeting; may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6. Vice President. The vice-president shall act in the place and stead of the President in the event of the President's absence, inability, or refusal to act, and shall exercise and discharge such other duties as may be required of him/her by the Board.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his/her services in the following order:

5.10.1. The Vice President shall perform the services of the President.

5.10.2. The President shall perform the services of the Secretary.

5.10.3. The Secretary shall perform the services of the Treasurer.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Board of Directors shall annually appoint the members and the chairs of the standing committees and shall fill vacancies on any standing committee. Appointments to the standing committees shall be made by the Board of Directors at the annual meeting. In addition, the President may, if so authorized by the Board, appoint the members and chairs of such special committees as the Board may create, which members and chairs may include persons who are not members of the Board. All committee appointments and chair appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members, and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation, or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the

meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his/her resignation in writing to the President or the Board of Directors. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify, to the fullest extent permitted by law, each of its officers, Directors, whether or not then in office (and his or her executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator, and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding, or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which (s)he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust, or other enterprise. (s)he shall have no right to reimbursement, however, in relation to matters as to which (s)he has been a adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his/her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee, or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this Article VII.

ARTICLE VIII CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Other Orders. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests, or devise.

ARTICLE IX OFFICE AND REGISTERED AGENT

Section 9.1. Principal and Registered Office. The principal and registered office of the Corporation shall be 6255 Bird Road, Miami, Florida 33155, and may be changed from time to time as the Board of Directors may elect.

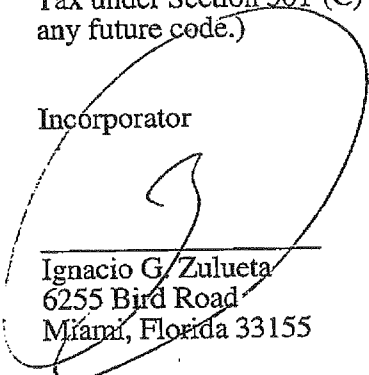
Section 9.2. Registered Agent. The Registered Agent of the Corporation shall be Ignacio G. Zulueta, Esq., at 6255 Bird Road, Miami-Dade, Florida, 33155.

ARTICLE X NON-PARTICIPATION IN POLITICAL EVENTS OR ACTIVITIES IN CONTRAVENTION OF 501 (C) (3)

Section 10.1. Non-Participation in politics. Not only shall the Corporation not participate in or intervene in any political campaign on behalf of any public candidate, it shall also not partake in such activities in opposition of any candidate.

Section 10.2. Non-Participation in activities which would violate 501(C)(3). Notwithstanding other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from Federal Income Tax under Section 501 (C) (3) of the Internal Revenue Code (or corresponding section of any future code.)

Incorporator



Ignacio G. Zulueta
6255 Bird Road
Miami, Florida 33155

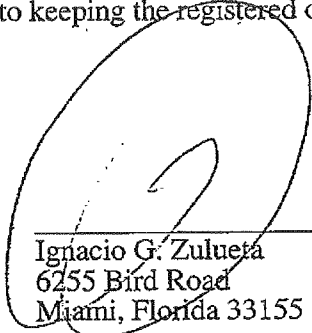
Date: March 15, 2000

CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

In compliance with the laws of the State of Florida, the following is submitted: PINECREST ACADEMY, INC., a Florida not-for-profit corporation, desiring to organize or qualify under the laws of the State of Florida, with its registered office at 6255 Bird Road, Miami, Florida 33155, in the County of Dade, State of Florida, has named Ignacio G. Zulueta, at 6255 Bird Road, Miami, Florida 33155, as its statutory Resident Agent to accept service of process within Florida.

ACKNOWLEDGMENT

Having been named the statutory Resident Agent to accept service of process for the above corporation, at the place designated in this certificate, I hereby acknowledge that I am familiar with the obligations imposed upon a Registered Agent by Section 607.0505 of the Florida Statutes and I agree to accept the same and to act as Registered Agent, and to comply with the provisions of Florida law relative to keeping the registered office open.



Ignacio G. Zulueta
6255 Bird Road
Miami, Florida 33155

DATED: 15th day of March, 2000.

FILED
SECRETARY OF STATE
DIVISION OF CORPORATIONS
00 MAR 16 AM 0:51

ATTACHMENT I

501(c)(3) TAX-EXEMPT STATUS

DETERMINATION LETTER

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 28 2003

PINECREST ACADEMY INC
C/O MUSCO & COMPANY INC
40 N OSPREY AVE STE D
SARASOTA, FL 34236

Employer Identification Number:
65-1018632
DLN:
202200061
Contact Person:
DAVID A DOEKER ID# 31168
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

PINECREST ACADEMY INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

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You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

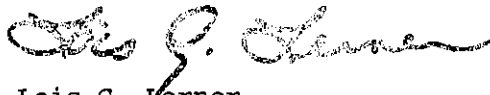
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

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You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

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ATTACHMENT J

GOVERNING BOARD BY-LAWS

BYLAWS

OF

PINECREST ACADEMY, INC.
A Florida Nonprofit Corporation

ARTICLE 1 OFFICES

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade or Broward, Florida, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another.

ARTICLE 2 PURPOSE

The specific and general purposes of the corporation are described in the Articles of Incorporation.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the board.

ARTICLE 4 DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may engage the services of a management company with respect to certain of the operations of the corporation, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- h. To form and be a member or shareholder of a not-for-profit entity organized under the law of any state, or to form without members or shareholders a not-for-profit entity organized under the law of any state, for the purposes of education, education or other research, or support of education or education research; and
- i. To carry out such other duties as are described in the Charter or Articles or Incorporation.

Section 4.3 Number, Election and Term of Directors and Related Matters

- a. The authorized number of Directors shall be no less than three (3) and no greater than eleven (11) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. Only existing members of the Board of Directors may nominate candidates for new Directors. Notice of the Board's intention to elect a Director shall be included in the agenda for that meeting of the Board and shall be publicly announced.
- c. Each member of the Board of Directors shall have a term of five years, and may be re-elected for up to 3 consecutive terms.
- d. Directors shall be elected at a duly held meeting of the Board of Directors.

- e. The Board shall include at least one member who is the parent of a child enrolled in a school operated by the corporation and at least one member who is or has been a professional educator and/or school administrator, having experience in education. The Board should endeavor to be comprised of a diverse group of accomplished professional, academic, business, and/or civic minded individuals who are committed to the mission of the corporation.
- f. Persons who are employed by, or are principals of, either a sponsor or a management company for the corporation are not eligible and shall not be elected to serve on the Board so as to avoid potential conflicts of interest. The Board will seek to avoid filling future vacancies on the Board with persons who are employed by schools which are managed by the same company that manages schools operated by the corporation. However, if the corporation does not have a professional educator or administrator on its Board and if the application process described in Section 4.5 does not produce such an applicant for the Board, then the Board may consider and select as a Director an educator or administrator employed by the same company that manages schools operated by the corporation.
- g. The Board shall invite every Director who has successfully completed their term as Director, to participate in a group of Emeritus Directors. Emeritus Directors are invited to attend Board meetings and other Pinecrest Academy Inc. functions, provide advice and counsel to the Board, but shall have no voting power.
- h. Directors must be fingerprinted within thirty (30) days of their appointment.

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony, or whose fingerprint check results reveal non-compliance with standards of good moral character.
- c. In order to elect a new Director, the Board shall announce the vacancy to the public, including Pinecrest Academy Inc. parents, teachers, and schools, and invite applications from qualified persons all as described by the Board. The Chairman or another Board member approved by the Board, shall conduct an

initial review and evaluation of all applications and report to the Board by way of nomination of candidates. Board members are encouraged to solicit applications from qualified persons. Following review and discussion of the candidates, the Board will proceed to elect any new Director.

- d. New Directors shall be elected by a vote of the majority of the existing Directors although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.
- f. The Board shall nominate and elect its Chairman at a duly noticed meeting of the Board. The Chairman shall serve for a term of one year and may seek re-election as Chairman at the end of any term. The Chairman shall also serve as the President of Pinecrest Academy Inc. for as long as he or she serves as Chairman.
- g. The Board shall nominate and elect a Vice-Chairman at a duly noticed meeting of the Board. The Vice-Chairman shall serve for a term of one year and may seek re-election as Vice-Chairman at the end of any term.
- h. The Board shall develop an orientation and training program for new Directors and an annual continuing education program for existing Directors.

Section 4.6 Place/Notice of Meetings/Compliance with Applicable Laws

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or by resolution of the Board. Appropriate notices of the meeting complying with Florida law shall be timely posted or published as required by law, and all meetings shall be held and conducted in accordance with applicable open or public meetings laws. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by notifying, in writing, no later than 5 (five) business days prior to the scheduled board meeting, a description of the item to be placed in the agenda and said descriptions shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.

- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

For any meetings that shall relate to the operations Pinecrest Academy Inc, quorum shall be defined as follows: one half (1/2) of the authorized Directors then in office being plus one (1) of the authorized Directors then in office, shall constitute a quorum.

In each instance, the Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. Any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting. A Director shall be deemed present for quorum purposes if that Director participates in the meeting: physically; via telephonic means; through the use of similar communication equipment; or through the use of electronic/digital communication means, establishing a two-way exchange of information among the Directors by which all meeting participants can both receive information and provide input irrespective of physical location.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.15 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the

conduct of the corporation's business. The corporation shall carry liability insurance covering the Director's and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make all reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Secretary, and Treasurer. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such

period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

The Vice-President(s) shall not be a Director(s), and as such, shall be a non-voting position(s). The Vice-President(s) shall have such powers and perform such duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on

such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.
- d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

Section 6.2 Local Governing Body Committees

The Board by resolution or by amendment to these bylaws may create and adopt bylaws for one or more committees comprised of such persons as are named or specified in the adopted bylaws for the operation of one or more public charter schools under the laws of one or more states (each, a "Local Board"), all of whom shall serve at the pleasure of the Board, and may be removed by the Board from such local board, having such powers and responsibilities as are set forth in such bylaws or resolution.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The fiscal year of the corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest.

Section 7.5 Interpretation of Articles of Incorporation

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Articles of Incorporation, the provisions of these Bylaws shall control.

ARTICLE 8 AMENDMENTS

Section 8.1 Bylaws

These bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board of Directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Pinecrest Academy, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.

SECRETARY

Judith C. Hardy

ATTACHMENT K

GOVERNING BOARD CODE OF ETHICS AND CONFLICT OF INTEREST POLICY

**Pinecrest Academy, Inc.
Conflict of Interest
Ethics Policy**

CONFLICT OF INTEREST

SECTION I DEFINITIONS

1.1 Interested Person. An “Interested Person” is any person serving as a member of this Board who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 1.2 below, or (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement.

1.2 Financial Interest. A “Financial Interest” is an interest, whether through business, investment, or immediate family (spouse, children and parents), which can be described as one or more of the following:

- (i) an ownership or investment interest in any entity with which Pinecrest Academy, Inc. has a transaction or arrangement, or
- (ii) a Compensation Arrangement with Pinecrest Academy, Inc. or with any entity or individual with which Pinecrest Academy, Inc. has a transaction or arrangement, or
- (iii) a potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which Pinecrest Academy, Inc. is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board. For purposes of this Policy, a person shall be deemed to have a Financial Interest with respect to Pinecrest Academy, Inc. if such person has a Financial Interest with respect to any other organization that controls, is controlled by, or is under common control with Pinecrest Academy, Inc. .

1.3 Compensation Arrangement. Any agreement or understanding pursuant to which a person may or shall receive, either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.

1.4 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of Pinecrest Academy, Inc. and the achievement of its exempt purposes.

SECTION II DISCLOSURE OF FINANCIAL INTEREST AND DETERMINATION OF CONFLICT

2.1 Disclosure of Financial Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial Interest of the Interested Person, such Interested Person shall disclose such Financial Interest to the Board as follows:

- (i) the Interested Person shall provide to the Board, in advance of such discussion or action by the Board, written disclosure of the existence, nature and extent of the Interested Person’s Financial Interest, or
- (ii) the Interested Person shall verbally inform the Board of the existence, nature and extent of the Interested Person’s Financial Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial Interests shall be made a formal part of the minutes of the Board.

Notwithstanding the foregoing, an Interested Person shall not be required to disclose pursuant to this Section 2.1 any Financial Interest which, in the exercise of such Interested Person’s reasonable judgment, is so de minimis that it would not under any circumstances influence, or appear to influence, the Interested Person’s judgment or actions with respect to the proposed transaction or arrangement to be discussed and/or acted upon by the Board.

2.2 Recusal by Interested Person. In connection with an Interested Person's disclosure of a Financial Interest pursuant to Section 2.1 above, an Interested Person may determine that such Financial Interest creates a Conflict of Interest with respect to the proposed transaction or arrangement to be discussed or acted upon by the Board. In such circumstances, the Interested Person may voluntarily recuse himself or herself from discussion or action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial Interest pursuant to Section 2.1 above.

2.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial Interest creates a Conflict of Interest, as defined above. The Interested Person shall not participate in any discussions or vote related to this determination, except to the extent necessary to fully explain the Financial Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial Interest. Acting either at the request of any member of the Board or in his or her individual discretion, the President may direct that the Interested Person leave the meeting room for all or any part of the discussion or vote related to the determination of whether the Financial Interest creates a Conflict of Interest.

SECTION III PROCEDURES UPON DETERMINATION OF A CONFLICT OF INTEREST

3.1 Exclusion from Discussion and Vote. In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue, and shall not be present in the meeting room for any part of the discussion or vote relating to the transaction or arrangement.

3.2 Action by Board. With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of and for the benefit of Pinecrest Academy, Inc., and is fair and reasonable thereto in all respects. In complying with this Section 3.2, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.

SECTION IV DOCUMENTATION OF DISCLOSURE AND PROCEDURES

4.1 Meeting Minutes. Minutes of meetings of the Board shall include copies of all written disclosures of Financial Interests, and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 3.1 and 3.2 above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

SECTION V WRITTEN ASSENT BY MEMBERS

5.1 Written Acceptance. At the first meeting of the Board subsequent to the annual election of members of the Board, or, if elected less frequently, then at least once per year, each member of the Board shall sign a written statement certifying to all of the following:

- (i) he or she has received a copy of this Policy;
- (ii) he or she has read and understands this Policy;
- (iii) he or she agrees to comply with this Policy;

- (iv) he or she understands that this Policy applies to all committees having board-delegated powers; and
- (v) he or she understands that Pinecrest Academy, Inc. is a tax-exempt organization and, in order to maintain the tax-exempt status of Pinecrest Academy, Inc. under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, Pinecrest Academy, Inc. must continuously engage primarily in activities which accomplish its tax-exempt purposes.

Any member of the Board who refuses or fails to sign such a statement shall be prohibited from participating in discussion or action by the Board.

5.2 **Failure to Disclose Financial Interests.** If it is determined at any time that an Interested Person has negligently or intentionally failed to disclose a Financial Interest, the Board shall consider the imposition of such sanctions as the Board may deem appropriate.

ANTI-FRAUD AND RESPONSE PROGRAM

Introduction

Pinecrest Academy is committed to conducting business pursuant to the highest ethical standards. Application of these ethical standards through the oversight of the Board; management's practices; organizational structure; hiring and promotional practices; training and education; employee, customer, vendor and community relationships; and policies and procedures, will provide a work environment that is conducive to both individual and Pinecrest's success.

Purpose

This Anti-Fraud Policy and Response Program ("Policy") has been created to support Pinecrest's commitment to protecting property, reputation and other assets, including public funds, to emphasize clearly the need for accurate financial reporting; and to define guidelines for the investigation and handling of fraud, should it occur.

Applicability

This Policy applies to all Board members and employees of Pinecrest.

Definition of Fraud

In law, "fraud" generally involves an act of deception, bribery, forgery, extortion, theft, misappropriation, false representation, conspiracy, corruption, collusion, embezzlement, or concealment of material facts. Fraud may be committed by an individual, a group of individuals, or by one or more organizations. Fraud is a violation of trust that, in general, refers to an intentional act committed to secure personal or business advantage.

While fraud can cover many activities, this Policy is directed primarily at financial matters that could be legally defined as fraud. Examples of "financial fraud" generally fall into four broad categories and may include, but are not limited to:

Misappropriation of Assets:

- ! Forgery, alteration or misappropriation of checks, drafts, promissory notes or securities
- ! Unauthorized, non-business acquisition, use, or disposition of funds, inventory, furniture, fixtures, equipment, records, or other assets
- ! Embezzlement
- ! Theft
- ! Falsifying time sheets or payroll records, including but not limited to reporting hours not worked or a supervisor not allowing the reporting of all hours worked by hourly employees.
- ! Falsifying travel and entertainment expenses and/or utilizing company funds to pay for personal expenses.
- ! Fictitious reporting of receipts from suppliers or shipments to customers
- ! Misappropriation of Company-owned computer hardware, software, data, or other records including company intangibles (e.g. proprietary information, trade secrets, patents, etc.)

Fraudulent Financial Reporting:

- ! Earnings management
- ! Improper Revenue Recognition
- ! Overstatement of assets
- ! Understatement of liabilities

Expenditures and Liabilities for Improper Purposes

- ! Bribery
- ! Kickbacks

Fraudulently Obtained Revenue and Assets

- ! Improper tax reporting

General Policy and Responsibilities

It is Pinecrest's intent to investigate any suspected acts of fraud, misappropriation or other similar irregularity. An objective and impartial investigation, as deemed necessary, will be conducted regardless of the position, title, length of service or relationship with Pinecrest of any party who becomes the subject of such investigation.

The Board is responsible for confirming that there exists in Pinecrest and/or its management company a system of internal control to provide reasonable assurance for the prevention and detection of fraud, misappropriations and other irregularities.

The Board is responsible for overseeing the investigation of all activity as defined in this policy, as appropriate.

Where there are reasonable grounds to indicate that a fraud may have occurred, Pinecrest may report the incident to the appropriate authorities in order to pursue all legal remedies. Also, Pinecrest will pursue every reasonable effort, including court ordered restitution, to obtain recovery of the losses from the offender.

Procedures for Reporting

Any person who has knowledge of an occurrence of fraudulent conduct, or had reason to suspect that a fraud has occurred, shall immediately notify the Board.

Investigation

Upon notification or discovery of a suspected fraud, the Board will promptly investigate the fraud. The Board will make every effort to keep the investigation confidential; however, from time to time other members of the management team will need to be consulted in conjunction with the investigation.

When deemed necessary, the Board shall coordinate the investigation with the appropriate law enforcement officials. Internal or external counsel will be involved in the process, as deemed appropriate.

Security of Evidence

Once a suspected fraud is reported, immediate action to prevent the theft, alteration, or destruction of relevant records need to occur. Such actions include, but are not necessarily limited to, removing the records and placing them in a secure location, limiting access to the location where the records currently exist, and preventing the individual suspected of committing the fraud from having access to the records. The records must be adequately secured until the conclusion of any investigation.

Confidentiality

All participants in a fraud investigation shall keep the details and results of the investigation confidential, until the Board decides otherwise.

Personnel Actions

If a suspicion of fraud is substantiated by the investigation, disciplinary action, up to and including dismissal, shall be taken.

ETHICS

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

- ! Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- ! Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- ! Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, Pinecrestnity, marital or family status, disability, age or national origin.
- ! Engage in carrying out Pinecrest's mission in a professional manner.
- ! Collaborate with and support other professionals in carrying out Pinecrest's mission.
- ! Build professional reputations on the merit of services.
- ! Recognize that the mission of Pinecrest at all times is the effective education of children and the development of institutions to foster that mission.
- ! Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- ! Uphold and implement policies adopted by the Board of Directors.
- ! Keep the faculty, parents, students and community informed about issues affecting them.
- ! Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- ! Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- ! Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- ! Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- ! Avoid any interest or activity that is in conflict with the conduct of official duties.
- ! Respect and protect privileged information to which they have access in the course of their official duties.
- ! Strive for personal and professional excellence and encourage the professional development of others.

Adopted 6/18/14

ATTACHMENT L

BOARD MEMBER

INFORMATION SHEET/RESUME

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Pinecrest Collegiate Academy**

2. Full name **Judith C. Marty**

Home Address

Business Name and Address **14301 SW 42nd St Miami, FL 33175**

Phone Number

E-mail address **jmarty@dadeschools.net**

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No **Pinecrest Academy, Inc.**

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non charter school, provide any relevant data related to academic performance of the school(s).

Yes No **Principal of Mater Academy Charter High, Middle and Performing Arts**

5. Why do you wish to serve on the board of the proposed charter school?

I feel my educational expertise is important for the board.

6. What is your understanding of the appropriate role of a public charter school board member?

Leadership and oversight.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a board member of Pinecrest Inc for 10 years.

8. Describe the specific knowledge and experience that you would bring to the board.

Education

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Providing individual instruction in a nurturing environment, ensuring college and career success, using rigor, relevance, and relationships to empower students to become tomorrow's global leaders.

2. What is your understanding of the school's proposed educational program?

The educational program is college preparatory.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are motivating students and excellent teaching.

4. As a board member, how will you monitor progress toward annual academic and financial operational goals and objectives?

I check results of state tests on Interim Assessments at all Board Meetings.

5. What do you see as your role regarding the school leaders?

The board hires and educates the Principals.

Governance

1. Describe the role that the board will play in the school's operation.

To check and approve budget and financial reports.

2. How will you know if the school is successful at the end of the first year of operation?

The school results will be analyzed and discussed.

3. How will you know at the end of four years of the school is successful?

The success of the school will be determined through school results and enrollment data.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Through Open discussions and data analysis at all meetings.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We will refer to the Code of Ethics.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

I have reviewed ESP agreements. The ESP does not manage the school.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

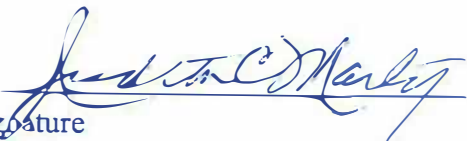
Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name Judith C Marty


Signature

05/03/2017
Date

Judith C. Marty (Chair)

Ms. Judith Marty, Principal, has worked in the field of education at the Middle, High School and University levels for the past twenty-five years. Ms. Marty's entire career has been devoted to serving students in pursuit of academic success. She has worked as an ESOL teacher, a sixth grade classroom teacher, a Middle School Guidance counselor, a High School Assistant Principal, and a College Administrator throughout her lengthy tenure. Ms. Marty has Bachelor of Arts degrees in Psychology and Elementary Education, a Master's of Science Degree in Student Personnel Administration, and is currently a Doctoral Candidate in Administration of Higher Education.

Ms. Marty's strengths include curriculum development, community relations and staff motivation. Ms. Marty can often be found at the head-of class delivering instruction to teachers and students in an effort to impart knowledge and share her love for pedagogy. Ms. Marty has excelled in the implementation of several research-based programs at several schools where she has worked, and her success is evidenced by across the board improvements in student achievement. Additionally, Ms. Marty has presented at numerous state and national conferences and has served in leadership positions in various professional organizations.

JUDITH C. MARTY
10361 S.W. 110th Street
Miami, Florida 33176-3405
(305) 271-9286

PROFESSIONAL EXPERIENCE

July 2017 – present Chief Academic Officer, Mater Academy, Inc.

Responsible for assisting the President with: providing management and oversight of school system operations; Principal evaluations; responding to concerns and complaints of any stakeholders who request audience and provide resolution efforts to remediate their conflict prior to addressing governing board; Evaluating work and services provide by hired education service provider, and providing recommendations to Board as needed; Overseeing Principal Coalition meetings and provides recommendations to Board (e.g. interim assessments, transportation, Comprehensive Reading Plan, Code of Student Conduct, crisis management, et. al.; Convening annual Leadership training/retreat and/or training program for new directors annual continuing education program for existing directors; Commissioning the Lead Principal and Assistant Lead Principal to ensure implementation of Mater’s desegregated circle-centralized system of management; Overseeing reporting of annual progress to Sponsor and the Commissioner of Education to ensure the School System’s accountability reports are submitted and received; Overseeing the Auditor’s certification process and makes recommendations to the Board for Auditor selection; ensures the timely submission of all audited financial reports from each school to the sponsor as required by the state accountability requirements;

Responsible for Overseeing and enabling Academic accountability and financial accountability; Overseeing creation of operating budgets and financial statements for each school for the Board to adopt; Exercising continuing oversight over charter school operations; Offering means for employee recruitment; Conducting periodic and annual evaluations of the performance of each School in categories of financial performance, including budget to actual financial results; staff turnover data; academic performance, including enrollment; and facilities costs; Overseeing Charter School Annual Report preparation and submission

2002- June 2017: Principal, Mater Academy Middle/ High/Performing Arts Charter School

Responsible for the complete management and operation of a Middle/ High/Performing Arts Charter school. Responsible for all aspects of Curriculum, hiring and supervision of all staff. Design and implement curricular programs. Compliance with federal, state, district and corporate regulations. Implement and monitor the school budgets. Participate in the design of the school expansion and responsibilities for the physical plant. During my tenure the school has achieved a Grade of “A” by the Florida School Recognition Program since 2005. The schools have been recognized by US news and World report, Newsweek, the Washington Post, College Board Inspiration award, , and as a Breakthrough School, by The National Association of Secondary School Principals(NASSP). In addition from 2010 to the present has served as Lead/Principal of the Mater Academy Inc. Schools.

1995 – 2002: Curriculum Assistant Principal, Miami Senior High School

Responsible for curriculum development, enhancement and supervision. Management and supervision of a staff of 152 faculty members and 15 paraprofessionals and clerical employees. Writing and administration of state, federal and private grants. Responsible for student services, School Performance Plan and community participation. Distinguished performance in all yearly evaluations. Completed ETP program in June 2000, 1998 Summer Principal in Miami Senior High and 1999 Summer Principal in Miami Edison Senior High School.

1993 – 1995: Curriculum Assistant Principal, Miami Beach Senior High School

Responsible for curriculum development, enhancement and supervision. Management and supervision of staff of 125 teachers and 20 paraprofessionals and clerical employees. Writing and administration of state, federal and private grants. Responsible for student services, master schedule, community participation and PTA liaison.

1989 – 1993: Coordinator Special Programs, Henry Filer Middle School

Responsible for compliance, supervision and student counseling for the Students at Risk and English as a Second Language Programs. Prepares and administers state, federal and business grants. Created and coordinates the Passport to Success Early Awareness Program (Theme Focus School). Winner of the 1992 Readers' Digest Award, American Heroes in Education. Intern Assistant Principal (LEOT) Spring of 1993.

1969 – 1974: Teacher, Floral Heights Elementary School

1968 – 1969: Teacher, Lafayette School, Elizabeth, New Jersey

1989 – 1990: St. Thomas Villanova University, Director of South Dade Center

Primary responsibility for the coordination and administration of the Evening and Weekend Program. Activities include Admissions, Registration and Financial Assistance.

1985 – 1989: Nova University, Director of Student Financial Planning

Primary responsibility for the administration of a comprehensive financial assistance program. Administer over \$32 million dollars annually in aid to Nova University students. Develops financial assistance policies and participates in the development of recruitment and retention strategies, Supervises, motivates and trains the Student Financial Planning staff.

1981 – 1985: University of Miami, Associate Director, Student Financial Aid Services

Directed and coordinated the financial aid application and award process to service a population of 15,000 students. Determined and implemented policies and procedures for the administration of the the financial aid programs. Responsible for compliance with Federal, State and institutional regulations. Supervises and trained professional staff.

1976 – 1981: University of Miami, Director of Student Employment and Coordinator or Fiscal Management

1975 – 1978: University of Miami, Assistant Director of Financial Aid

1974 – 1975: University of Miami Graduate Assistant, Financial Aid

EDUCATION

University of Miami, Coral Gables, Florida

Courses completed for the PHD in Administration of Higher Education

1993 Completed Modified Educational Leadership Core

1974 Master of Science in Education

Newark State College, Union, New Jersey

1968 Bachelor of Arts, Elementary Education

PROFESSIONAL ACTIVITIES

Pincrest Academy Schools

Board Chair from 2004 to Present

National Association of Secondary School Principals. Conference presenter

Florida Association of Student Financial Aid Administrators

Served in Leadership positions from 1976 to 1989 as President, Executive Committee Member, Chairperson of Training, Conference, Certification and Budget Committees, Membership Committee and Secondary School Relations Committee and Conference Presenter and Trainer.

Southern Association of Student Financial Aid Administrators

Held leadership positions from 1981 to 1989.

National Association of Student Financial Aid Administrators

Member of the Board of Trustees and held leadership positions from 1981 to 1990

The College Board

Conference Presenter and member of committees from 1981 to present

U.S. Department of Education, Office of Student Financial Assistance (OSFA)

Consultant position as Trainer from 1981-1983.

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Pinecrest Collegiate Academy**

2. Full name **Erin Laura Demirjian**

Home Address

Business Name and Address **14301 SW 42nd St Miami, FL 33175**

Phone Number

E-mail address **edemirjian@aol.com**

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non charter school, provide any relevant data related to academic performance of the school(s).

Yes No

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve to be a part of my community and contribute to the educational system.

6. What is your understanding of the appropriate role of a public charter school board member?

To ensure the very best education is being provided for the tax dollars.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not had previous board experience outside of my collegiate contributions to Student Services; however I feel my professional experience working in Dade County schools as a mental health therapist has given me first hand insight to the strengths and weaknesses of the educational system.

8. Describe the specific knowledge and experience that you would bring to the board.

My educational background and earning my doctorate in psychology has given me the knowledge of traditional ways children learn including cognitively and environmentally.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Pinecrest Academy's mission is to provide students with the education necessary to master our state and national educational standards.

2. What is your understanding of the school's proposed educational program?

Our education program set goals for the students, which are monitored and evaluated. Student performance assessments are meaningfully analyzed in order to modify instruction to meet the student's needs.

3. What do you believe to be the characteristics of a successful school?

In my opinion the most important characteristic for a successful school are: High expectations for the students, continuous monitoring of learning and teaching, high levels of collaboration

4. As a board member, how will you monitor progress toward annual academic and financial operational goals and objectives?

By attending and participating in school board meetings, checking state tests and Interim Assessments requirements are met.

5. What do you see as your role regarding the school leaders?

To ensure the educational needs of the students are being met by attending and participating in school board meetings.

Governance

1. Describe the role that the board will play in the school's operation.

To monitor that the school in affair, respectful, legal and responsible manner. The board is also responsible for overseeing the budget, curriculum and staffing.

2. How will you know if the school is successful at the end of the first year of operation?

The board will review assessments of the school's overall academic performance and enrollment information. Students are also assessed on a more individual basis through feedback from parents.

3. How will you know at the end of four years of the school is successful?

The same above and additionally comparisons will be made to prior years data.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board needs to ensure the students are getting the best education for tax dollars, provided support to students and staff, and during meetings analyze data to oversee the schools success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The board would refer to the Code of Ethics and discuss in board meeting.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP supports the school.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *"Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *"Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

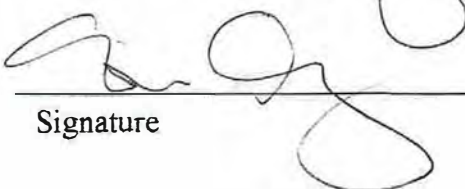
(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.*

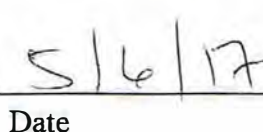
Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name


Signature




Date

Dr. Erin Demirjian has been providing psychological care to clients struggling with varying degrees of mental health and life issues since 1996. Erin works with a diverse population and provides individual, couple and family therapy in an outpatient setting. Erin has had a significant impact in the public sector working as program director of several community programs helping children, adolescents and families who were in crisis and currently in the private sector providing therapy to adults, children and families in her practice in Miami, Florida.

Erin graduated from Roger Williams University with a B.A. in Psychology and a minor in Marketing. She went on to earn an M.A. in Psychology from University of Dayton and completed a M.S and doctorate degree in clinical forensic psychology from Miami Institute of Psychology. Erin completed her psychology internship at Northeastern Ohio Universities College of Medicine. She is also active in her community and serves as a school board member for Pinecrest Academy.

Erin L. Demirjian, Psy. D.

Home Address: 10 Venetian Way #802 Miami, FL 33139
Phone: (305) 761-0809 Fax: (305) 532-9544

Education

December 2002

**Miami Institute of Psychology
Psychology Doctorate**

Clinical and Forensic Psychology
Miami, Florida

August 1999

**Miami Institute of Psychology
Master of Arts and Sciences**

Psychology
Miami, Florida

December 1997

**University of Dayton
Master of Sciences**

General Psychology
Dayton, Ohio

May 1993

**Roger Williams University
Bachelor of Arts**

Psychology
Minor in Marketing
Bristol, Rhode Island

Honors

· Psi Chi National Honor Society, Psychology

Internship

July 2001 – July 2002
Akron, OH

**Psychology Intern
Northeastern Ohio Universities College of Medicine**

- Individual Therapy
- Group Therapy
- Clinical Interviews
- Psychological Testing
- Preparing Psychological Evaluations

Employment and Work Experience

Nov 2010 – Present

Miami, FL

Private Practice

- Individual, family, couple's therapy
- Psychological testing and evaluations

April 2006 – July 2011

Miami, FL

Director

Alternate Family Care

- Obtain referrals and market program to referral sources
- Oversee program and Provide therapy to Specialized Foster Children
- Manage a multidisciplinary team
- Supervise implementation of treatment goals of the program
- Supervise the day to day operation of a treatment program
- Schedule programming
- Conduct trainings for staff and foster parents
- Audit charts to assure adherence to regulation

April 2004 – Oct 2010

Miami, FL

Therapist

Citrus Health Network

- Individual therapy
- Develop treatment plans
- Prepare monthly summaries

Dec 1999 – Dec 2009

Miami, FL

Dayton, OH

Marketing/ Referral Coordinator

Demirjian Neurology and Pain

- Contacted area physicians to increase referrals
- Marketed private practice
- Developed on-line contacts
- Tracked patient satisfaction

June 2003 – November 2004

Miami, FL

Therapist Supervisor

Village South Treatment Center

Baseline Studies

- Part of a national team conducting the Women's Treatment for Trauma and Substance Use Disorders

- Certified Supervisor in Seeking Safety
- Supervise Therapists
- Supervise the groups
- Consult with other members of national team for adherence to study

July 2002 – February 2004
Miami, FL

Program Director
Village South Treatment Center

- Director of a 22-bed facility for Dually Diagnosed Adolescent girls
- Market program to obtain referrals
- Manage a multidisciplinary team
- Supervise implementation of treatment goals of the program
- Supervise the day to day operation of a treatment program
- Schedule programming
- Audit charts to assure adherence to regulation

October 1998 – July 2001
Miami, FL

Therapist and Psychological Evaluator
Village South Treatment Center

- Administering psychological tests to adult and adolescent clients
- Preparing Psychological Evaluations
- Counseling residents in drug addiction program
- Running group therapy sessions
- Developed treatment plans
- Prepare monthly summaries

May 2000 – June 2002
Miami, FL

Therapist and Psychological Evaluator
Federal Detention Center

- Clinical Interviews with forensic population
- Psychological Testing
- Individual Therapy
- Conducted Psychological Evaluations

March 2007 – Present
Miami, FL

Board Member
Pinecrest Academy, Inc

Volunteer member of the board of a not-for-profit public charter school organization established to provide K-12th grade education programs in Miami-Dade County. Pinecrest Academy offers one of the highest achieving and most sought after charter

school programs in Florida. Sponsored by Miami-Dade County Public School system, Pinecrest Academy currently offers three charter school programs that serve approximately 1,500 students. As a member of the board, I have participated in guiding the organization through a period of rapid expansion while ensuring a quality educational product.

Certifications and Training

- Certified in Seeking Safety Therapy
- Certified in Motivational Enhancement Therapy (MET)
- Trained in Dialectical Behavioral Therapy (DBT)
- Certified in First Aid
- Certified in CPR

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Pinecrest Collegiate Academy**

2. Full name **Juan Molina**

Home Address

Business Name and Address **14301 SW 42nd St Miami, FL 33175**

Phone Number

E-mail address **juan@juanmolina.com**

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No **Pinecrest**

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non charter school, provide any relevant data related to academic performance of the school(s).

Yes No

5. Why do you wish to serve on the board of the proposed charter school?

I am incredibly passionate about education, and believe my business acumen is beneficial to the schools I serve.

6. What is your understanding of the appropriate role of a public charter school board member?

Oversight and Leadership

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been an active board member for Pinecrest for the last several years.

8. Describe the specific knowledge and experience that you would bring to the board.

Business operations

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Ensuring students are prepared to become productive members of the global community.

2. What is your understanding of the school's proposed educational program?

To provide a college preparatory education.

3. What do you believe to be the characteristics of a successful school?

Excellent administrative leadership steeped in deep curriculum expertise while simultaneously motivating their teachers. Driving excellence in instruction at all times.

4. As a board member, how will you monitor progress toward annual academic and financial operational goals and objectives?

Reviewing their financials on a regular basis and assessing their performance on standardized tests.

5. What do you see as your role regarding the school leaders?

Hiring schools administrators.

Governance

1. Describe the role that the board will play in the school's operation.

To monitor and approve school budgets and financial reports.

2. How will you know if the school is successful at the end of the first year of operation?

By analyzing each individual school's results.

3. How will you know at the end of four years of the school is successful?

By measuring it's key performance indicators. Namely, school results and enrollment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

By actively monitoring the school's data and providing a forum for open and collaborative communication.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

We are guided by our Code of Ethics

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

ESP provides support services to the school at direction of board.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name Juan Molina


Juan Molina (May 3, 2017)
Signature

May 3, 2017

Date

Juan Molina

Business Development/Sales Leader & Strategist

juan@juanmolina.com

305.975.8897

Accomplished sales professional and leader with a proven track record of scaling growth and driving sales success. Mr. Molina has a passion for and in-depth experience working in high-paced, fast-growth companies, specifically in the healthcare, technology and SaaS spaces. An entrepreneur at heart, he is in his second startup and on the founding team at CareCloud, a Cloud-based software and services company providing the next generation of practice and clinical management technologies to healthcare providers and serves as the company's Vice President of Strategy, Business Development and Chief Evangelist. Strong background in building high performance teams within growth stage and start-up companies. He has been instrumental in ensuring the explosive growth and national adoption of CareCloud's disruptive healthcare IT platform.

Mr. Molina brings over 18 years of experience in sales, technology, business development, marketing and sales enablement and management. This unique background provides him the opportunity to bridge the intersection of strategy, technology and sales. In his strategy role, he is responsible for developing new strategies that bring together emerging opportunities and business models that CareCloud can pursue for profitable growth, and integrates them with execution strategies across all functional areas.

Mr. Molina holds an M.B.A. with a concentration in strategy, innovation and leadership from Florida International University, serves on several community boards, loves to volunteer and is humbled to have been honored by the South Florida Business Journal as the winner of the "Up and Comer" Award.

Skills & Expertise:

- Over a decade of healthcare experience. Areas include: revenue cycle management, physician practice operations, healthcare IT, payer reimbursement models, enterprise healthcare organizations, and health systems.
- Experience in enterprise settings and selling to power in the C-Suite.
- Excellent strategic planning, critical thinking, communication, and interpersonal skills.
- Expert in Sales, Sales 2.0, Demand Generation, SaaS, Cloud, and Sales Operations.
- In-depth understanding of leading-edge medical software technologies (PM, RCM, EHR Portal), software integration at vendor, hospital, and payer levels.
- Ability to identify and execute strategies that create momentum and generate results that serve as a foundation for continual growth.
- Proven success in sales, business development and marketing strategies.
- Deep technical and information systems knowledge.
- Embraces and promotes fast-paced, creative cultures.
- Fosters high-performing, creative teams.
- Business process and re-engineering.
- Experience in educating workforces in implementing tools and methodologies that automate processes across the entire organization including, sales and marketing automation platforms.
- High integrity individual who earns trust while working with clients, colleagues and employees across any organizational boundary.
- CRM Design, Deployment and Administration.
- Experience in Venture-backed Startups.

Education:

[Florida International University](#)

2014

Executive M.B.A. – Concentration in Strategy, Innovation and Leadership

[Florida International University, Miami, FL](#)

2001

Management Information Systems

Work Experience:

CareCloud – Vice President of Strategy, Business Development & Chief Evangelist

2010 - Present

CareCloud is a leading provider of cloud-based practice management, electronic health record (EHR), and revenue cycle management software and services for healthcare providers.

Member of the founding team. Currently part of the executive management team responsible for the development of top line revenue growth via strategic channel relationships and business/corporate development opportunities. Focused on leading and vetting deals that drive customer & stakeholder value.

Prior to leading his strategy and business development roles, he has served in several capacities for the company. From leading a sales team to acting as an individual contributor in sales focusing on all market segments including small to enterprise practices. Largest individual revenue contributor on sales team since company's inception.

In addition to his other duties, Mr. Molina successfully led the design and deployment of the company's innovative Sales 2.0 sales methodology. Built a high velocity sales engine and drove the creation of initial sales functions from product roll-out, market segmentation, demand generation, marketing automation, growth hacking, and sales operations.

Total funding to date: \$81.9 million.

Highlights Include:

- Ranked #1 in Sales 2010,2011,2012,2013 - Role changed in 2014.
- Helped fuel > 100% year over year growth every year since company inception.
- Personally responsible for ~20% of all company sales bookings as a sales person.
- Average of 140% over quota on a yearly basis. (2010-2014)
- Grew revenue from \$0 to > \$20 million in < 5 years.
- Developed high velocity sales and marketing engine.
- Built sales segmentation strategy: enterprise, field, inside, channel, up sell.
- Contributed, directed and led to overall success of company strategy from inception.
- Built sales operations infrastructure.
- Worked to build high velocity demand generation sales and marketing methodologies.
- Focused on building repeatable and scalable sales workflow & process.
- Built sales funnel metrics and mechanics.
- Intimately involved in all venture capital rounds.

Avisena, Inc - Director of Sales (Various Roles)

2001 - 2010

Software-enabled revenue cycle management company servicing healthcare providers.

Member of the founding team. At Avisena he served the company in several roles beginning in TechOps where he was responsible for the design, development, and implementation of the company's network and application infrastructure. He was later responsible for key aspects of the company's first merger and acquisition and also served as the project manager for the M&A managing key areas such as human resources integration, change management issues, and technology infrastructure transitions. He also served as Avisena's first Marketing Manager implementing their go-to-market strategy and successfully launching and positioning their products and services in the marketplace. His leadership helped transform sales and resulted in double-digit growth from 2004 through 2009 where he served as Director of Sales and Business Development. In this capacity he helped the company grow and was responsible for over \$9 million in sales of the company's \$20 million run rate revenue at departure.

Highlights Include:

- Ranked #1 in sales 2005,2006,2007,2008,2009
- Grew revenue from less than \$2 to over \$20 million run rate from 2004 – 2009
- Fueled 60% year over year growth from 2004 – 2008.
- Personally responsible for 45% of company's revenue
- Surpassed target sales goals on a yearly basis.

- Created new practice analysis scorecard based on industry benchmark KPIs for financial analysis of medical practices used to drive sales into more complex organizations
- Overhauled the sales and marketing automation process
- Shortened the sales cycle from 120+ days to less than 50 days.

Web.com Group Inc., (Formerly iINNERHOST) - NOC Systems Engineer & Network Admin 2000 – 2001

Through their network of brands which include Network Solutions, Register.com, Leads.com and more, Web.com is dedicated to providing small businesses tools to succeed online such as web design, online marketing and customer lead generation capabilities.

Network Administrator and Network Operations Center (NOC) Systems Engineer. Responsible for maintaining and troubleshooting over 8000 websites hosted on Intel-based, Microsoft web servers, conducting high-level quality assurance tests on 300+ web servers at the time. Responsible for managing network activity, network operations, network uptime, and infrastructure for global clients.

Intelligent Business Solutions Consulting - Consultant / Project Manager 1999 – 2000

IBS is a boutique consulting company that assist small to medium companies on technology deployments and process reengineering.

Project manager for several company projects that included multi-tiered application systems design, architecture and implementation.

- Responsible for managing teams of consultants on several in-house and offsite projects.
- Managed all aspects of projects including, product life cycle management, risk assessments, contingency planning, data modeling, strategic planning, and resource allocation issues.
- Coordinated user training, established standards, quality control, and team development workshops for use within the organization.

Awards:

- CareCloud Million Dollar Club 2010, 2011, 2012, 2013
- President’s Club Winner 2005-2013
- South Florida Business Journal “Up & Comer Award” Winner, 2008
- South Florida Business Leader “Mover & Shaker Award” Winner, 2008
- Avisena Million Dollar Club, 2005, 2006, 2007, 2008, 2009
- Rainmaker Award, 2007

Languages:

- English – native language
- Spanish – fluent

Memberships/Philanthropies:

- St. John Bosco Clinic Foundation Board Member
- Pinecrest Charter School System Board Member
- City of Miami Springs Board of Adjustment/Zoning and Planning Board, Board Member
- Educational Excellence School Advisory Council, Lawton Chiles Middle School
- Alumni Board Volunteer, Sigma Phi Epsilon FIU Chapter

Interests:

- Technology & Innovation
- Education
- Healthcare
- Politics
- Design

Juan Molina Bio

Juan Molina is Vice President of Strategy and Business Development. Mr. Molina is on the founding team at CareCloud and has a passion for and in-depth experience working at high-paced, fast-growth companies and startups in the healthcare, technology and SaaS spaces. He is an accomplished leader with a proven track record of scaling growth, driving sales success and building strategic partnerships.

Mr. Molina brings over 18 years of experience in sales, technology, business development, marketing and sales enablement and management. This unique background provides him the opportunity to bridge the intersection of strategy, technology and sales. In his strategy role, he is responsible for developing new strategies that bring together emerging opportunities and business models that CareCloud can pursue for profitable growth, and integrates them with execution strategies across all functional areas.

He also leads CareCloud's business development efforts, where he is responsible for seeking new strategic partners and maintaining existing ones that drive the continual growth and national adoption of CareCloud's disruptive platform for healthcare.

Mr. Molina holds an M.B.A. with a concentration in leadership, innovation and strategy from Florida International University. He is passionate about his serving his community and currently serves on the Foundation Board of the Saint John Bosco Clinic, a non-for-profit free clinic that focuses on providing healthcare services to underserved families in Miami-Dade County. He also sits on the Board of Directors of the Pinecrest Elementary charter school system, which serves thousands of students across Florida. He's been honored with several awards and is humbled to have been chosen by the South Florida Business Journal as the winner of the "Up and Comer" Award.

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Pinecrest Collegiate Academy**

2. Full name **Shannine Sadesky**

Home Address

Business Name and Address **14301 SW 42nd St Miami, FL 33175**

Phone Number

E-mail address **ssadesky@yahoo.com**

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

- Yes No **SLAM Inc. - no longer on board. I serve on the board of another not-for-profit corporation. Mater Academy, Inc <current member>**

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non charter school, provide any relevant data related to academic performance of the school(s).

- Yes No **Principal at Somerset Lakes Opening 2016, prior to that Somerset Village and Somerset Miramar**

5. Why do you wish to serve on the board of the proposed charter school?

I am an experienced educator and I believe my expertise will assist in making the new charter schools successful.

6. What is your understanding of the appropriate role of a public charter school board member?

To be actively involved in the operations, finances and oversight of administration of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have over 10 years of experience in the charter school movement as both an educator and an administrator. I am knowledgeable in what is required in order for a school to be a success as

8. Describe the specific knowledge and experience that you would bring to the board.

See #'s 7 and 8 above.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Pinecrest is to provide a safe and nurturing learning environment in which all students are able to master state and national standards. The HP school being replicated has

2. What is your understanding of the school's proposed educational program?

The school integrates innovative programs such as PLTW and Robotics in order to further students learning with hands on experiences. All instruction is aligned to Florida standards.

3. What do you believe to be the characteristics of a successful school?

I believe it starts with a competent and passionate school leader, coupled with knowledgeable and caring educators, and a rigorous academic program.

4. As a board member, how will you monitor progress toward annual academic and financial operational goals and objectives?

Through my involvement and oversight at every meeting, I will be able to receive reports on the school's academic and financial progress at a minimal every quarter of the school year.

5. What do you see as your role regarding the school leaders?

To select the leader along with fellow board members and to provide support and guidance as necessary and evaluate his/her performance annually.

Governance

1. Describe the role that the board will play in the school's operation.

Oversight of operations, budget, expenses, curriculum and staffing and staffing needs.

2. How will you know if the school is successful at the end of the first year of operation?

Through the board assessments of the school's academic performance compared to the start of the school year as well as parent feedback.

3. How will you know at the end of four years of the school is successful?

Same as #2.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Continue to provide ongoing support and oversight and make decisions that out students first.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would follow procedures in the established code of ethics and address the issue with the board a for investigation as needed.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP serves the board to provide education support services to the school – they do not oversee the school. We have a longstanding relationship with the ESP and have experienced a successful track record with the ESP over the last decade.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
- (b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.
- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

- 1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
- 2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

- (b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
- (c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Shannine Sadesky

SSadesky Signature 5/16/17 Date

Shannine Sadesky, MS. Ed. (Vice Chair)

Ms. Sadesky is one of Florida's most experienced and accomplished Charter School educators and administrators. She is currently the Principal at Somerset Academy Lakes. She was previously the principal of Somerset's Pembroke Pines Campus, an A+ school for three years in a row.

Prior to becoming an administrator at Somerset's Pembroke Pines campus, Ms. Sadesky was part of the staff that opened the Somerset Neighborhood School, one of Broward County's first charter schools. There, Ms. Sadesky served as Somerset's lead teacher for the multiage, multilevel classroom grades 3, 4, and 5. Her responsibilities included planning for all curriculum levels, parent communication, portfolio development, school administration, and staff selection.

After earning her bachelor's degree (cum laude) in Elementary Education from American University, Ms. Sadesky continued her graduate studies at Nova Southeastern University where she completed the certification program in Educational Leadership.

Ms. Sadesky has served as a Conference Instructor in conferences such as the Florida Council of Elementary Educators, the Florida Charter School Leadership Conference, and in workshops such as *Teacher and Administrator Talk: Power in Effective Communication; Data Driven Decision Making for Teachers and Administrators*; and *Putting the Power in Power Standards*. She has also been recognized as a Member of Golden Key National Honor Society, a Broward Education Foundation Science Grant Recipient, and has received an Award from the Annenberg Challenge Grant Project Steering Committee for Outstanding Leadership. Most recently, Ms. Sadesky is credited with writing a competitive grant sponsored by the Walton Family Foundation, which awarded over \$300,000 to Somerset's Miramar Campuses.

Shannine Sadesky

340 Sunset Dr., Apt. 903
Ft. Lauderdale, FL 33312

Email: ssadesky@somersetmiramar.com

Cellular Phone: (786) 854-8343

Work Phone: (561) 641-4449

OBJECTIVE:

To lead within an organization that promotes excellence in education.

EDUCATION

M.S. in Educational Leadership – Fall 2002

Nova Southeastern University, summa cum laude

B.A. in Elementary Education – Fall 1996

The American University, cum laude

CERTIFICATIONS & ENDORSEMENTS

Florida Department of Education Professional Educator's Certificate

- Educational Leadership (all levels)
- Elementary Education (1-6)
- English Speakers of Other Languages (ESOL) Endorsed
- School Principal (all levels)

WORK EXPERIENCE

Principal, August June 2016 - present

Somerset Academy Lakes Charter Elementary, West Palm Beach, FL

Sports Leadership and Management Charter Middle School, West Palm Beach, FL

Summary of Duties:

- Will perform all duties of School Principal
- Will prepare and launch the schools during their inaugural year

Mentor Principal, August 2015 – June 2016

Ben Gamla Preparatory Charter School, Hollywood, FL

Ben Gamla Preparatory Charter Middle School, Hollywood, FL

Ben Gamla Charter High School, Hollywood, FL

Summary of Duties:

- Work collaboratively with Governing Board, administrative team and support agencies to assist with opening of school operations, procedures and training including regard to such things as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Mentored and supported the Principal, Assistant Principal, and Leadership Team in all areas of school leadership for the middle and high school

Sports Leadership and Management Governing Board Member, August 2014 – June 2016, Miami-Dade County, FL

Principal, August August 2012 - June 2015

Somerset Academy Village Elementary, Wilton Manors, FL

Somerset Academy Village Middle School, Wilton Manors, FL

Summary of Duties:

- Performed all duties of School Principal
- Increased middle school grade in 2014 – 2015
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation

Principal, June 2006 – present

Somerset Academy Central Miramar Elementary , Miramar, FL

Somerset Academy Central Miramar Middle, Miramar, FL

Somerset Academy Central Miramar High, Miramar, FL

Summary of Duties:

- Opened the school with approximately 1,000 students.
- Achieved “A” School Ratings in the elementary and high school and “B” school rating in the middle school
- Work collaboratively with Governing Board and support agencies to plan and execute the opening of the schools in regard to such things as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management

Principal, June 2006 – present

Somerset Neighborhood School, Miramar, FL

Somerset Academy Miramar Elementary, Miramar, FL

Somerset Academy Miramar Middle, Miramar, FL

Summary of Duties:

- Achieved “A” School Ratings and met AYP for 2008 – 2009 school year for Title I schools and met and exceeded School Improvement Plan goals
- Achieved Gold Seal Award of Excellence for all three schools in 2009
- Expanded schools and achieved “A” School of Excellence ratings for 2007 – 2008 school year
- Increased enrollment from 75 students in 2005 to over 1200 students in 2009
- Work collaboratively with Governing Board and support agencies to plan the opening of the schools in regard to such things as facilities preparation, registration, purchases, budgeting, staff development and instruction, Human Resources, daily operations guidelines, job descriptions, handbook preparation, scheduling and data management
- Develop a curriculum program to meet state standards and County Pupil Progression Plan requirements
- Coordinated Somerset Academy District Job Fair which produced hundreds of applicants
- Assisted with the SACS District Accreditation

- Collaboratively participate in grant writing for improving the school’s operating budget

Mater Academy Governing Board Member, 2005 – present, Miami-Dade County, FL

- Successful Title I family of schools achieving “A” “district” average
- Multi-million dollar budget reserves

Pinecrest Academy Governing Board Member, 2005 – present, Miami-Dade County, FL

Elementary Principal, August 2005 – present

Somerset Neighborhood School, Miramar, FL

Summary of Duties and Accomplishments:

- Worked collaboratively with Governing Board and support agencies to coordinate and oversee the daily operations of the school while planning the opening of our new elementary and middle school expansions
- Instituted a rigorous reading initiative that incorporated community partners, parents, staff, and students that yield large reading gains among all student groups and individual students as evidenced on the SAT-10 and the FCAT
- Achieved significant learning gains, some evidenced with learning gain increases of over 25 percentile points, among all student groups in reading, writing, and mathematics
- Created and managed a yearlong afterschool FCAT tutoring program

Elementary Principal, August 2004 – July 2005

Somerset Academy Charter School, Pembroke Pines, FL

Summary of Duties and Accomplishments:

- Worked collaboratively with Governing Board, support agencies, and middle/high administrators to coordinate and oversee the daily operations of the school with over 900 students and more than 60 staff members.
- Coordinated extensive School Improvement tasks including an expanded, fully-functioning library, improved transportation procedures, and increased academic achievement among students
- Achieved “A” school status and showed significant learning gains among the 25% lowest achieving students; also met AYP
- Created and implemented the school’s S.A.F.E. emergency preparation plan
- Created and managed a 16-week after-school FCAT tutoring program for over 300 students.

Assistant Principal, August 2003 – August 2004

Somerset Academy Charter School, Pembroke Pines, FL

Summary of Duties and Accomplishments:

- Assisted the Principal in the functioning of all aspects of the elementary school and periodically assisted with middle school operations
- Assisted in achieving “A” school status for the first time in elementary school; met AYP

Learning Enrichment After-School Program (L.E.A.P.) Director, August 2001 – June 2005

Somerset Academy Charter School, Pembroke Pines, FL

Summary of Duties and Accomplishments:

- *Over 400 students and 20 staff members*
 - *Coordinated and implemented intensive tutoring increasing school learning gains*
- Elementary Lead Teacher on Special Assignment, Grades 3-5, August 2002 – August 2003*
Somerset Academy Charter School, Pembroke Pines, FL

Summary of Duties and Accomplishments:

- Supervised and trained staff and students in grades 3-5
- Developed the school schedule for all students in grades K-5
- Lead the data-driven and collaborative decision-making process through running SAC meetings, creating and interpreting Climate Surveys, and writing the School Improvement Plan
- Coordinated all textbook distribution, inventories, and supply orders
- Served as Curriculum Specialist and primary administrative disciplinarian for third through fifth grade

Conference Presenter

- Co-presenter at the National Charter Schools Conference in 2008 and 2009 on “NESTing”, a formula for creating and replicating successful charter schools
- 2005 – 2008, Presenter for three consecutive years at the Charter School Conference in Broward County, Florida
- September 2004 – Florida Council of Elementary Educators, Orlando, FL
Workshop Title: “Teacher and Administrator Talk: Power in Effective Communication”
- July 2002 –Florida Charter School Leadership Conference, Miami, FL
Workshop Title: “Data Driven Decision Making for Teachers and Administrators”
- Summer 2001 - Florida Charter School Leadership Conference, Orlando, FL
Workshop Title: “Putting the Power in Power Standards”

Lead Teacher Grades K-5 and Classroom Teacher Grades 3-5, August 1998 – August 2001
Somerset Neighborhood School, Miramar, FL

Classroom Teacher Grades 3-5 and Math Teacher Grades K-2, August 1997 – August 1998
Somerset Neighborhood School, Miramar, FL

AWARDS, RECOGNITIONS & ACCOMPLISHMENTS

- Member of Golden Key National Honor Society since 1996
- Broward Education Foundation Science Grant Recipient, 1999
- Annenberg Challenge Grant Project Steering Committee Award for Outstanding Leadership, 2003
- Administrator at a Florida A+ School, 2003 – 2005, 2008
- Recipient of two Walton Grant awards totaling \$460,000.00
- Participant in the first ever SACS District Accreditation
- Participated and led the opening of several highly successful charter schools
- Successfully opened new charter schools from the ground up
- Participated in the first charter school Florida SACS Accreditation
- Participated in the first charter school nationally to be district accredited

- Principal within the highest performing (charter) district in the State of Florida

SPECIALIZED TRAINING

- Completion of Broward County School District's LEAD and Interim First Year Principal Program
- Classroom Walkthrough Training 2.0
- Clinical Educator Certified
- Robert Marzano's Classroom Instruction That Works Training
- CHAMPS for Administrators
- S.A.F.E. Schools Training
- Robert Marzano's Effective Educators

REFERENCES

Available upon request

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Pinecrest Academy, Inc.
2. Full name Carlos O. Alvarez
3. Home Address 14301 SW 42nd Street Miami, FL 33175
Business Name and Address Pinecrest Academy, Inc. 14301 SW 42nd Street Miami, FL 33175
Phone Number (786) 388-3258
E-mail address info@pinecrestacademyschools.org
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

-
5. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

Principal, City of Hialeah Educational Academy (2008-Present)
Assistant Principal, Mater Academy Middle/High (2006-2008)
Lead Teacher/Administrative Asst., Jose Marti Middle (2003-2006)

6. Why do you wish to serve on the board of the proposed charter school?
I wish to serve on a board to learn how boards and its members work with different schools to find solutions to problems. Also, to learn the intricacies and best practices that have to be in place to operate a Board that remains in compliance with the district/county.

7. What is your understanding of the appropriate role of a public charter school board member?
An effective board member plays an active role in all of the school's being served. The continued success will be attributed to the collaboration between other board members and principals.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have the capability to be a very effective board member because I have collaborated with my colleagues to have one of the nation's top high schools (U.S. News & World Report). I will bring the same passion, work ethic and problem-solving skills to the board and the drive and mindset needed to lead and contribute to an already successful organization.

9. Describe the specific knowledge and experience that you would bring to the board. See # 7 Above.
Problem-solving skills, embracing challenges, work ethic, determination, collaboration, a growth mindset and a lot of passion.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The vision of Pinecrest Academy, Inc. is to empower students with knowledge and values required for productive global leadership.

2. What is your understanding of the school's proposed educational program?
The program will feature a standards-based curriculum unique to the community and students it serves. The school will focus on high expectations for student learning. In addition key staff will implement research-based instructional strategies and innovative resources in technology-rich environments in order to maximize learning for all students.

3. What do you believe to be the characteristics of a successful school?
Academic rigor, relationships, character building and respect/discipline

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
Through board meetings where school accountability, updated budgets and principal's reports will be shared.

5. What do you see as your role regarding the school leaders?
Working together with them and growing them to continue to improve and increase within their leadership.

Governance

1. Describe the role that the board will play in the school's operation.
Assist and support principals at whatever capacity may be needed.

2. How will you know if the school is successful at the end of the first year of operation?
A financially sound budget, school accountability report and feedback from principals.

3. How will you know at the end of four years of the school is successful?
Consistently sound budget with annual surplus of dollars, growth in student achievement, compliance at district and state level.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Continued and consistent support, positive reinforcement and feedback as needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would meet with the Board chair and provide necessary comments.

6. If your school intends to contract with a third-party ESP:
a. Summarize your involvement in the selection process; N/A – I just joined this board
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The ESP serves the board to provide education support services to the school – they do not oversee the school. The ESP is constantly under review for compliance and ensuring interest of the schools and students.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization
 NO

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name Carlos O. Alvarez


Carlos O. Alvarez (Jan 18, 2018)

Signature

Jan 18, 2018

Date



City of Hialeah
Educational Academy
A Miami Dade County Public Charter School
2590 West 76 Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited and "A+" School of Excellence



To the world he is the Principal of the City of Hialeah Educational Academy (COHEA). To the COHEA Family he is the friend, the mentor, the father figure, and leader who is deserving of this opportunity for his contributions to our COHEA Family and to the City of Hialeah. The COHEA family is proud of the milestones we have reached and the recognitions we have been awarded in just eight years but nothing makes us prouder than the men and women we have helped mold into model citizens. Our alumni would not be where they are today without "Papa Smurf", as the first graduating class lovingly refer to him. For many of our students and alumni, Principal Alvarez is their father figure and a friend who always keeps his office door open for them. A man who detests being trapped behind his desk and who spends his day walking around every inch of COHEA doing what it takes to help our students reach their goals. Whether it be sharing words of encouragement to students who are performing deficiently or directing traffic in the rain to ensure our students' safety. He plays a role in helping them reach goals he knows they are capable of achieving even before many of our students know it themselves. For Principal Alvarez our students are not numbers. To him our students are human beings who will receive from him love, respect, loyalty, knowledge, and discipline.

Mr. Carlos O. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with fourth and fifth grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University he taught at Ben Sheppard Elementary for three years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal Preparation Program, he decided to venture into the charter school movement and excelled as an Assistant Principal at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up. He finally had the golden opportunity to give back to his community in his hands as the Principal of City of Hialeah Educational Academy. It was his opportunity to give back to the community that gave him so much.

It is with this visionary spirit that he motivates our faculty and staff to think outside the box and go the extra mile for our students. He instills in the faculty and staff the belief that there are no limits for our children's capacity to learn and the need to create a family oriented culture in our school that is conducive to our students' success. He has advocated on behalf of our school and the charter school movement before legislators in Tallahassee. He has created awareness amongst the community leaders he has built partnerships with about



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the contributions of our school to the community. By advocating and creating awareness in the community he solidifies his commitment and loyalty to the mission and vision of the COHEA Family.

Principal Carlos O. Alvarez deserves to be recognized because he has provided the leadership that has been instrumental in propelling City of Hialeah Educational Academy (COHEA) down a path of innovation and achievements since it opened its doors nine years ago. Thanks to the guidance of Principal Alvarez our specialized academy model school has earned the Florida Rating of an A for the past 4 years, has a graduation rate of over 95%, and has been recognized by *Newsweek*, *the Daily Beast*, and the *U.S. News and World Report* for our students' academic accomplishments. However, helping our school earn these accomplishments accounts partially for the reasons why he deserves this distinction. It is the lifelong impact he has had on all the members of the COHEA Family and our community that make him deserving of this distinction. The boy who grew up playing in parks throughout Hialeah is now a man in the relentless pursuit of giving back to the community he has boundless gratitude towards.

Below are some descriptions and accomplishments of COHEA:

- Serving predominantly minority students with a 98% rate and economically disadvantaged students with 90%; which qualify for free and reduced lunch.
- Fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.
- In 2013, COHEA received the prestigious "School of the Year Award" by the City of Hialeah as a testament to its academic excellence and its service to the community.
- Received national recognition in 2013, 2014 and 2015 by *Newsweek Magazine*, having ranked as one of the "Best High Schools in America."
- Received national recognition in 2015, 2016 by *US News and World Report* Best High Schools in America Gold Award
- Presently at 97.44%, and rising from 91%, its extraordinary graduation rate is one of the highest within the state of Florida (presently at 75%) and also within the school district (77% at present).
- Four consecutive years of being awarded an "A" school rating under State of Florida Accountability System.
- 2016 *US News and World Report*- "Best High School in America" Gold Award
- 100% of seniors enrolled in the Fire Academy graduated with CPR, First Responder and Emergency Vehicle Operator Certifications.



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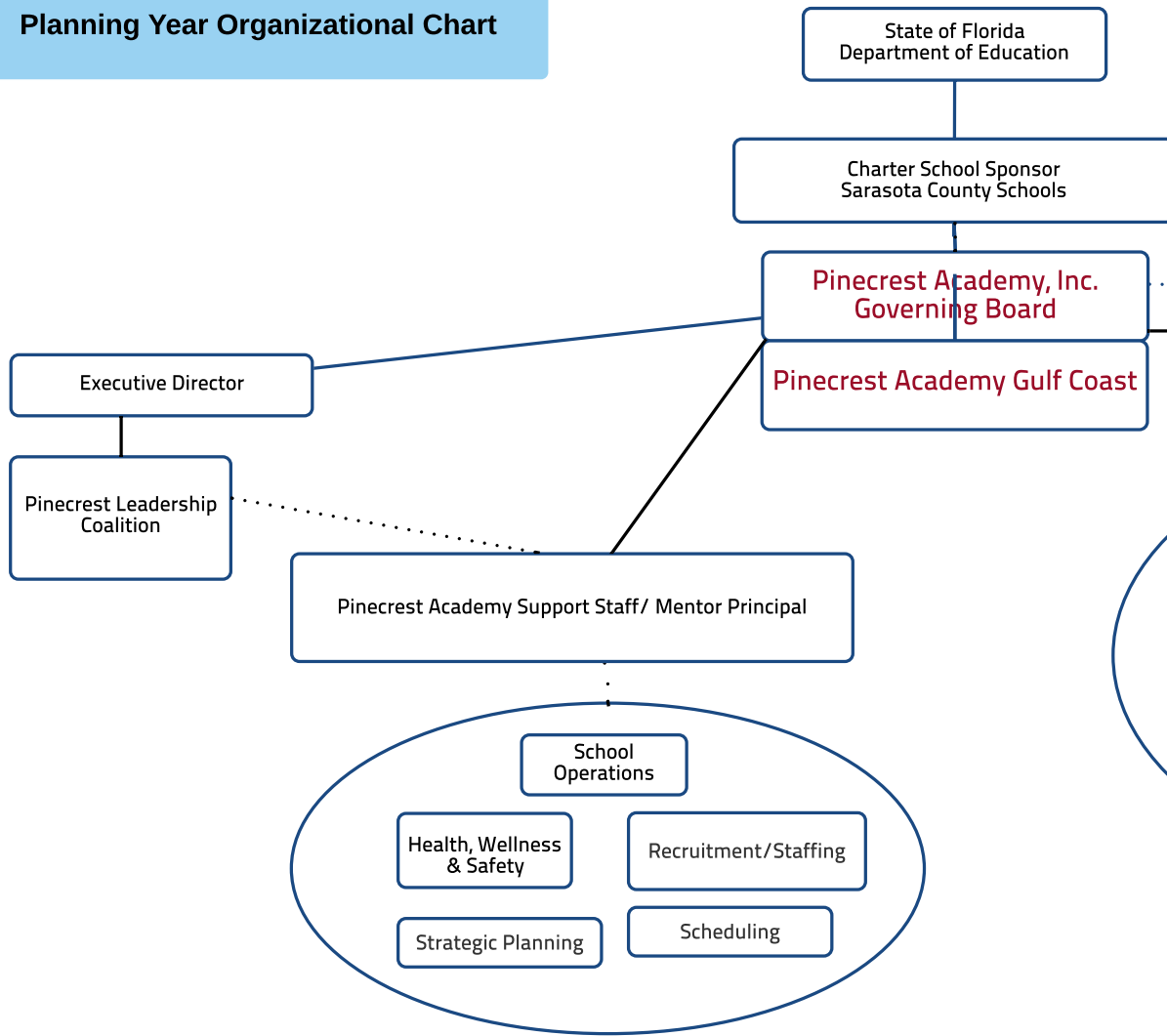


- Executive PASS Partnership with Miami-Dade College-Hialeah Campus.
- Florida Tax Watch- 2016 Principal Leadership Award- Carlos O. Alvarez, Principal- City of Hialeah Educational Academy
- 2017 *US News and World Report*- "Best High School in America" Gold Award

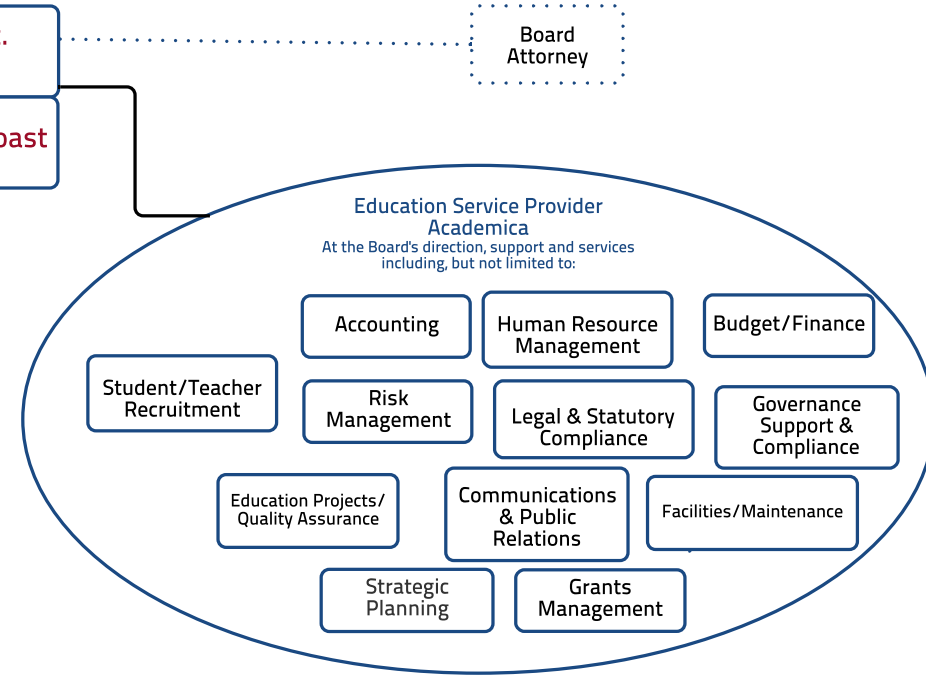
ATTACHMENT M

ORGANIZATION CHARTS

Planning Year Organizational Chart



Attachment M Organizational Chart

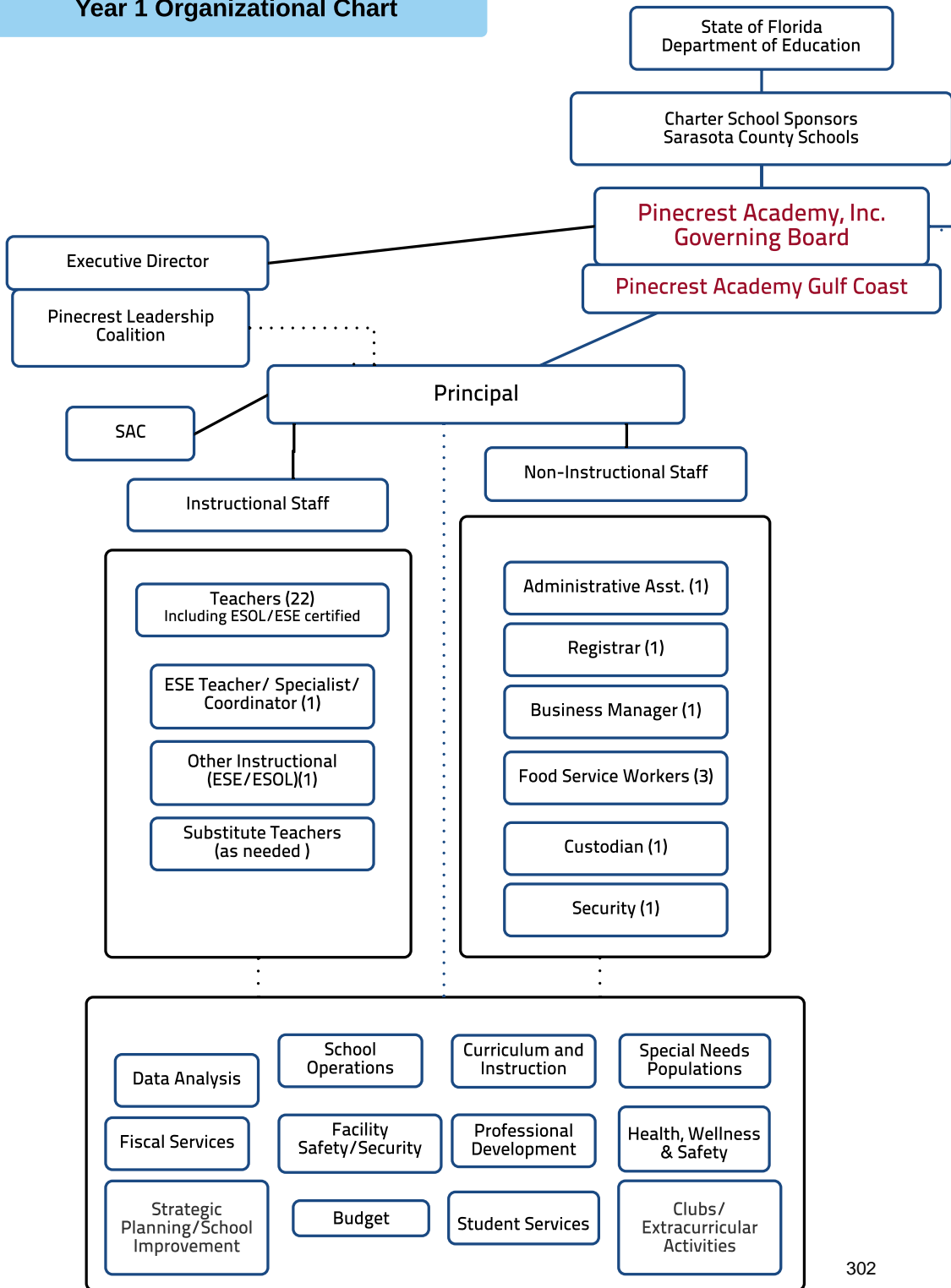


After the approval of the application, the Governing Board and the Board Attorney/Legal Counsel work with the Sponsor to execute the charter with the Sponsor.

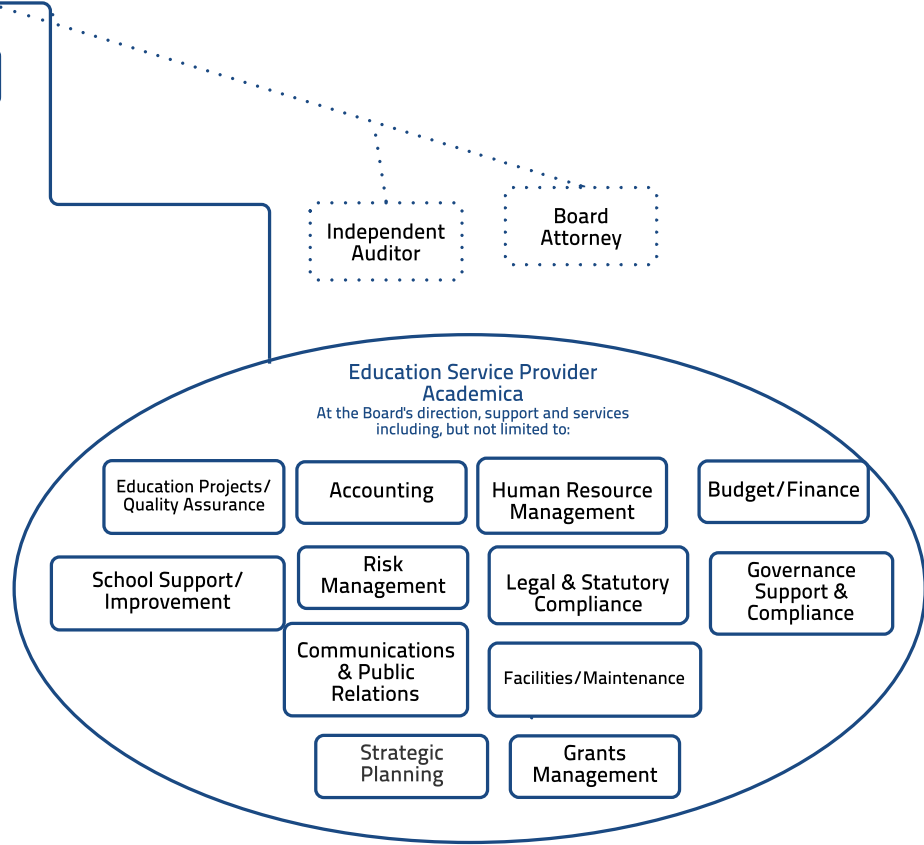
The Governing Board will enter into an agreement with the ESP. The ESP, at the direction of the board, will assist the board and school with all aspects of charter school start up, including but not limited to, student recruitment, teacher recruitment, facilities and financing, budgeting, legal compliance, grant submission, etc. The ESP reports to the Governing Board.

Pinecrest Academy Inc will work with their support team of mentor principals, PLC, to implement start up actions such as: Principal hiring (Governing Board), student and teacher recruitment, staffing, budgeting with the assistance of the ESP, curriculum decisions, scheduling, etc. The Board oversees all aspects of school start up. All financial decisions are made by the Governing Board.

Year 1 Organizational Chart

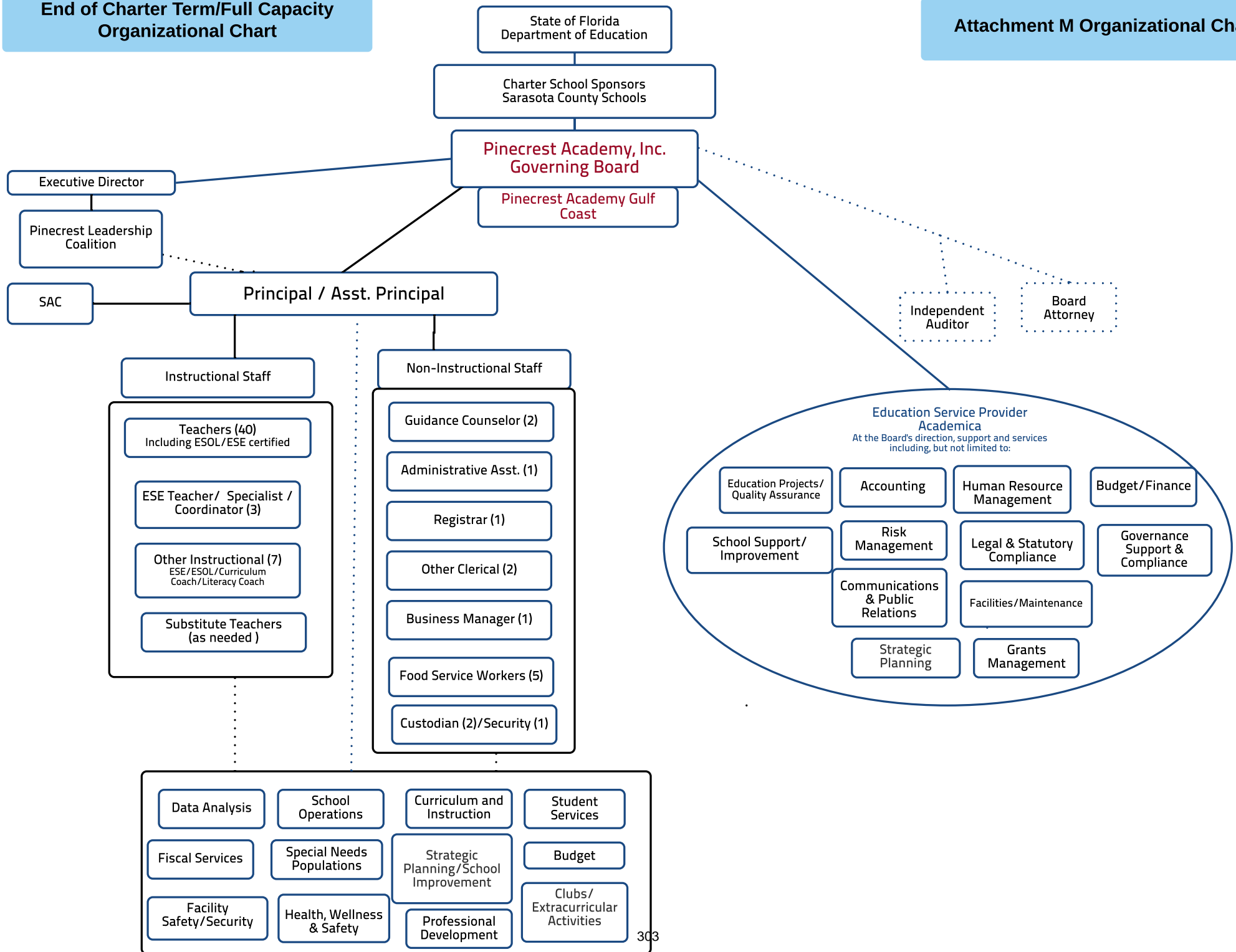


Attachment M Organizational Chart



**End of Charter Term/Full Capacity
Organizational Chart**

Attachment M Organizational Chart



ATTACHMENT N

JOB DESCRIPTION FOR SCHOOL LEADER

JOB DESCRIPTION

POSITION TITLE: School Principal

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: An earned master's Degree (or higher) from an accredited college or university

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal/Assistant School Principal.

Valid Florida Certification in School Principal, or Professional School Principal.

REPORTS TO: School Governing Board

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

LEADERSHIP

The School Principal shall:

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.

- Coordinate and adapt school curricular programs and policies.
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the school.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Coordinate and schedule the use of facilities for all events.
- Implement and enforce attendance and tardy policies and procedures for all students.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.

- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the Florida Standards Assessment (FSA) and other state mandated assessments designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the community.
- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stake holders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's policies and Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization..
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluations, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel
- Establish job assignments, supervise all assigned personnel, and conduct performance evaluations in accordance with current board policies and legislation.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.

- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the school.
- Coordinate and manage the extra curricular student activities and funds at the school.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Demonstrate readiness and confidence in making and/or sharing decisions with those involved in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Coordinate plant safety and facility inspections at the assigned school
- Monitor the maintenance at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate the school food service program at the school including the free and reduced food service requirements.
- Supervise transportation services at the school.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.

ATTACHMENT O

SCHOOL LEADER QUALIFICATIONS

SCHOOL LEADER QUALIFICATIONS

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

Required

An earned master's Degree (or higher) from an accredited college or university

A total of five (5) years of school experience is required: including a minimum of three (3) years of required experience as a Principal/Assistant School Principal

Valid State of Florida Certification in School Principal or Professional School Principal

- At least 3 letters of recommendation
- Vast experience in working with school or advisory educational board
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive evaluations from previous administrative position
- Excellent communication skills; and
- Demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards

ATTACHMENT P

**JOB DESCRIPTION(S) AND QUALIFICATION
REQUIREMENTS FOR LEADERSHIP POSITIONS**

JOB DESCRIPTION

POSITION TITLE: Guidance Counselor (Budgeted under contracted services)

CONTRACT YEAR: 10-12 Months

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution; Florida certification in Guidance and Counseling. Bilingual skills preferred. Computer skills as required for the position.

REPORTS TO: Principal or designee

POSITION GOAL: To implement processes to help students through classroom guidance, individual academic planning, responsive services, and system support.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Guidance Counselor shall:

- meet with parents/students prior to and during the registration process, inform the students of classes relative to course selection and assist the administration in the registration and scheduling process
- assist in development of the school's master schedule
- conduct follow-up meetings after the master schedule is developed to make any necessary changes in students' schedules
- conduct orientation meetings to provide information regarding class offerings and registration procedures
- provide individual counseling for students regarding scheduling upon request of
- the student or his/her parent/guardian
- counsel students on personal and academic concerns and notify parents as deemed necessary
- evaluate credits from outside sources
- provide training to teachers, parents and students on pupil progression plan
- provide materials and suggestions for classroom oriented guidance activities
- arrange student, parent and teacher conferences
- acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment
- assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs
- work with parent groups in the area of child growth, development and discipline

- meet with teachers to present and explaining the results of various testing programs
- assist teachers in effective utilization of test results
- identify community and school system resources and when advisable, refer student situations to the proper agencies
- keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested
- gather information from all faculty members having contact with a student being considered for referral
- review current developments, literature and technical sources of information related to job responsibility
- ensure adherence to good safety procedures
- participate in professional growth activities and complete a professional development plan
- attend professional conferences and workshops related to the overall guidance program
- perform other duties as assigned by the Principal
- follow School, Board, and Sponsor policies as well as federal and state laws.

JOB DESCRIPTION

POSITION TITLE: English Language Learner (ELL) Specialist/Teacher

CONTRACT YEAR: Ten (10) Months - Annual Contract

QUALIFICATIONS

EDUCATION: An earned bachelor's degree or higher from an accredited institution and Appropriate State of Florida Teaching Certification Endorsement in ESOL

EXPERIENCE

REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in ESOL/bilingual education.

PREFERRED: Preferred degree major in Education or related field. Bilingual in English, Spanish and/or Creole preferred. Computer skills as required for the position.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The ESOL Coordinator/teacher shall:

- Coordinate the development of bilingual/ESOL curriculum guides and performance objectives for grades all grades at the school
- Coordinate the identification, assessment and placement of students in the bilingual/ESOL program
- Coordinate the ordering of materials and equipment needed to implement the bilingual/ESOL program
- Develop and assist to implement the school's bilingual/ESOL program
- Coordinate and attend LEP meetings and communicate with parents
- Coordinate testing for ESOL and monitor student LEPS
- Work with principals, teachers and personnel in the bilingual/ESOL program
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation
- Coordinate activities with early intervention programs to provide services for English Language Learners (ELLs)
- Serve as a consultant on the matters pertinent to the bilingual/ESOL program

- Assist with interviews of potential bilingual/ESOL teachers
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment
- Review current developments, literature and technical sources of information related to job responsibility
- Ensure adherence to good safety procedures
- Perform other duties as assigned by the Principal.

Job Descriptions

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

CONTRACT YEAR: Ten Months

QUALIFICATIONS

EDUCATION: Bachelor's degree in Education. Master's degree preferred. Must have certification in Exceptional Student Education areas.

EXPERIENCE

REQUIRED: Must possess and maintain current Teaching Certification in Exceptional Student Education. Minimum of five (5) years of successful instructional experience in Exceptional Student Education.

REPORTS TO: School Principal

SUPERVISES: Special Education Teacher, teachers and clerical personnel, as assigned.

POSITION GOAL: The Specialist will conduct staff development activities designed to ensure a free and appropriate public education for all students with disabilities. This position will also assist the School Administrator and Program Specialists in managing all ESE functions within the schools and will ensure compliance in all areas of ESE.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Specialist shall:

- Coordinates the referral, staffing, placement and re-evaluation process for exceptional student education at the school level, i.e., initials, IEP reviews, transfers, verification of placements
- Directs the use of all forms at the school level including referral and placement forms, IEP's, data entry, FTE, etc., in preparation for staffing's/meetings
- Maintains records and procedures specific to Exceptional Student Education for compliance purposes
- Serves as LEA (Local Education Agency) Representative at the Speech and Language staffing's and IEP meetings

- Acts as a resource to the school personnel regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, positive behavioral supports, discipline concerns, functional behavior assessments, behavior intervention plans, and other ESE related concerns including implementation of Individuals with Disabilities Education Act
- Assists schools in implementing all processes required for the FTE survey weeks and the federal count
- Provides periodic monitoring of Matrices, IEPs, re-evaluation dates and any other date specific requirements to ensure compliance for audit surveys
- Collaborates with school personnel and others for the development, coordination and implementation of appropriate staff development, e.g., workshops, updates, in-service, conferences, etc.
- Monitors the extent to which students' educational goals are being met in accordance with those outlined in the student's IEP
- Prepares and submits appropriate comprehensive written reports that include interpretation and synthesis of assessment data and other sources data upon request
- Assesses, in conjunction with ESE Program Specialist, the needs of school-based ESE teachers and programs
- Mentors and demonstrates effective teaching strategies to ESE teachers
- Assists schools in the decision-making process required for determining accommodations for students with disabilities participating in standard or alternative assessment
- Serves as liaison between school personnel, i.e., the guidance department, the administrators and the ESE staff
- Develops and implements activities promoting inclusive practices
- Attends workshops, conferences and meetings necessary to maintain and update professional knowledge.

JOB DESCRIPTION

POSITION TITLE: Registrar

CONTRACT YEAR: Twelve Months

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

SKILLS: A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous school work experience which demonstrated an expertise to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The School Registrar shall:

- Process required forms and information to enroll new students and discuss the process with students and parents
- Maintain cumulative folders and permanent record cards in a secure manner
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Process withdrawal and transfer of students and verify that student obligations are settled
- Assist in determining credits and corresponding grade levels
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence
- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director

- Review students' immunization forms to verify adherence to governmental requirements
- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment
- Review current developments, literature and technical sources of information related to job responsibility
- Ensure adherence to good safety procedures
- Perform other duties as assigned by the Principal or designee.

JOB DESCRIPTION

POSITION TITLE: Paraprofessional

QUALIFICATIONS

EDUCATION: A College Associates Degree

EXPERIENCE: Experience in working with age appropriate children preferred.

REPORTS TO: Supervising Teacher, Principal or designee

POSITION GOAL: To assist, support and work closely with teachers, administrators, and other team members in providing a quality instructional program for students.

SKILLS AND ABILITIES: The Paraprofessional will effectively perform the performance responsibilities using the following skills and abilities:

- Relate and work with students and adults in a positive manner
- Work cooperatively with colleagues
- Follow written and verbal instructions
- Perform clerical tasks
- Maintain flexibility and confidentiality
- Demonstrate effective oral and written communication skills, basic English and mathematics skills, basic knowledge of technology and ability to apply knowledge to assigned areas of responsibility, and knowledge of operation of office and audio-visual equipment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Paraprofessional shall:

WORK HABITS

- Observe assigned work hours.
- Maintain a pattern of prompt and regular attendance.
- Follow the daily schedule as prescribed.
- Adjust to work assignments and/or schedule changes.

PERFORMANCE RESPONSIBILITIES

- Work with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by the teacher.
- Provide extra assistance to students with special needs, such as non-English-

speaking students or those with physical and/or mental disabilities.

- Assist as directed by the teacher in the effort to successfully maintain students with special needs in an integrated setting, as determined by the IEP team.
- Assist the teacher in preparing materials and equipment for direct instructional activity, including locating, copying, collating, distributing and/or grouping materials to support instructional activities planned by the teacher.
- Assist with bulletin boards and decorations for instructional purposes and for special events.
- Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
- Perform assigned non-instructional classroom duties, such as snack time, toileting, and clothing routines.
- Serve as a source of information and help to any substitute teacher assigned to the class.
- Attend staff meetings, and serves on committees as required.
- Perform other duties as assigned by the teacher, principal, or designee.
- Demonstrate ethical behavior and confidentiality of information about students in school environment and community.
- Maintain a cooperative working relationship with principal, supervising teacher, students, parents, staff, and public.

TRAINING

- Participate in professional learning activities which align with school improvement goals.
- Participate in staff development opportunities provided by the county.

JOB DESCRIPTION

POSITION TITLE: Reading/Literacy Coach

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

SKILLS AND ABILITIES

The literacy coach shall:

- Possess knowledge of curriculum Florida Standards in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The reading/literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student learning. The coach will support and provide initial and ongoing professional development to teachers in:

- Each of the major reading components, as needed, based on an analysis of student performance data.
- Administration and analysis of instructional assessments.
- Providing differentiated instruction and intensive intervention based on assessments.

Literacy Coach will:

- Model effective instructional strategies for teachers and co-teach in classrooms.
- Facilitate study groups and train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) and strategies are implemented with fidelity and adjusted to meet the needs of all students.
- Help to increase instructional density to meet the needs of all students.
- Help lead and support reading leadership teams at their school(s).
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

The literacy coach will assist to promote school-wide literacy reform by:

- Offering professional growth opportunities for staff;
- Increasing a collaborative environment that fosters sharing and learning;
Implementing the school-wide reading plan model that supports literacy instruction in all classes;

The literacy coach will work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. The literacy coach is responsible for working with all teachers (including ESE, content area, and elective areas) and will be expected to prioritize their time to those teachers, activities, and roles that will have the greatest impact on student learning, namely coaching and mentoring in classrooms.

ATTACHMENT Q

JOB DESCRIPTION(S) AND QUALIFICATION

REQUIREMENTS FOR TEACHERS

JOB DESCRIPTION

POSITION TITLE: Teacher

CONTRACT YEAR: Ten-Month Salaried - Annual Contract

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable achievement gains for all students.

SKILLS AND ABILITIES

The teacher shall:

- Possess knowledge of curriculum Florida Standards in the appropriate subject area.
- Be able to adapt, design and implement curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies

- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures
- Provide supportive classroom management and academic strategies to teachers, students, and parents.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency
- Demonstrate punctuality
- Demonstrate consistent attendance
- Review current developments, literature and technical sources of information related to job responsibility
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Initiate opportunities for professional development
- Provide supplemental instruction.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Demonstrate oral and written proficiency
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments
- Pursue further education and supplemental credentials.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning
- Role model using the state competency checklist
- Consistently maintain portfolios (dating and ordering each piece).

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Role model using the state competency checklist
- Promote problem-solving skills and character education
- Promote and enforce school rules.

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Encourage and facilitate parental and community involvement promoting student achievement
- Document parent phone calls, conversations, and conferences

- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students
- Maintain flexibility and frequent contact with parents about student progress and school events.

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Interact with maturity and professionalism among administration, staff, and students at all times
- Take initiative to implement projects, programs, and/or compensate for shortcomings within classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Show assertiveness - delegate when necessary
- Be a team player while respecting others differences
- Separate professional and personal spheres
- Be flexible - always have a back-up plan
- Be willing to help where help is needed.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Supervise student recreation (having at least one person in the classroom at all times)
- Complete and maintain accident reports (keeping one in a permanent file and sending one copy to parents)
- Keep emergency numbers at hand and a stocked first aid kit accessible in classroom
- Maintain up-to-date lesson plans within curriculum guidelines
- Complete, distribute, and maintain files of all behavior and homework referrals as required (one in permanent folder, one sent home)
- Complete and maintain files of all report cards, interim reports, and county test records
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and other safety drills
- Keep dangerous objects (knives, rocks, etc.) and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times

- Follow appropriate County medication guidelines for all students (remember never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms).

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events
- Perform other duties as assigned by the Principal.

ATTACHMENT R

PERSONNEL POLICIES

Pinecrest Academy, Inc. Employee Handbook



est. 2000
Pinecrest Academy, Inc.
educating tomorrow's global leaders

Issue Date: 12/14/2017

INTRODUCTORY STATEMENT

Pinecrest Academy has entered into a strategic relationship with ADP TotalSource. ADP TotalSource is a human resources management firm in a business popularly referred to as a "Professional Employer Organization (PEO)." With the ever-changing pattern of employee relations, The School has enlisted the services of ADP TotalSource to help administer payroll, provide employee benefits and assist with human resources and risk management. Under this arrangement, both The School and ADP TotalSource are your employers and have certain rights and responsibilities with respect to your employment. As your PEO, we want to do our part to assist in making your job more fulfilling. Our goal is to provide you with the best benefits and employee services possible. Together, we can achieve great things.

This Employee Handbook is designed to acquaint you with The School and ADP TotalSource and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by The School and ADP TotalSource to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

While every attempt has been made to create these policies consistent with federal and state law, if an inconsistency arises the policy(s) will be enforced consistent with the applicable law.

No Employee Handbook can anticipate every circumstance or question about policy. As The School continues to grow, the need may arise to revise the Employee Handbook. ADP TotalSource and The School reserve the right to revise, supplement, or rescind any policies or portion of the Employee Handbook from time to time as it deems appropriate, in its sole and absolute discretion. The only exception to any changes is our employment-at-will policy permitting you or The School to end our relationship for any reason at any time. Employees will, of course, be notified of such changes to the handbook as they occur.

Your Employee Handbook will supersede any previous policy manual or Employee Handbook that may have been provided to employees at your School prior to your relationship with ADP TotalSource. These policies are not a legal document or an employment contract.

Important Contact Information

ADP TotalSource Employee Service Center (800) 554-1802

Employee Assistance Program (see Policy 3-11) (888) 231-7015

ADP TotalSource Website www.adptotalsource.com

Academica (305-669-2906) Amy Nunez, HR Manager for all School's

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WELCOME!

Welcome Employee!

Pinecrest Academy (hereinafter “The School”) and ADP TotalSource wish you every success. We believe that each employee contributes directly to The School’s growth and success, and we hope you will take pride in being a member of our team.

This Employee Handbook was developed to describe some of the expectations of our employees and to outline the policies, programs, and benefits available to eligible employees. Employees should familiarize themselves with the contents of the employee handbook as soon as possible, for it will answer many questions about employment with The School and ADP TotalSource.

We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome!

Sincerely,

Dave Imbrogno
Area President
ADP TotalSource

ORGANIZATION DESCRIPTION

The School wishes to provide you with the best benefits and employee services possible. Therefore, The School has contracted the services of ADP TotalSource, Inc. a Professional Employer Organization, which will be responsible for providing, at the direction of The School, human resource services, a comprehensive benefits and retirement package to you at the start of your employment. Under its co-employment agreement with The School, ADP TotalSource will be your employer of record.

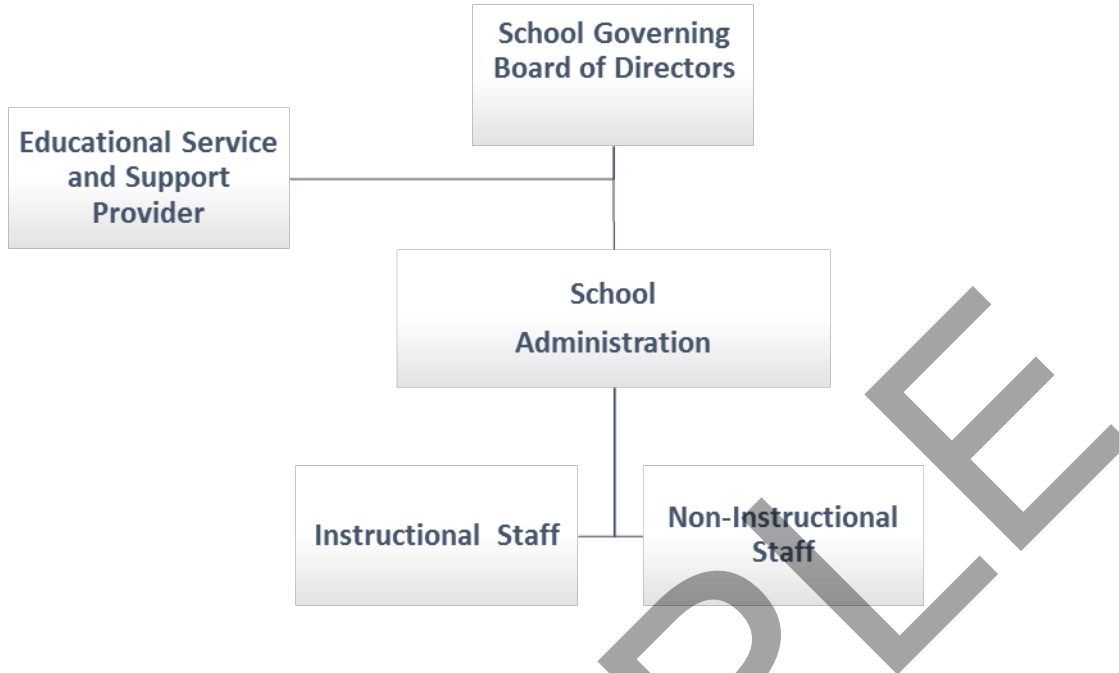
Ultimately, the success of The School depends on you and you are an important asset to the education program. The School wants to create the best environment for you by providing encouragement and recognition to develop your talents as an educator.

This employee handbook ("Handbook") is a source of information about payroll, privileges, benefits, and procedures, along with a few general rules and policies. It is to advise you of certain policies that may affect your employment. This Handbook is not a legal document and should not be construed as creating any kind of employment contract, since The School reserves the right to add, change or delete benefits and policies, as it deems.

The School, upon resolution by its Board of Directors, reserves the right to amend, add or change the policies, protocols, procedures and/or employee benefits listed or offered in this Handbook, including any supplements at any time it deems necessary. Please contact *Academica (305-669-2906) Amy Nunez, HR Manager*.

We look forward to working with you to provide quality educational services to the students and parents we serve.

Organizational Chart



School Board of Directors for Pinecrest Academy.

The Board of Directors of The School has the overall responsibility for the affairs and management of The School. The Board will be the primary policy making body for The School. The Board includes members who are experienced both in the establishment of Charter Schools and in the structure and control of business enterprises. Each Director will take on a proactive role in specific areas that reflect his or her area(s) of expertise.

Academica

The Board of Directors will utilize the services of Academica, a professional educational service and support organization that specializes in providing services to charter schools. Academica is currently providing services to over 120 charter schools nationwide. Academica was founded on the principle that each charter school is a unique educational environment that is governed by a board that best knows the right path for its school. Academica's mission is to facilitate the Board's vision for its school.

If you are uncertain about whom to contact at any time regarding any matter or situation, please contact **Academica (305-669-2906) Amy Nunez, HR Manager.**

School-Site Administrator

The School's on-site administration will consist of the Principal, Assistant Principal(s) or Lead Teacher and secretarial staff who will be responsible for working with the teaching staff, addressing student-related issues, assisting in curriculum development, and overseeing the parental involvement agreements. The Principal of your school is considered your direct supervisor, and is responsible for, in conjunction with the Assistant Principal(s) or Lead Teacher, training and the day-to-day supervision of your work.

All questions regarding your school's position should be directed to your Principal.

SAMPLE

EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about The School and ADP TotalSource, and I understand that I should consult the Human Resources Manager regarding any questions not answered in the handbook. I have entered into my employment relationship with The School and ADP TotalSource voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or The School or ADP TotalSource can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to ADP TotalSource's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____

Section 1 - Governing Principles of Employment

1-1. Equal Employment Opportunity

Pinecrest Academy is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, creed, color, religion, alienage or national origin, ancestry, citizenship status, age, disability or handicap, sex, marital status, veteran status, sexual orientation, genetic information, arrest record, or any other characteristic protected by applicable federal, state or local laws. Our management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

The School will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If you need assistance to perform your job duties because of a physical or mental condition, please let your supervisor know. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802.

The School will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on The School's operations. If you wish to request such an accommodation, please speak to your supervisor. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of their supervisor. Note: If your Supervisor is the person toward whom the concern is directed, you should contact any higher level Manager in your reporting chain. Employees may also contact the ADP TotalSource Employee Service Center at (800) 554-1802 if they are uncomfortable for any reason using the above procedure. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. To ensure our workplace is free of artificial barriers, violation of this policy will lead to discipline, up to and including discharge. All employees must cooperate with all investigations.

1-2. Sexual and Other Unlawful Harassment

The School and ADP TotalSource are committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated. ADP TotalSource provides ongoing sexual harassment training to ensure you the opportunity to work in an environment free of sexual and other unlawful harassment.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor and your ADP TotalSource Human Resources Professional (1-800-554-1802). If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management and your ADP TotalSource Human Resources Professional. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. Communications will be made to others only on a limited "need to know" basis. If you make a complaint under this policy and have not received a satisfactory response, you should contact the Senior Vice President of Human Resources at ADP TotalSource at 1-800-962-4404 extension 1015. When the investigation is completed, you will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the Human Resources Professional or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge. If the investigation is inconclusive, ADP TotalSource and your School may still provide counseling or take other appropriate steps.

The School and ADP TotalSource prohibit any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

1-3. Immigration Law Compliance

The School and ADP TotalSource are committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired may also be required to complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the ADP TotalSource Employee Service Center (1-800-554-1802). Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

1-4. Termination of Teaching Agreement

The School may terminate this Agreement as follows:

1. For a Teacher in her first year with The School, a decision by the Administrator to discontinue employment after the 90-day evaluation/probation period.
2. An unsatisfactory result of background, fingerprinting, and/or drug screenings at any time during employment.
3. For failure to perform the duties required of the Teacher, or for a transgression by the Teacher which endangers the safety of anyone at The School or which involves conduct that is disruptive to the operation of The School or the academic advancement of The School. In such case, The School may require the Teacher to immediately cease presence and activity at The School.
4. For illness, accident or disability that incapacitates the Teacher for a period of more than 60 days (FMLA excluded).
5. For cause. The Teacher agrees that the following events may result in her/his termination, yet are not exhaustive. School may terminate this Agreement, during its term, for any of the following acts by the Teacher: (i) failure to perform her/his essential duties; (ii) dishonesty; or (iii) gross misconduct or gross dereliction of duty; or (iv) misrepresentation or other acts of moral turpitude or criminal conduct; or (v) insubordination; or (vi) obtainment of a score of failure on a formal teacher evaluation system conducted by the administration; or (vii) failure to complete daily responsibilities such as lesson plans, grading, parent conferences, etc.; or (viii) participating in illegal or questionable activities that would reflect negatively on The School such as drinking alcohol outside school premises while wearing The School uniform or school emblem; or (ix) use of inappropriate language within the classroom or in the presence of students.
6. Upon termination of employment created hereby, whatever may be the cause of such termination, The School shall pay to the Teacher any compensation earned by the Teacher up to the date of termination and the Teacher shall accept such payment as full discharge and release of The School from any further obligations to the Teacher.
7. It is mutually covenanted and agreed that the Teacher desiring to terminate this contract is required to give, in writing, thirty (30) working days written notice of such termination, and notice of termination is of the essence of the contract and the compensation paid by The School to the Teacher.
8. This Agreement may be terminated by the mutual agreement of the parties.

1-5. Whistleblower Policy

Whereas the Board of Directors of Pinecrest Academy has determined that it would be in the best interests of the school to consider and to adopt a written policy relating to whistle blowers;

Whereas, the Board of Directors has reviewed the terms of the following policy, and following a report from counsel and discussion at a duly called meeting of the Board;

It is hereby resolved by the Board of Directors that the following policy is hereby adopted and ratified:

No employee of Pinecrest Academy or person acting on behalf of the school in attempting to comply with any policy established by the school (including ethics, conflicts, or anti-fraud) shall:

- be dismissed or threatened to be dismissed;
- be disciplined or suspended or threatened to be disciplined or suspended;
- be penalized or any other retribution imposed, or
- be intimidated or coerced,

Based to any extent upon the fact that the employee has reported an incident or participated in an investigation in accordance with the requirements of this Policy. Violation of this section of the Policy will result in disciplinary action, up to and including dismissal.

1-6. Outside Employment

An employee may hold a job with another organization as long as he or she satisfactorily performs his or her job responsibilities with The School. All employees will be judged by the same performance standards and will be subject to The School's scheduling demands, regardless of any existing outside work requirements.

If The School determines that an employee's outside work interferes with performance or the ability to meet the requirements of The School as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with The School.

Outside employment will present a conflict of interest if it has an adverse impact on The School. This would be unacceptable.

Outside employment is prohibited during periods of either FMLA or Extended Leaves of Absence.

1-7. Workplace Violence

Pinecrest Academy is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to School and personal property.

We do not expect you to become an expert in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in School policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or Supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; demonstrating a propensity to behave and react irrationally

Prohibited Conduct

Threats, threatening language or any other acts of aggression or violence made toward or by any School employee **WILL NOT BE TOLERATED**. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto School premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom you feel comfortable. Employees may also call the ADP TotalSource Employee Service Center at (800) 554-1802. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If The School determines, after an appropriate good faith investigation, that someone has violated this policy, The School will take swift and appropriate corrective action.

If you are the recipient of a threat made by an outside party, please follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

1-8. Self-Reporting Rule

All employees shall self-report, in writing, to the Principal and Human Resources Department at Academics, within forty-eight (48) hours of any arrests, citations, charges involving the abuse of a child, the sale and/or possession of a controlled substance, or charges involving Sexual Misconduct, Sexual Battery, Possession (including e-mail transmissions) or Sale of Pornography Involving Minors, and Sexual Relations with students. Such notice shall not be considered an admission of guilt nor shall be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial.

It is the responsibility of the employee to immediately notify the Principal and Human Resources Department at Academics, within forty-eight (48) hours of receipt of notice from the local school district and/or Florida Department of Education of any issues that arise regarding fingerprint clearance and/or the issuance of a Florida teaching certificate.

In addition, all persons shall self-report, in writing, within forty-eight (48) hours, any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion intervention program, or entering a plea of guilty or nolo contendere for any criminal offense other than minor traffic violations. DUI and DWI are not considered minor and must be reported.

1-9. Mandated Reporter

Florida Statutes (F.S.) (section 39.201(1)(a), “Mandatory reports of child abuse, abandonment or neglect”) require that **any** person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver or other person responsible for the child’s welfare **must report such knowledge or suspicion to the Florida Abuse Hotline.**

Florida Statutes Reporting Child Abuse

Section 39.01(47), F.S.: “Other person responsible for a child’s welfare” includes the child’s legal guardian or foster parent; an employee of any school, public or private child day care center, residential home, institution, facility or agency; a law enforcement officer employed in any facility, service or program for children that is operated or contracted by the Department of Juvenile Justice (DJJ); or any other person legally responsible for the child’s welfare in a residential setting; and also includes an adult sitter or relative entrusted with a child’s care.

Section 39.201 F.S. Mandatory reports of child abuse, abandonment or neglect; mandatory reports of death; central abuse hotline.

(a) Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver or other person responsible for the child’s welfare, as defined in this chapter, or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion.

(b) Any person who knows, or who has reasonable cause to suspect, that a child is abused by an adult other than a parent, legal custodian, caregiver or other person responsible for the child's welfare, shall report such knowledge or suspicion.

(c) Any person who knows, or has reasonable cause to suspect, that a child is the victim of childhood sexual abuse or the victim of a known or suspected juvenile sexual offender,

Reports may be made by one of the following methods:

- Toll-free telephone: 800-96-ABUSE
- Toll-free Telephone Device for the Deaf (TDD): 800-453-5145 Toll-free
fax transmission: 800-914-0004
- Internet at <https://reportabuse.dcf.state.fl.us>

SAMPLE

Section 2 - Operational Policies

2-1. Employment Categories

It is the intent of The School to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and employers.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification by The School or ADP TotalSource.

In addition to the above categories, each employee will belong to one other employment category:

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work The School's full-time schedule. Generally, they are eligible for ADP TotalSource's/The School's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 30 hours per week. While they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they are ineligible for all of ADP TotalSource's other benefit programs.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with The School is appropriate. Employees who satisfactorily complete the introductory period will be notified of their new employment classification.

TEMPORARY/3100's employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for all of ADP TotalSource's other benefit programs.

2-2. Substitute Teachers

Substitute Teachers are temporary staff called in to assist the school on an as-needed basis when a teacher is out. Employment assignments in this category are considered temporary, and on an as-needed basis. Employment beyond any initially stated period does not in any way imply a change in employment status. Substitute employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), however are ineligible for all other benefit programs. Should the school call a substitute for an assignment and the substitute is not available on multiple occasions, the school may remove the substitute from their list of substitutes.

2-3. Anniversary Date

The first day of work at your school location will be your anniversary date and will be used to determine your length of service to your school. This date will govern your eligibility to receive particular benefits.

2-4. Introductory Period/ 90 Day Evaluation period

The introductory period (90-Day Evaluation Period) is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. The School uses this period to evaluate employee capabilities, skills, productivity, classroom management skills, work habits, and overall performance. At the end of the 90-day probationary period, the Principal will give a recommendation to the Board of Directors of The School. A determination will then be made regarding continued employment. Either the employee or employers may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

All new and rehired employees work on an introductory basis for the first 90 calendar days after their date of hire. Employees who are promoted or transferred within Academica managed schools must complete a secondary introductory period of the same length with each reassignment to a new position. Any significant absence will automatically extend an introductory period by the length of the absence. If The School determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period.

In cases of promotions or transfers within The School, an employee who, in the sole judgment of management, is not successful in the new position can be removed from that position at any time during the secondary introductory period. If this occurs, the employee may be allowed to return to his or her former job or to a comparable job for which the employee is qualified, depending on the availability of such positions and The School's needs.

Upon satisfactory completion of the initial introductory period, employees enter the "regular" employment classification.

During the initial introductory period, new employees are eligible for those benefits that are required by law, such as workers' compensation insurance and Social Security. After becoming regular employees, they may also be eligible for other ADP TotalSource-provided benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements.

Benefits eligibility and employment status are not changed during the secondary introductory period that results from a promotion or transfer.

Completion of the probationary period does not alter an employee's at-will status.

2-5. New Hires/Special Skills Licensing and Certification

In addition to producing eligibility by the execution and production of documents stated in the I-9, applicants will be required to:

- Take a pre-employment drug test (per County and/or School requirements)
- Present a teaching certificate. Present proof of educational certificates and/or statement of eligibility and prior teaching experience verification forms within first 60 days of the "start date".
- Present original transcripts for all degrees conferred
- Present proof of immunizations
- Present proof of TB test (per County requirements)
- Submit for fingerprinting, background checks and drug testing to the county school board office, in addition to ADP TotalSource, at the employee's expense
- Meet eligibility hiring standards for the county school board in which he/she works/will work

All teacher positions require that you maintain specific certifications as a condition of your employment. It is the teacher's responsibility to attend, at teacher's expense, all necessary classes and/or workshops to maintain teacher's teaching credentials. The principal will inform teachers of upcoming workshops that can be attended, as a courtesy to the teacher.

Teachers must agree to comply with all certification requirements, as set forth by The School and Florida Statutes. Any teacher who has been granted a waiver agrees to complete any and all credits required for certification in the subject area within the time frame specified by the Principal. The teacher further agrees to provide The School, in a timely manner, with written verification of her/his compliance with said requirements. Teachers are to provide evidence that he/she met the eligibility requirements for the renewal of his/her Florida Educator's Certificate by June 30th of the year his/her current certificate ends in order to be eligible to be considered to return to a certified position.

2-6. Your Employment Records

In order to obtain your position, you provided us with personal information, such as your address, e-mail address and telephone number. This information is contained in your personnel file.

Please keep your personnel file up to date by informing the HR Department of any changes. Also, please inform the HR Department of any specialized training or skills you may acquire in the future, as well as any changes to any required visas. Unreported changes of address, e-mail, marital status, etc. can affect your withholding tax, the processing of important documents such as the W-2 at the end of the year, and benefit coverage. Further, an "out of date" emergency contact or an inability to reach you in a crisis could cause a severe health or safety risk or other significant problem.

2-7. Working Hours and Schedule

Pinecrest Academy normally is open for business Monday through Friday. You will be assigned a work schedule and you will be expected to begin and end work according to the schedule. To accommodate the needs of our business, at some point we may need to change individual work schedules on either a short-term or long-term basis.

Employees will be provided meal and rest periods as required by law. Your Supervisor will provide further details.

2-8. Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management.

Some schools may require Exempt employees to record their start and end times for security purposes. Please refer to the School's Operational Manual or School Principal for further information.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is your responsibility to sign your time record to certify the accuracy of all time recorded. Any errors in your time record should be reported immediately to your Supervisor, who will attempt to correct legitimate errors.

Any employee with a need to exit the building during school hours must notify and request approval from the Administration prior to exiting. Once approval is received, the employee must sign out in the book located in the main office.

2-9. Overtime

Like most successful companies, we experience periods of extremely high activity. During these busy periods, additional work is required from all of us. Your Supervisor is responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide you with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) his/her normal hourly wage for all time worked in excess of forty (40) hours each week, unless otherwise required by law.

Employees may work overtime only with prior authorization from their direct supervisor and/or The School's Principal.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

2-10. Travel Time for Non-Exempt Employees

Overnight, Out-of-Town Trips

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled work days (such as weekends). Non-exempt employees also will be paid for any time spent performing job duties during otherwise non-compensable travel time; however, such work should be limited absent advance management authorization.

Out-of-Town Trips for One Day

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: (i) time spent traveling between the employee's home and the local railroad, bus or plane terminal; and (ii) meal periods.

Local Travel

Non-exempt employees will be compensated for time spent traveling from one job site to another job site during a workday. The trip home, however, is non-compensable when an employee goes directly home from his/her final job site, unless it is much longer than his/her regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

Commuting Time

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near his/her home, but is required to report to a worksite farther away than the regular worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half times the regular rate.

To the extent that applicable state law provides greater benefits, state law applies.

2-11. Safe Harbor Policy for Exempt Employees

It is our policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure that you are paid properly and that no improper deductions are made, you must review your pay stubs promptly to identify and report all errors.

If you are classified as an exempt salaried employee, you will receive a salary which is intended to compensate you for all hours you may work for The School. This salary will be established at the time of hire or when you become classified as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, unless state law requires otherwise, your salary can be reduced for the following reasons:

Full-day absences for personal reasons.

Full-day absences for sickness or disability.

Full-day disciplinary suspensions for infractions of our written policies and procedures.

Family and Medical Leave absences (either full- or partial-day absences).

To offset amounts received as payment from the court for jury and witness fees or from the military as military pay.

The first or last week of employment in the event you work less than a full week.

Any full work week in which you do not perform any work.

Your salary may also be reduced for certain types of deductions such as your portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which you performed any work, your salary will not be reduced for any of the following reasons:

Partial day absences for personal reasons, sickness or disability.

Your absence on a day because your employer has decided to close a facility on a scheduled work day.

Absences for jury duty, attendance as a witness, or military leave in any week in which you have performed any work (subject to any offsets as set forth above).

Any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to your accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If you believe you have been subject to any improper deductions, you should immediately report the matter to your supervisor. If the supervisor is unavailable or if you believe it would be inappropriate to contact that person (or if you have not received a prompt and fully acceptable reply), you should immediately contact the Manager of Human Resources or any other supervisor in The School with whom you feel comfortable.

2-12. Your Paycheck

Teachers/Administrators are paid semi-monthly on the 15th and the last day of the month. Hourly staff employees are paid biweekly on every other Friday. Your paycheck will include all the time you have worked during the past pay period. If “pay day” falls on a weekend or holiday, employees will be paid the Friday prior to the scheduled pay date.

Your payroll stub itemizes deductions made from your gross earnings. By law, The School is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Your payroll stub will also differentiate between regular pay received and overtime pay received.

If you believe there is an error in your pay, bring the matter to the attention of Payroll department immediately so The School can resolve the matter quickly and amicably.

Your paycheck will be given only to you, unless you request that it be mailed, or authorize in writing another person to accept your check for you.

2-13. Compensation

The School's Salary Schedule has been established as the guide for determining salaries. Although it is The School's intent to offer salaries comparable to that offered by the public school system where The School is located, please be reminded that The School is a Public Charter School and not a traditional Public School. Thus, the salary schedule used may not be a "replica" of the one used by the County. Because The School's budget is established at the onset of the year, The School will not make changes to salaries during the fiscal year (Masters, Specialist and Doctorate degrees conferred within the year are the exception to the policy), unless the Board of Directors approves such changes.

Teachers that will be working the entire School Year (10 months) will have their salary paid throughout 12 months, including the summer months. There are teachers who will work less than the 10 months of The School Year, i.e. maternity leave, hired after the first day of School, etc. These teachers will be paid from the date they begin working through the last day worked (not including summer months).

Annual pay increases based on exceptional performance and merit may be determined on a case-by-case basis, as evaluated by The School's Board of Directors. The School is not obligated to provide increases based on the increases issued by The School district in which The School is located.

The School's EESAC/SAC Committee currently has the discretion to approve how the Florida School Recognition Funds are dispersed. The current policy which has been adopted states that, in the event that the EESAC/SAC awards a monetary bonus to employees, the employee must (1) be employed at The School at the time The School received the grade and (2) be employed by an Academica managed school at the time the funds are dispersed.

If an employee resigns or is terminated prior to The School dispersing the funds, the employee forfeits the monetary bonus. The EESAC/SAC Committee reserves the right to pro-rate the funds in the event that the employee is not employed for the entire school year. The School's Advisory Council (SAC)/EESAC or Board of Directors has the discretion to approve how the funds are dispersed. The requirements for receipt remain the same.

Any teacher who applies and receives National Board Certification will be required to sign a 3 year contract with The School to receive the \$7,500 bonus payable over 3 years. If the teacher leaves prior to the end of their 3 year contract the entire bonus amount will be forfeited. Any amount paid to the teacher will be subject to repayment.

For terminations that occur at the end of the school year, teachers will have the remainder of their salary paid on the last pay period of the school year.

2-14. Direct Deposit

Pinecrest Academy strongly encourages employees to use direct deposit. Online authorization forms are available on the MyTotalSource website.

2-15. Salary Advances

Pinecrest Academy does not permit advances on paychecks or against accrued paid time off.

2-16. Performance Reviews

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted at the end of an employee's initial period in any new position. This period, known as the introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. The purpose of these reviews is to ensure that your skills as an educator are being effectively delivered to the students you teach.

Official evaluations will be conducted two (2) times during The School year. The evaluation and performance review form varies by grade level. These reviews are an evaluation tool for both you as an educator, and the principal as an administrator and director of your educator skills and talents. Satisfactory performance reviews do not necessarily result in merit increases, but they assist in annual evaluations and pay increases.

In the event that you are unsatisfied with a performance review, please complete the appropriate section of the review to note your dispute. Further, if you feel that your administrator is not objectively reviewing your skills as an educator, you may file a grievance by contacting the Human Resource Manager within five (5) school days of the disputed review.

2-17. Record Retention

The School acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against The School and its employees and possible disciplinary action against responsible individuals (up to and including termination of employment). Each employee has an obligation to contact the Human Resources to inform them of a potential or actual litigation, external audit, investigation or similar proceeding involving The School that may have an impact on record retention protocols.

SAMPLE

Section 3 - Benefits

3-1. Benefits Overview

In addition to good working conditions and competitive pay, it is Pinecrest Academy's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as personal time and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet your present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs Pinecrest Academy provides for you and your family. Of course, the information presented here is intended to serve only as guidelines.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for your general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon your request from the Human Resources Department. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, the school (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While The School intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If you have any questions regarding your benefits, please contact the Human Resources Department.

3-2. Holidays

The School will grant holiday time off to all active employees on the holidays listed below:

- Martin Luther King, Jr. Day (third Monday in January)
- Memorial Day (last Monday in May)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving

The School will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

If a recognized holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay plus wages at their straight-time rate for the hours worked on the holiday.

Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.

3-3. Personal Time Off

Personal days are offered for employees to use for of personal time off, for illness or injury, or that of a family member. Exempt employees are eligible to receive and use personal time off as described in this policy. They can request use of this benefit after it is earned.

The amount of days employees receive each year is as shown in the following schedule:

- Exempt employees are entitled to 1 day per month up to 10 days of active work during the 10 month period.

The length of eligible service is calculated on the basis of a "benefit year." This is the 10-month period that begins when the employee starts to earn leave. An employee's benefit year may be extended for any significant leave of absence except military leave of absence. Military leave has no effect on this calculation. (See individual leave of absence policies for more information.)

Personal time off can be used in minimum increments of one-half day. Exempt employees who have an unexpected need to be absent from work should notify their direct supervisor and/or School Principal before the scheduled start of their workday, if possible. The direct supervisor and/or School Principal must also be contacted on each additional day of unexpected absence.

To schedule a planned day off (i.e. Physician's appointments, etc), exempt employees should request advance approval from their supervisors/Principal. Requests will be reviewed based on a number of factors, including business needs and staffing requirements. Due to the potential for disruption, the Principal has the right to refuse to allow a teacher or exempt employee a scheduled day where it would result in the absence of 2 or more teachers on the same day. The School Principal may also assign blackout periods where personal time off will not be permitted. Please refer to The School's operational handbook for further information.

This time is paid at the exempt employee's base pay rate at the time of absence. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

In the event that available time is not used by the end of the benefit year, exempt employee will be able to "rollover" all unused days. There is an opportunity to "cash out" unused personal days, however, there must be a balance of 21 days remaining in the personal bank. The maximum amount of days that may be cashed out in any given year is 10 days. If more than 3 personal days were taken in any given year, there is no cash out option for that School year. In addition, the cash out percentage for unused personal days is 80%. Accruals will begin again in the next benefit year.

Upon termination of employment, exempt employees will not be paid for unused personal time. Cash out days will be paid out as a supplement with the employee's first check of the next school year, as the employee must return in order to be eligible to cash out.

Non-Exempt Salaried employees will receive 1 day per month up to 12 days of active work during the 12 month school year period. Non-Exempt Salaried employees will have the option to "rollover" unused personal days. The maximum number of personal days permitted will be 20. If you have reached the 20 day cap, accruals will cease.

Please note the cash out and a rollover aspect of this policy only applies to Exempt Salaried employees.

This policy is subject to change at the discretion of The School's Board of Director.

3-4. Lactation Breaks

The School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. If the break time cannot run concurrently with rest and meal periods already provided to the employee, the break time will be unpaid, subject to applicable law.

The School will make reasonable efforts to provide employees with the use of a room or location other than a toilet stall for the employee to express milk in private. This location may be the employee's private office, if applicable. The School may not be able to provide additional break time if doing so would seriously disrupt The School's operations, subject to applicable law. Please consult the Human Resources Department if you have questions regarding this policy.

Please advise management if you need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under this policy.

3-5 Health Insurance

ADP TotalSource's health insurance plans (HMO and POS options are available, depending on School location) provide employees and their dependents access to medical, dental, and vision care insurance benefits. Employees in the following employment classifications are eligible to participate in the health insurance plan:

- Regular full-time employees
- Regular part-time employees working an average of 30 hours per week in a given year

Eligible employees may participate in the health insurance plan subject to all terms and conditions of the agreement between ADP TotalSource and the insurance carrier.

A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Individuals who are not returning for the following school year (regardless of whether it was the employee's decision to resign or whether The School did not extend an invitation to return) will have their active benefits terminated on June 30th. Refer to the Benefits Continuation (COBRA) policy for more information.

Details of the health insurance plan are described in the Summary Plan Description (SPD). An SPD and information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the ADP TotalSource (1-800-554-1802) for more information about health insurance benefits.

3-6. Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation Insurance Policy, which is provided at no cost to you. If you are injured on the job, no matter how slightly, report the incident immediately to your Supervisor. Failure to follow School procedures may affect your ability to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-7. Jury Duty Leave

The School encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees who have completed a minimum of 90 calendar days of service in an eligible classification may request paid jury duty leave. This will be paid according to County Ordinance.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employee classifications that qualify for paid jury duty leave are:

- Regular full-time employees
- Regular part-time employees

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either The School or the employee may request an excuse from jury duty if, in The School's judgment, the employee's absence would create serious operational difficulties.

The School will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, benefits will again be provided by The School according to the applicable plans.

Benefit accruals such as vacation, sick leave, or holiday benefits will be suspended during unpaid jury duty leave and will resume upon return to active employment.

NOTE: When an employee is involved in his/her own litigation or is subpoenaed for a case not relating to an issue involving employee's employment with School and must appear in court, the time must be reported as personal.

3-8. Bereavement Leave

All full time employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately.

Up to 2 days of paid bereavement leave will be provided to full time employees.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary.

The School defines "immediate family" as the employee's spouse, domestic partner, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

3-9. Voting Leave

In the event an employee does not have sufficient time outside of working hours to vote in a statewide election, if required by state law, the employee may take off enough working time to vote. Such time will be paid if required by state law. This time should be taken at the beginning or end of the regular work schedule. Where possible, your Supervisor should be notified at least two days prior to the voting day.

3-10. Long-Term Disability

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between The School and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-11. Employee Assistance Program

Pinecrest Academy provides an employee assistance program for employees. This program offers qualified counselors to help you cope with personal problems you may be facing. Further details can be obtained by contacting an EAP counselor at (866) 574-7256.

3-12 Educational Assistance

The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School.

The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher:

1. All full-time certified teachers shall be eligible to receive tuition reimbursement for up to **twelve (12) graduate semester hours, per contract year**, from an accredited institution of higher learning at a rate not to exceed **\$175.00 per semester hour**, up to a total of 48 graduate semester hours leading to an advanced degree in subject field.
2. The period in which the twelve hours may be taken extends from the fall term to the succeeding fall term for the particular institution the employee is attending. Tuition reimbursement shall be limited to:
 - a. Graduate level courses leading to a Master's Degree, Specialist Degree, or Doctorate Degree in the teacher's subject area.
 - b. Undergraduate and/or graduate level courses leading to state certification in a subject area designated as critical staff shortage area.
 - c. Principal approval based on school needs.
 - d. Graduate level courses leading to state certification in Educational Leadership are subject to additional requirements and approvals. Tuition reimbursement for up to **twelve (12) graduate semester hours, per contract year**, from an accredited institution of higher learning at a rate not to exceed **\$200.00 per semester hour**, up to a total of 72 graduate semester hours.
 - i. Employee's wishing to submit Educational Leadership courses for reimbursement must apply prior to beginning the program.
 - ii. The application process begins with the Principal at the School.
 - iii. Approval for reimbursement will be based on school needs
 - iv. Deadline to turn in application – May 1st for the coming Fall semester and September 1st for the coming Spring semester.
 - v. A minimum of 3 years teaching experience is required. In addition, one (1) year must have been at a Charter School that has the same Educational Service

- Provider.
- vi. All evaluations must be excellent.
 - vii. Must have a Master's degree. If you are a teacher in a Middle/High School, you must have a Master's in field prior to applying for Leadership reimbursement.
 - viii. Applicant must take Principal Insight Assessment.
 - ix. Approval will be decided by an appointed Interview Committee.
3. Teachers receiving reimbursement must have obtained a "B" average or better in the course(s) for which reimbursement is expected.
 4. In order to receive reimbursement, receipt(s) for paid tuition and official transcript(s) shall be submitted to the Human Resources Department upon completion of the course(s), along with the completed tuition reimbursement request form.

Request for reimbursement must be submitted within 90 days of completion of the course. Applicant must provide the tuition reimbursement request form, transcripts and a copy of the paid receipt. Please note, you will not be reimbursed for parking decals, etc.

3-13. Retirement Savings Plan

The School has established a Retirement Plan to provide employees the potential for future financial security for retirement. Employees are eligible for this benefit on the 1st of the month after completion of 90 days of service. Enrollment documents are mailed directly to the address on file with ADP TotalSource. If you don't receive your documents, please contact 1-855-646-7549, Monday through Friday, 8:00 a.m. to 8:00 p.m. Eastern Time (ET) or visit the website at <http://adptotalsource.ingplans.com>.

The plan allows you to elect how much salary you want to contribute so you can tailor your own retirement package to meet your individual needs. The School will provide a match that will be automatically credited to your retirement account. Please note that contribution match amounts may vary from school to school. There is no vesting schedule for your schools match.

Because your contribution to a Retirement/401(k) plan is automatically deducted from your pay before federal and state tax withholdings are calculated, you save tax dollars now by having your current taxable amount reduced. While the amounts deducted generally will be taxed when they are finally distributed, favorable tax rules typically apply to distributions.

Complete details of the Retirement Plan/401(k) savings plan are described in the Summary Plan Description provided to eligible employees. Contact the Human Resources Department for more information about the Retirement Program.

3-14. Flexible Spending Account (FSA)

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

Employees in the following employment classifications are eligible to participate in the Flexible Spending Account program:

- Regular full-time employees
- Regular part-time employees working on average 30 hours weekly in a year
- Participation in the Health Care and/or Dependent Care FSA is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You determine how much to contribute to the account, up to a specified maximum, based on anticipated expenses during the plan year. You may contribute up to a maximum of \$2,500 dollars each year for your Health Care FSA. The maximum contribution for your Dependent Care FSA is \$5,000 dollars per year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of out-of-pocket expenses. Since the amounts that remain in the account at the end of the plan year are forfeited, you should take care not to over-fund your account.
- Details of the Flexible Spending Account program are described in the Summary Plan Description (SPD). Contact the ADP TotalSource for more information on the Flexible Spending Account program and to obtain enrollment and reimbursement forms and worksheets with examples of reimbursable and non-reimbursable expenses.

3-15. Transportation Reimbursement Program

The School provides a Transportation Reimbursement Program which allows all employees to pay for eligible transportation expenses with pre-tax income. Employees may participate on the first of the month after one month of employment. The program works similarly to a Flexible Benefits Program, as you elect to have a portion of your pre-tax income transferred to an account for future reimbursement for transportation expenses. The amount of contributions is subject to IRS limits which generally change every year. Upon becoming eligible to participate in this plan, you will receive a Summary Plan Document (SPD) describing the benefit in greater detail. Please refer to the SPD for detailed plan information. Of course, feel free to speak to the Human Resources Department if you have any further questions.

Section 4 - Leaves of Absence

4-1. Family and Medical Leave

The Leave Policy

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact their supervisor or ADP TotalSource.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by a covered School* for at least 12 months (which need not be consecutive); 2) have been employed by The School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

***Note a covered School is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year.**

II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or

- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "**covered servicemember**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause The School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from The School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) The School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided The School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, The School and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify The School of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform their supervisor or ADP TotalSource (866-217-0733), Option 1 or email: Totalsource.FMLA@adp.com) of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow The School to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to The School's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which The School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide The School and/or ADP TotalSource notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with The School and make a reasonable effort to schedule treatment so as not to unduly disrupt The School's operations, subject to the approval of an employee's health care provider. Employees must consult with The School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both The School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, The School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, The School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise The School of the reason why such leave is medically necessary. In such instances, The School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting The School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide The School with timely, complete and sufficient medical certifications. Whenever The School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after The School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, The School (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide The School with authorization allowing it to clarify or authenticate certifications with health care providers, The School may deny FMLA leave if certifications are unclear.

Whenever The School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If The School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at The School's expense. If the opinions of the initial and second health care providers differ, The School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by The School and the employee.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, The School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide The School medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, The School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, The School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, The School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 866-217-0733, Option 1 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide The School or ADP TotalSource with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give The School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and The School's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees must (unless The School specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA/CFMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, The School will allow employees to use accrued paid time off to supplement any paid disability benefits.

G. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless The School notifies employees of other arrangements, whenever employees are receiving pay from The School during FMLA leave, The School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a "pay-as-you-go" method. Employees should contact the HR Department at Academica to make these arrangements.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, The School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse The School for the cost of the premiums The School paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

The School may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to The School. (This fact-specific determination will be made by The School on a case-by-case basis.) The School will notify you if you qualify as a "highly compensated" employee, if The School intends to deny reinstatement, and of your rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact your supervisor or ADP TotalSource (866-217-0733), Option 1 or email: Totalsource.FMLA@adp.com) The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult The School's other leave policies in your School handbook as applicable or contact your supervisor or ADP TotalSource.

4-2. Extended Leave of Absence

You are eligible after one (1) year of full-time employment with your school to request additional leave time provided to you by The School's leave policy. Your school does not provide you with compensation during any FMLA or Extended Leave.

In the event that you wish to take additional leave time (Extended Leave) to the time provided to you by FMLA, you may do so by only until the end of your current contact with your school or one (1) year from the date of your initial leave. In the event that you wish to take longer than 12 weeks FMLA leave, you must follow the following procedures:

1. Place this request in writing, stating the dates you will not be working at your school location. This information will be utilized to hire a replacement for your period of leave. During any Extended Leave period (i.e., after the 12 weeks of FMLA leave) you will be required to submit a letter of resignation of your position with your school to the Principal.
2. Contact Academics's HR Department to coordinate the continuation of your benefits during your extended leave of absence. You will be eligible, after the 12 weeks of FMLA, to continue your insurance benefits through the election of COBRA with ADP TotalSource.

If you do not execute a new contract with your school to commence employment on the first day of the next school year, your position with your school will not be held.

Please note: You will not accrue any sick/personal time during the time that you are on leave. These accruals will commence upon your return to work.

4-3. Maternity/Paternity Leave of Absence

Full-time employees may take up to one (1) year of maternity/paternity leave after one (1) full year of employment with The School for any of the following reasons (1) the birth of a child, or (2) the placement of a child with you for adoption or foster care and to care for the newly placed child. This type of leave must be completed within the 12-month period beginning on the date of birth or placement.

During this unpaid leave, the School will reimburse the cost of the employee's health insurance. The amount to be reimbursed by The School will not exceed the amount the School has allotted as the "employer contribution" for insurance benefits.

If the leave period exceeds the 12-week period prescribed by FMLA, the employee may continue with their current benefit elections by completing the necessary documents and paying for the benefit premium provided under COBRA. The School will reimburse the employee directly for up to the one year limit, once the employee returns to work from their leave of absence. Employees will be responsible for making payments directly to ADP TotalSource for the full portion of the benefits.

Any employee beginning his/her second year of employment who will be taking leave during that year must work the full first quarter in order to have The School's allotted portion of the benefits paid. In the case where an employee is unable to finish the first quarter but returns to complete an equivalent of 2 full quarters during the current school year, may be reimbursed the benefits during the leave period. In addition, any employee who is returning from leave prior to Christmas break must return by the first week in December in order to receive payment for the break and by the beginning of the month in which Spring Break begins, in order to receive payment for the break. Employees who wish to take this type of leave must sign an agreement with The School that they will return after the one (1) year period. Employees who chose to not return to The School after the (1) year term, may be liable to The School for any payments made by The School in excess of the initial 12-week FMLA period.

Note: Any teacher who takes leave must work a minimum of 99 days during the current school year in order to gain a year of credit. Please feel free to contact Human Resources directly if you should have any concerns regarding this policy. Personal time will not be accrued during the time of leave.

SAMPLE

Section 5 - General Standards of Conduct

5-1. Workplace Conduct

Pinecrest Academy endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in The School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing school property or a co-worker's property, and/or disclosure of confidential business information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. The unlawful or unauthorized use, abuse, solicitation, distribution, theft, possession, transfer, purchase, or sale of drugs, drug paraphernalia or alcohol by an individual anywhere on Company premises, while on Company business (whether or not on Company premises), or while representing the Company, reporting to work, or remaining on duty after using drugs or alcohol in any amount that adversely affects the employee's ability to perform the functions of the job. Please refer to your Company's specific policy (if any) for additional information.
6. Fighting, threatening or disrupting the work of others or other violations of the school's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.

12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of the school's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of School policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and Pinecrest Academy reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, the school will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

5-2. Professional Judgment

1. Maintain a professional barrier between you and the students. You are the adult, the teacher and the professional; act like the expert, not like another one of the "kids". Teachers should not give out personal e-mail addresses or cell phone numbers; only work their work e-mail address.
2. Keep the classroom door open when talking with students.
3. Refer students to the appropriate resource person for counseling and/or discussions about personal matters.
4. Do not flirt with students.
5. Do not participate in making inappropriate jokes or allow your students to make inappropriate jokes.
6. Do not discuss your personal life or personal matters with students. Do not discuss your husband, wife, girlfriend, boyfriend, or dates with students.
7. When transporting students, coordinate transportation ahead of time, and use school or mass transportation if possible. If necessary, call a taxi for the student. If you must transport a student in your vehicle, ask a co-worker to accompany you.
8. Avoid leaving your students unsupervised; have an alternate plan of action.
9. Keep your hands and other parts of your body to yourself.
10. Use verbal praise and reinforcement.

11. Know your school policies and District and State laws governing corporal punishment. Establish and follow a consistent behavior plan. Treat each student with respect. Know the student's rights.
12. Chaperone only school-sponsored functions. Do not socialize with students. If you chaperone a field trip, put in writing what your responsibilities will be.
13. Do not drink alcoholic beverages in front of your students, while representing The School or wearing your school uniform.
14. Do not take children home with you.
15. Do not make telephone calls or write notes of a personal nature to students.
16. Do not harass students; respect their differences. What you intend as humor, may, in fact, be cultural bias or harassment.
17. Keep your co-workers and supervisors informed; work and communicate as a team; plan and teach together
18. Communicate with parents and document your communication.
19. Dress and act appropriately and professionally. You are a role model in the community as well as in The School; be a good example for students
20. Use common sense and good judgment.
21. Avoid putting yourself in a position where you have to defend, explain, or justify your behavior or actions.
22. Maintain a professional reputation in the community. Even when you are off the job, be discreet.

****Non-Instructional Personnel****

1. Do not discipline, counsel or touch students. Notify an administrator if you believe a student is misbehaving.
2. Do not flirt with students, staff members, and co-workers
3. Do not discuss your personal life or personal matters with students, staff members and co-workers
4. Know and follow your school's policy regarding reporting absences and tardies. Be present and on time each day.
5. Wear your uniform if your job requires it.
6. Do not use profanity.

5-3. Punctuality and Attendance

You were hired to perform an important function at Pinecrest Academy. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, your attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on your fellow employees and your Supervisors. We expect excellent attendance from each of you. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, that there are times when absences and tardiness cannot be avoided. In such cases, you are expected to notify your Supervisor as early as possible, but no later than the start of your work day. Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Please call, stating the nature of your illness and its expected duration, every day that you are absent.

Unreported absences of three consecutive work days generally will be considered a voluntary resignation of your employment with The School.

5-4. Transfers within Academica Managed Schools

There are instances in which an employee wishes to transfer to a vacant position within an Academica managed School. Should this situation arise, the employee is to approach his/her current Administrator prior to contacting the Administrator of The School to whom he/she wishes to transfer. The employee will be issued a transfer requisition form (sample included) to complete and return to your current Administrator. The current Administrator will then contact the Administrator of The School in question and advise of his/her employee's desire to transfer and provide the completed transfer requisition form.

School needs will dictate whether or not transfers will be permitted.. Transfers will be considered on a first come-first serve basis.

5-5. Use of Communication and Computer Systems

Pinecrest Academy communication and computer systems are intended for business purposes and may be used only during working time; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the systems.

The school may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when The School deems it appropriate to do so. The reasons for which The School may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

Further, the school may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which The School may review employees' use of the Internet with School property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

The School may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of School's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Since The School's communication and computer systems are intended for business use, these systems may not be used to solicit for religious or political causes or outside organizations.

Further, since The School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

5-6. Use of Social Media

Pinecrest Academy respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking, Twitter or similar site during working time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages, social networking, Twitter and similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page, social networking, Twitter or similar site.

Whether an employee is posting something on his or her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions The School and also expresses either a political opinion or an opinion regarding The School's actions, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not The School's position. This is necessary to preserve The School's good will in the marketplace.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or threatening is forbidden. School policies apply equally to employee social media usage. Employees should review their Employee Handbook for further guidance.

Pinecrest Academy encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including termination.

5-7. Personal and School-Provided Portable Communication Devices

School-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes as permitted the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may subject to monitoring if sent through The School's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a School-provided or personal device, employees must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a School-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If an employee who uses a personal PCD for business resigns or is terminated, the employee will be required to submit the device to the IT department for resetting on or before his or her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with The School's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a School-issued device, The School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

5-8. Camera Phones/Recording Devices

Due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, no employee may use a camera phone function on any phone on school property or while performing work for The School.

The use of tape recorders, dictaphones or other types of voice recording devices anywhere on School property, including to record conversations or activities of other employees or management, or while performing work for The School, is also strictly prohibited, unless the device was provided to you by The School and is used solely for legitimate business purposes.

5-9. Inspections

Pinecrest Academy reserves the right to require employees while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to The School or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

5-10. Smoking/Alcoholic Beverages/Drugs

The School building and school grounds are non-smoking areas. You are a mentor to your students, and therefore, should set a good example for your students. Smoking, consumption of alcoholic beverages, and use of controlled (non-prescribed) drugs are not permitted by any employee on The School grounds, or outside The School grounds while wearing The School uniform or representing The School in a school-sponsored event. Violation of this rule may result in immediate termination.

5-11. Parking

Each school site will have different areas where the staff may park. Parking is not guaranteed to be adjacent to any school facility, and may be slightly inconvenient at times. Check with your principal during the employee orientation sessions regarding parking availability.

5-12. Housekeeping

You are required to maintain your classroom in a neat and orderly fashion. Please report any items that are in need of repair immediately to your principal.

5-13. Personal Visits and Telephone Calls

Disruptions during working time can lead to errors and delays. Therefore, we ask that personal telephone calls be kept to a minimum, and only be made or received after working time, or during lunch or break time.

For safety and security reasons, employees are prohibited from having personal guests visit or accompany them anywhere in our facilities other than the reception areas.

5-14. Solicitation and Distribution

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on working time. "Working time" is the time an employee is engaged, or should be engaged, in performing his/her work tasks for the school. Solicitation of any kind by non-employees on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

5-15. Bulletin Boards

Important notices and items of general interest are continually posted on our bulletin board. Make it a practice to review it frequently. This will assist you in keeping up with what is current at Pinecrest Academy. To avoid confusion, please do not post or remove any material from the bulletin board and sent through electronic email to your school email account.

5-16. Business Ethics and Conduct

The successful business operation and reputation of The School is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of The School is dependent upon our customers' trust and we are dedicated to preserving that trust. Employees owe a duty to The School, its students, parents and vendors to act in a way that will merit the continued trust and confidence of the public.

The School will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If you are uncertain about whom to contact at any time regarding any matter or situation, please contact the Human Resource Manager at Academica for your school, Amy Nunez at (305) 669-2906, and, if necessary, with the ADP TotalSource Employee Service Center at (1-800-554-1802) for advice and consultation.

In addition to compliance with the regulations and policies of The School and The School Board of the county in which The School is located, The School expects its directors, officers and employees to comply with all State of Florida Board of Education Administrative Rules including but not limited to the Code of Ethics – Educational Profession (Chapter 6B-1).

Compliance with this policy of business ethics and conduct is the responsibility of every employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

5-17. Conflicts of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which The School wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact your principal or Human Resource Manager for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the Board of Directors. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either, the employer, the employee, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of The School's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Principal or Human Resource Manager as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which The School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving The School. You must have the approval of your Principal and Human Resource Manager prior to accepting a gift from any vendor, supplier, etc.

5-18. Non-Competition

The Teacher agrees that in the event of his/her breach of any term and/or condition of this Agreement, she/he will not thereafter, either directly or indirectly, seek employment for a period of (3) months after leaving said employment with any school, private or public, within a fifteen (15) mile radius of The School.

5-19. Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Please notify your Supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The Supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of The School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, The School is not responsible for any damage to employees' personal belongings unless the employee's Supervisor provided advance approval for the employee to bring the personal property to work.

5-20. Health and Safety

To assist in providing a safe and healthful work environment for employees, customers, and visitors, ADP TotalSource has established a workplace safety program. This program is a top priority for The School and ADP TotalSource. The Safety Officer has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. Please contact Human Resources with regards to questions for your Safety Officer.

ADP TotalSource and The School provide information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager, or bring them to the attention of the Safety Officer. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the appropriate supervisor and/or your ADP TotalSource Human Resources professional. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

The following is a list of general safety rules:

- Operate only machines or equipment that you have been trained to operate or authorized to operate by the principal. Do not operate any machinery if you are taking prescription drugs (or controlled substances) that may impair your mental or motor abilities
- Wear protective gloves when dealing with bodily fluids or with a student who is bleeding.
- Dress safely and appropriately
- Immediately report all unsafe or hazardous conditions and unsafe acts to the principal.

- Keep classroom clean and orderly at all times
- Immediately report all accidents and injuries the same day, no matter how minor to your principal
- All non-emergency treatment for accidents must be authorized by your principal
- Get assistance for any heavy loads
- Do not engage in any horseplay and do not distract others while working
- You must inform your principal if you are taking prescription drugs that may impair your mental or motor abilities; you need not inform your principal as to the condition requiring you to take said medication
- Wear seat belts at all times in school vehicles or when driving your own vehicle on school business

If you believe that you are being exposed to a known or suspected hazard when working with toxic chemicals or substances, you have a right under the Hazard Communications Law to know about such hazards through Material Safety Data Sheets (MSDS). Your supervisor will review the MSDS with you. If your supervisor does not have this information, your supervisor will contact ADP TotalSource's Risk Management Department. In addition, you will receive information on what hazardous substances are in the work area and regular training on the adverse effects of each toxic substance with which you come into contact in the workplace. You will be protected against discipline or termination that results from exercising employee rights under the law.

All employees shall have appropriate training on procedures to protect them from blood borne pathogens, including universal precautions; and have understanding on the use of personal protective equipment. Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all both fluids shall be considered potentially infectious. (OSHA 1910.1030)

Safety training should be conducted at your facilities on the following topics:

- Blood borne pathogens
- Personal Protective Equipment
- Hazardous Communication Program
- Kitchen Safety
- Safe Lifting
- Slips, Trips & Falls

If you have not been offered the opportunity for safety training, it is your responsibility to notify your principal to receive such training.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Safety Officer or the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

5-21. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, the school may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of The School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, The School retains the right to decide which employee will remain with The School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

5-22. Employee-Student Relationships

All personnel are strictly prohibited from engaging in unacceptable relationships and/or communications with students. This includes, but is not limited to the following: dating, any form of sexual touching or behavior, making sexual, indecent or illegal proposals, gestures or comments, and/or demonstrating any other behavior which gives an appearance of impropriety.

If any staff member is aware of another staff member conducting inappropriate behavior with a student, he/she must report it to the Administration immediately.

5-23. Employee Dress and Personal Appearance

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image The School presents to customers and visitors.

During business hours or when representing The School, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. This is particularly true if your job involves dealing with customers or visitors in person.

Your supervisor or department head is responsible for establishing a reasonable dress code appropriate to the job you perform. If your supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance. Where necessary, a reasonable accommodation may be made for a person with a disability.

Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:

- School provided shirts must be worn.
- Shoes must provide safe, secure footing, and offer protection against hazards.
- Canvas or athletic type shoes are not appropriate professional attire.
- Tank tops, tube or halter tops, or shorts may not be worn under any circumstances.
- Mustaches and beards must be clean, well trimmed, and neat.
- Hairstyles are expected to be in good taste.
- Unnaturally colored hair and extreme hairstyles, such as spiked hair and shaved heads, do not present an appropriate professional appearance.
- Long hairstyles should be worn with hair pulled back off the face and neck to avoid interfering with job performance.
- Excessive makeup is not permitted.
- Offensive body odor and poor personal hygiene is not professionally acceptable.
- Jewelry should not be functionally restrictive, dangerous to job performance, or excessive.
- Facial jewelry, such as eyebrow rings, nose rings, lip rings, and tongue studs, is not professionally appropriate and must not be worn during business hours.
- Multiple ear piercings (more than one ring in each ear) are not professionally appropriate and must not be worn during business hours.
- Torso body piercings with visible jewelry or jewelry that can be seen through or under clothing must not be worn during business hours.
- Visible excessive tattoos and similar body art must be covered during business hours.

5-24. Publicity/Statements to the Media

All media inquiries regarding the position of The School as to any issues must be referred to the Manager of Human Resources. Only the Manager of Human Resources is authorized to make or approve public statements on behalf of The School. No employees, unless specifically designated by the Manager of Human Resources, are authorized to make those statements on behalf of School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of The School must first obtain approval from the Manager of Human Resources.

5-25. Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

A valid driver's license must be in your possession while operating a vehicle off or on Firm property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Firm-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

5-26. Business Travel Expenses

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by The School. Employees are expected to limit expenses to reasonable amounts.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by The School may not be used for personal use without prior approval. Car rental insurance is not a reimbursable expense.

When travel is completed, employees should submit completed travel expense reports within 30 days. Reports should be accompanied by receipts for all individual expenses. You should review the form for accuracy of completion, since incomplete forms will only delay your reimbursement.

Employees should contact either their Principal or Human Resource Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

5-27. Employee Discipline

This section is to help you understand what is expected of you with regard to proper behavior, performance, and personal conduct. The purpose of this policy is to state The School's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. By complying with these standards you will help to maintain a positive, safe work environment for you and your colleagues.

To address those times when you have not lived up to positive standards, we may provide you with counseling, institute progressive discipline, or terminate your employment if your conduct warrants it. We have the discretion to decide whether counseling, progressive discipline or immediate termination is appropriate. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

The School's and ADP TotalSource's own best interest lie in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Although employment is based on mutual consent and both the employee and employer (s) have the right to terminate employment at will, with or without cause or advance notice, The School may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline will be used when your supervisor and/or ADP TotalSource feels it is appropriate. The system of progressive discipline gives you notice of deficiencies in performance and an opportunity to improve. When misconduct occurs, progressive disciplinary action may include but is not limited to the following: counseling and/or verbal warning, written warning, suspension with or without pay, and/or termination.

Depending on the nature and severity of the misconduct as well as whether it has previously occurred, your supervisor and/or an ADP TotalSource Human Resources Professional may investigate your actions. An investigation is designed to obtain all pertinent facts and may include interviewing you and other witnesses, reviewing documents, etc. Your friends, relatives, attorneys or other third parties are not allowed to participate in internal investigations. Failure to cooperate with an internal investigation is grounds for disciplinary action up to and including discharge.

When the investigation is complete, your supervisor and/or an ADP TotalSource Human Resources professional will review the facts and the policies. At that point, ADP TotalSource and/or your supervisor will determine whether you should be disciplined up to and including termination.

The School recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps.

By using employee discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and The School.

5-28. Problem Resolution

The School and ADP TotalSource are committed to its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the school's supervisors and management.

The School and ADP TotalSource strive to ensure fair treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with the school in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to bring those issues to management's attention using the same procedure described in the Harassment policy.

1. Employee presents problem to immediate supervisor after incident occurs. If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to Human Resource Department or any other member of management.
2. Supervisor responds to problem during discussion or after consulting with appropriate management, when necessary. Supervisor documents discussion.

3. Employee presents problem to Human Resource Department if problem is unresolved.
4. Human Resource Department counsels and advises employee, assists in putting problem in writing, visits with employee's manager(s), if necessary, and directs employee to Area President of ADP TotalSource for review of problem.
5. Employee presents problem to President in writing.
6. Academics reviews and considers problem. President informs employee of decision and forwards copy of written response to Human Resource Department for employee's file. The President has full authority to make any adjustment deemed appropriate to resolve the problem. Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure everyone's job security.

5-29. Duties of the Teacher

1. The Teacher shall serve The School in her/his best capacity utilizing her/his best efforts.
2. The Teacher agrees to perform her/his duties with such powers, functions, and responsibilities as are usual and customary to the position, and as set forth by The School in the Employee Handbook.
3. The Teacher agrees to perform additional duties, as prescribed by the Principal.
4. Hours of employment will be determined by the Principal and approved by the Board of Directors of The School. School hours are subject to change, but will not exceed 8 hours per day. The Teacher will be notified if such change becomes necessary.
5. The Teacher agrees to follow the dress code prescribed by The School, and wear any designated uniform, as established in the Employee Handbook.
6. The Teacher agrees to assist in drop-off and pick-up duties at The School.
7. The Teacher agrees to refrain from using The School's name, for any purpose, without the express permission of the Board of Directors.

5-30. Life-Threatening Illnesses in the Workplace

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. The School supports these endeavors as long as employees are able to meet acceptable performance standards.

Medical information on individual employees is treated confidentially. The School will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

5-31. Recycling

The School supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at The School:

- Paper
- Corrugated cardboard
- Brown paper bags
- Printer cartridges

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

The School encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- Turn on alarm when leaving the building at night
- Turn down heat / AC when leaving the building at night
- Communication through computer networks with e-mail
- Posting memos for all employees
- Two-sided photocopying
- Routing slips for reports
- Turning off lights when not in use

Whenever possible, employees of The School are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, The School is helping to solve trash disposal and control problems facing all of us today.

5-32. References

Pinecrest Academy will respond to reference requests through the Human Resources Department. The School will provide general information concerning the employee such as date of hire, date of termination, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Human Resources Dept.

Only the Human Resources Department may provide references.

5-33. If You Must Leave Us

Should you decide to leave The School, we ask that you provide your Supervisor with 30 days advance notice of your departure. Your thoughtfulness will be appreciated.

All School property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc. must be returned at separation. Employees also must return all of The School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay The School (through payroll deduction, if lawful) for any lost or damaged School property.

Individuals who are not returning for the following school year (regardless of whether it was the employee's decision to resign or whether The School did not extend an invitation to return) will have their active benefits terminated on June 30th. Refer to the Benefits Continuation (COBRA) policy for more information.

As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

5-34. Exit Interview

Employees who resign are requested to participate in an exit interview with Human Resources, if possible.

5-35. A Few Closing Words

This handbook is intended to give you a broad summary of things you should know about the school. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, Pinecrest Academy, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Please do not hesitate to speak to management if you have any questions about The School or its personnel policies and practices.

SAMPLE

ATTACHMENT S

STUDENT ENROLLMENT APPLICATION



2019 – 2020 Student Application
Pinecrest Academy Gulf Coast

Upon completion of this application, your child will be considered for the 2019 - 2020 school year registration. A random selection process will be utilized to admit eligible applicants.

PLEASE SUBMIT AN APPLICATION FOR EACH STUDENT
POR FAVOR PRESENTE UNA SOLICITUD PARA CADA ESTUDIANTE

***Today's Date:** _____

STUDENT INFORMATION

*Student's Last Name Student's Middle Name *Student's First Name

*Student's Date of Birth: ____/____/____

*Grade Level for 2019-2020 School Year: _____

*Address 1: _____

Address 2: _____

*City: _____ *State: _____ *Zip Code: _____

*Has the student ever attended a public school in Florida: Yes No

*Name of school student is attending: _____

*Select One: Public Private

PARENT INFORMATION

*Parent/Guardian's Name: _____

*Home Phone: (____)- ____ - _____ *Cell Phone: (____)- ____ - _____

Other Phone: (____)- ____ - _____

Email: _____



*Parent/Guardian's Name: _____

*Home Phone: (____)- ____- _____ *Cell Phone: (____)- ____- _____

Other Phone: (____)- ____- _____

Email: _____

SIBLING INFORMATION

Please List Any School-Age Siblings

Name: _____

Date of Birth: _____

Current School: _____

Current Grade: _____

Name: _____

Date of Birth: _____

Current School: _____

Current Grade: _____

General Info:

*How did you hear about Pinecrest Academy?

Were you referred by someone? If so, who? _____

*Please state your reason for choosing Pinecrest Academy ?

*Verification Code: _____

Please enter characters in the image above. Letters are case sensitive.

Submit

*Indicates required field.

ATTACHMENT T

EVIDENCE OF DEMAND FOR THE SCHOOL

Table 12
Capacity vs. Additional Students by Attendance Boundary

School	Available Program Capacity ⁽¹⁾	Additional Students ⁽²⁾				Available/Deficient Capacity ⁽³⁾		
		2015-21	2022-26	2027-40	2015-40	2015-2021	2015-2026	2015-2040
Alta Vista	49	18	19	33	70	31	12	-21
Ashton	-295	34	35	63	132	-329	-364	-427
Atwater	168	0	0	0	0	168	168	168
Bay Haven*	-	-	-	-	-	-	-	-
Brentwood	221	0	0	0	0	221	221	221
Cranberry	-91	0	0	0	0	-91	-91	-91
Emma Booker	107	11	11	21	43	96	85	64
Englewood	15	74	76	138	288	-59	-135	-273
Fruitville	-169	2	2	4	8	-171	-173	-177
Garden	-247	0	0	0	0	-247	-247	-247
Glenallen	83	0	0	0	0	83	83	83
Gocio	-177	5	5	8	18	-182	-187	-195
Gulf Gate	18	29	29	53	111	-11	-40	-93
Lakeview	-108	381	392	706	1,479	-489	-881	-1,587
Lamarque	144	10	10	17	37	134	124	107
Laurel-Nokomis ES	226	254	261	469	984	-28	-289	-758
Phillippi Shores	-145	0	0	0	0	-145	-145	-145
Southside	-31	4	4	8	16	-35	-39	-47
Tatum Ridge	-1	93	96	172	361	-94	-190	-362
Taylor Ranch	28	895	920	1,657	3,472	-867	-1,787	-3,444
Toledo Blade	-30	1	1	3	5	-31	-32	-35
Tuttle	1	0	0	0	0	1	1	1
Venice	58	1	1	0	2	57	56	56
Wilkinson	153	2	2	2	6	151	149	147
Total -- Elementary	-23	1,814	1,864	3,354	7,032	-1,837	-3,701	-7,055
Booker	815	15	16	28	59	800	784	756
Brookside	413	4	4	6	14	409	405	399
Heron Creek	393	4	5	8	17	389	384	376
Laurel-Nokomis MS	192	117	120	216	453	75	-45	-261
Mcintosh	455	44	45	82	171	411	366	284
Sarasota	-141	204	209	377	790	-345	-554	-931
Venice	273	411	423	762	1,596	-138	-561	-1,323
Woodland	439	1	1	0	2	438	437	437
Total - Middle	2,839	800	823	1,479	3,102	2,039	1,216	-263
Booker	393	76	78	142	296	317	239	97
North Port	382	7	7	14	28	375	368	354
Pineview*	-	-	-	-	-	-	-	-
Riverview	71	289	297	535	1,121	-218	-515	-1,050
Sarasota*	125	15	16	28	59	110	94	66
Venice	77	755	776	1,400	2,931	-678	-1,454	-2,854
Total -- High	1,048	1,142	1,174	2,119	4,435	-94	-1,268	-3,387
Grand Total	3,864	3,756	3,861	6,952	14,569	108	-3,753	-10,705

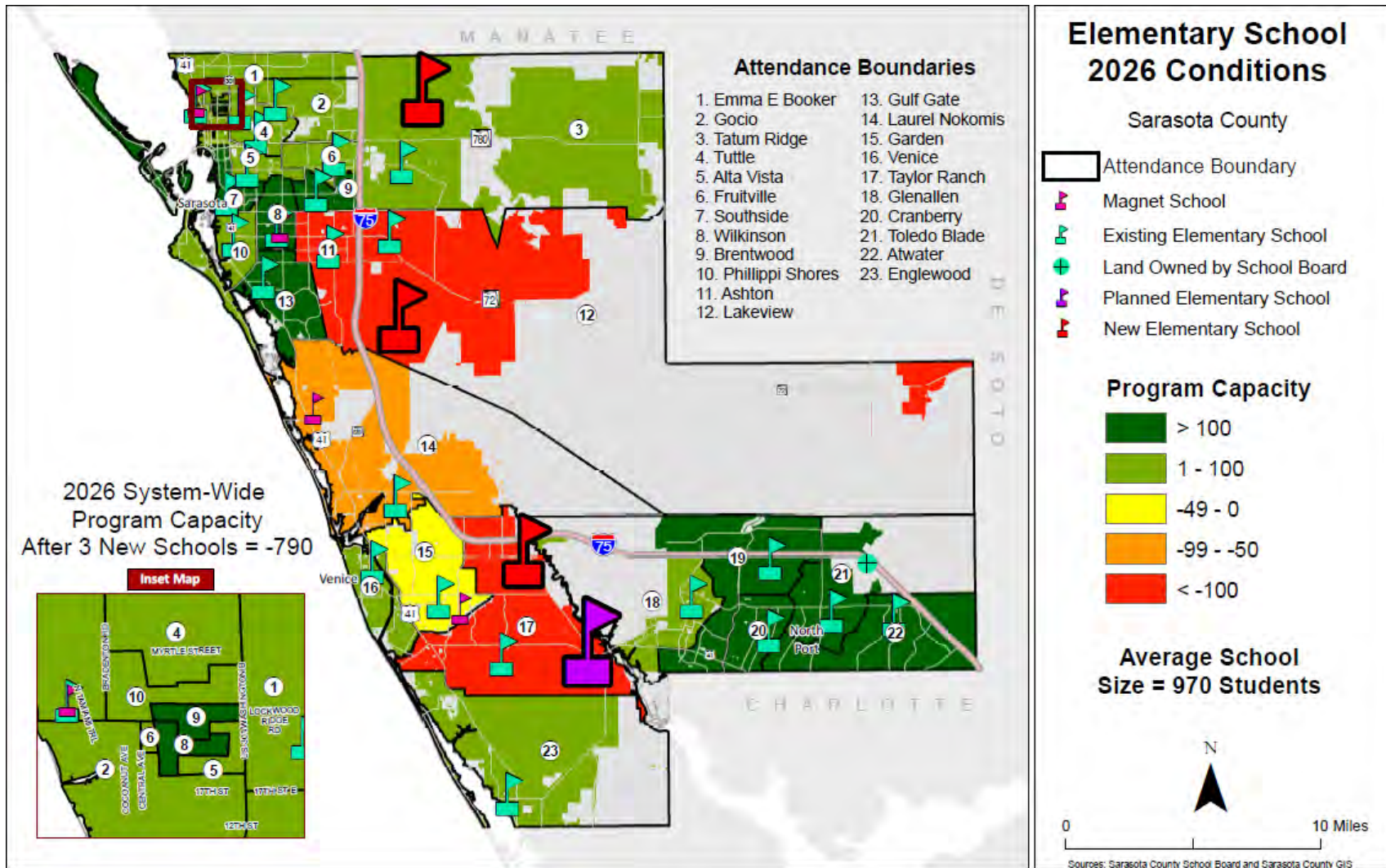
1) Source: Sarasota County School District

2) Estimated based on development activity and population projections

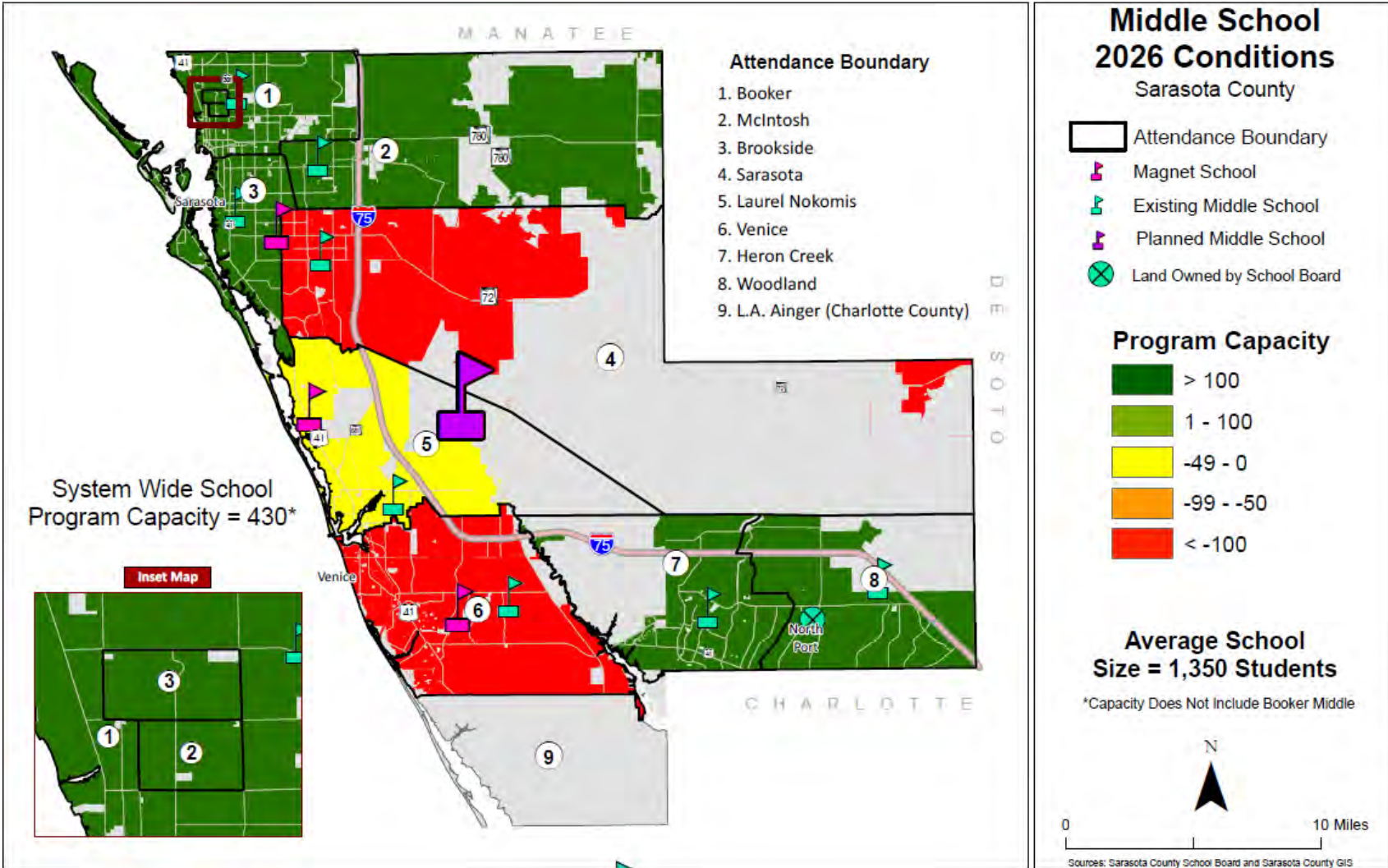
3) Available program capacity (Item 1) less additional students (Item 2) for each time period

*Sarasota HS - Current project underway; Bay Haven and Pineview do not have attendance zones.







Map 7
Sarasota County – Elementary School Conditions 2026

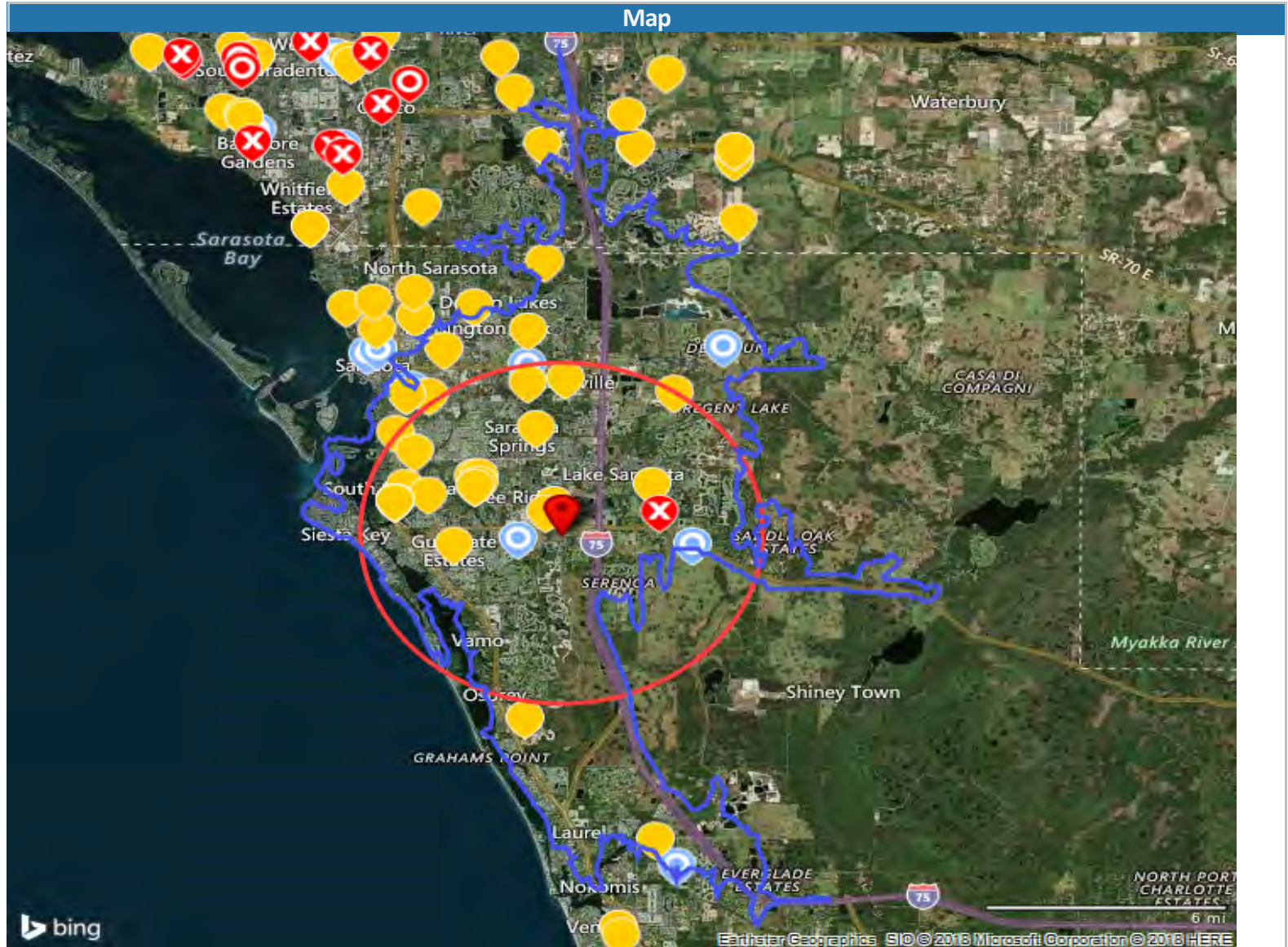


Map 8
Sarasota County – Middle School Conditions 2026



Legend

- High Needs Public School 
- High Needs Charter School 
- Other Public School 
- Other Charter School 
- Study Area  5.00 mi
-  0-15 min





Lat: 27.265900, Long: -82.464048

High Needs Schools Wit

School Name	Type	FRL Rate (%)	Minority Rate (%)	Enrollment	Grade - 1 Year Ago	Grade - 2 Years Ago	Grade - 3 Years Ago	Grade - 4 Years Ago	Grade - 5 Years Ago	Charter Status
High Needs Schools: (1 total in 5 mi)										
Oak Park School	Combination Elementary a	63.6%	38.9%	289				F		Z

Within 5 mi

0

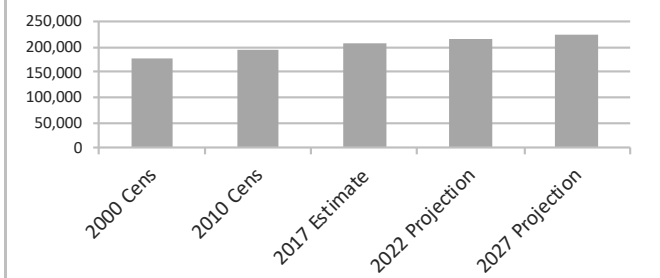
5 mi Around Site

Miles	Dir.
2.50	E

Population & Household Summary

Population & Change		
	0 - 5 mi	0-15 min
High Needs Charter Schools	-	-
High Needs Public Schools	1	1
2017 Estimate	129,942	205,226
2022 Projection	135,176	214,542
2027 Projection	141,746	225,677
Growth 2000-2010	6.0%	7.9%
Growth 2010-2017	5.6%	6.7%
Growth 2017-2022	4.0%	4.5%
Growth 2022-2027	4.9%	5.2%

Change in Population - 0-15 min



Households

	0 - 5 mi	0-15 min
2017 Estimate	60,524	96,148
Growth 2000-2010	9.4%	11.0%
Growth 2010-2017	5.7%	6.7%
Growth 2017-2022	4.1%	4.6%
Growth 2022-2027	4.9%	5.3%

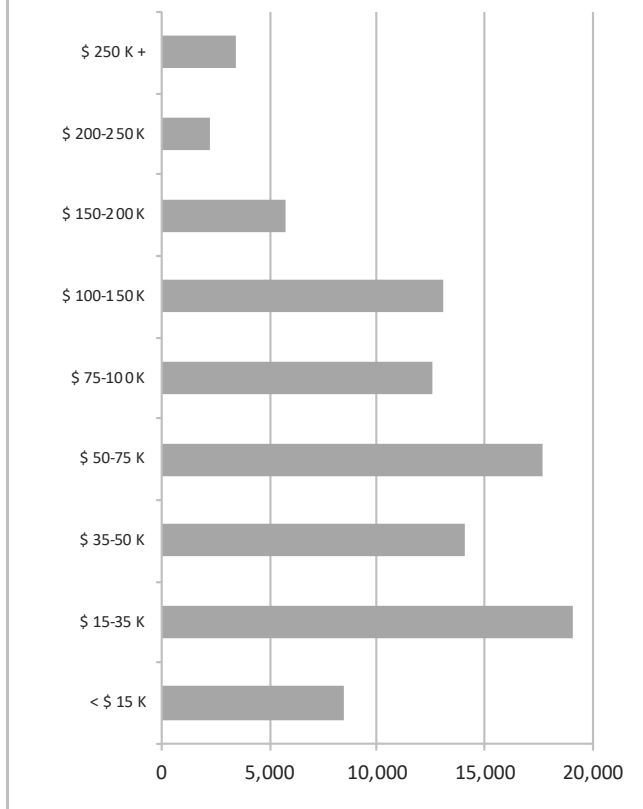
Housing Value

Number of Housing Units by Value		
	0 - 5 mi	0-15 min
< \$ 50 K	2,559	3,553
\$ 50-80 K	788	1,278
\$ 80-100 K	611	1,199
\$ 100-150 K	3,235	5,393
\$ 150-200 K	3,941	6,247
\$ 200-250 K	4,943	6,955

Household Income

Household & Per Capita Income		
	0 - 5 mi	0-15 min
Average HH Income	\$ 81,755	\$ 82,685
Median HH Income	\$ 57,799	\$ 58,578
Per Capita Income	\$ 38,270	\$ 38,966

Number of Households by Income - 0-15 min



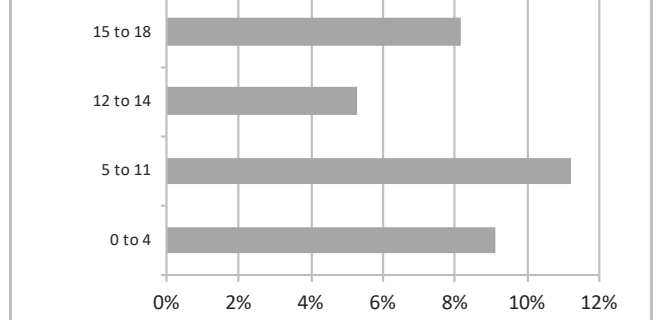
Education & Race

% Population by Educational Attainment (Age 25+)		
	0 - 5 mi	0-15 min
Less than 9th grade	2.2%	2.4%
Some High School	4.3%	4.2%
High School Graduate	27.6%	27.3%
Some College, no degree	21.4%	21.3%
Associate Degree	8.0%	8.1%
Bachelor's Degree	412	21.4%

Age Distribution

Age by Cohort		
	0 - 5 mi	0-15 min
0 to 4	5,768	9,319
5 to 11	7,078	11,449
12 to 14	3,461	5,422
15 to 18	5,353	8,333

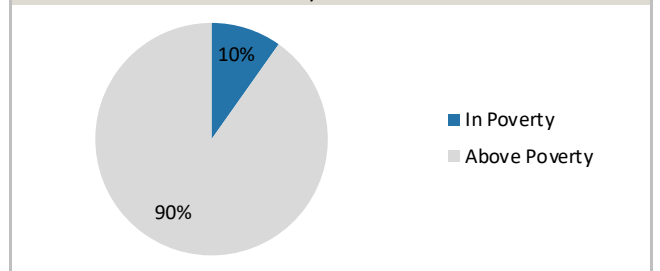
% Age - 0-15 min



Poverty

	0 - 5 mi	0-15 min
Households by Poverty	60,524	96,148
In Poverty	6,163	9,420
Above Poverty	54,360	86,728

Poverty - 0-15 min

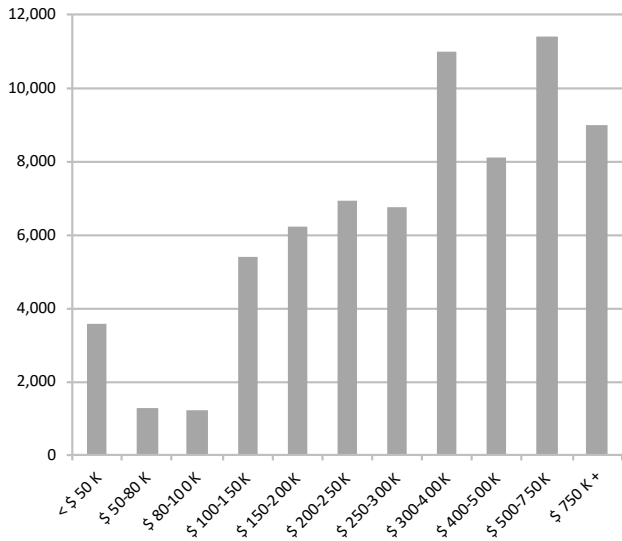


Households

Average Family Size		
	0 - 5 mi	0-15 min
2017 Estimated Size	2.13	2.13
2022 Projection Size	2.13	2.13
2027 Forecast Size	2.13	2.13
Household Size		
1-person household	19,834	31,285

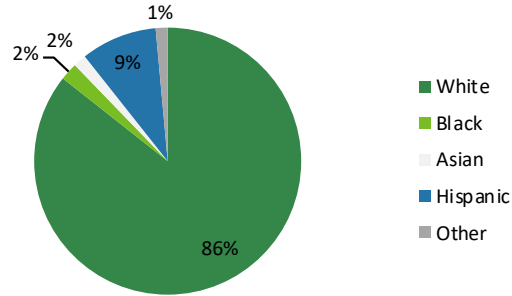
\$ 250-300 K	4,577	6,733
\$ 300-400 K	7,187	10,958
\$ 400-500 K	4,977	8,109
\$ 500-750 K	7,109	11,417
\$ 750 K +	5,108	9,006

Number of Housing Units by Value - 0-15 min



Master's Degree	10.2%	10.4%
Professional Degree	3.2%	3.3%
Doctorate Degree	1.6%	1.6%

% Population by Race - 0-15 min

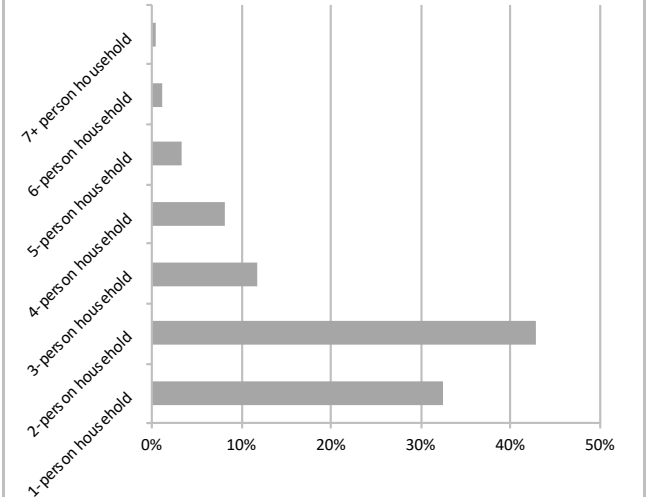


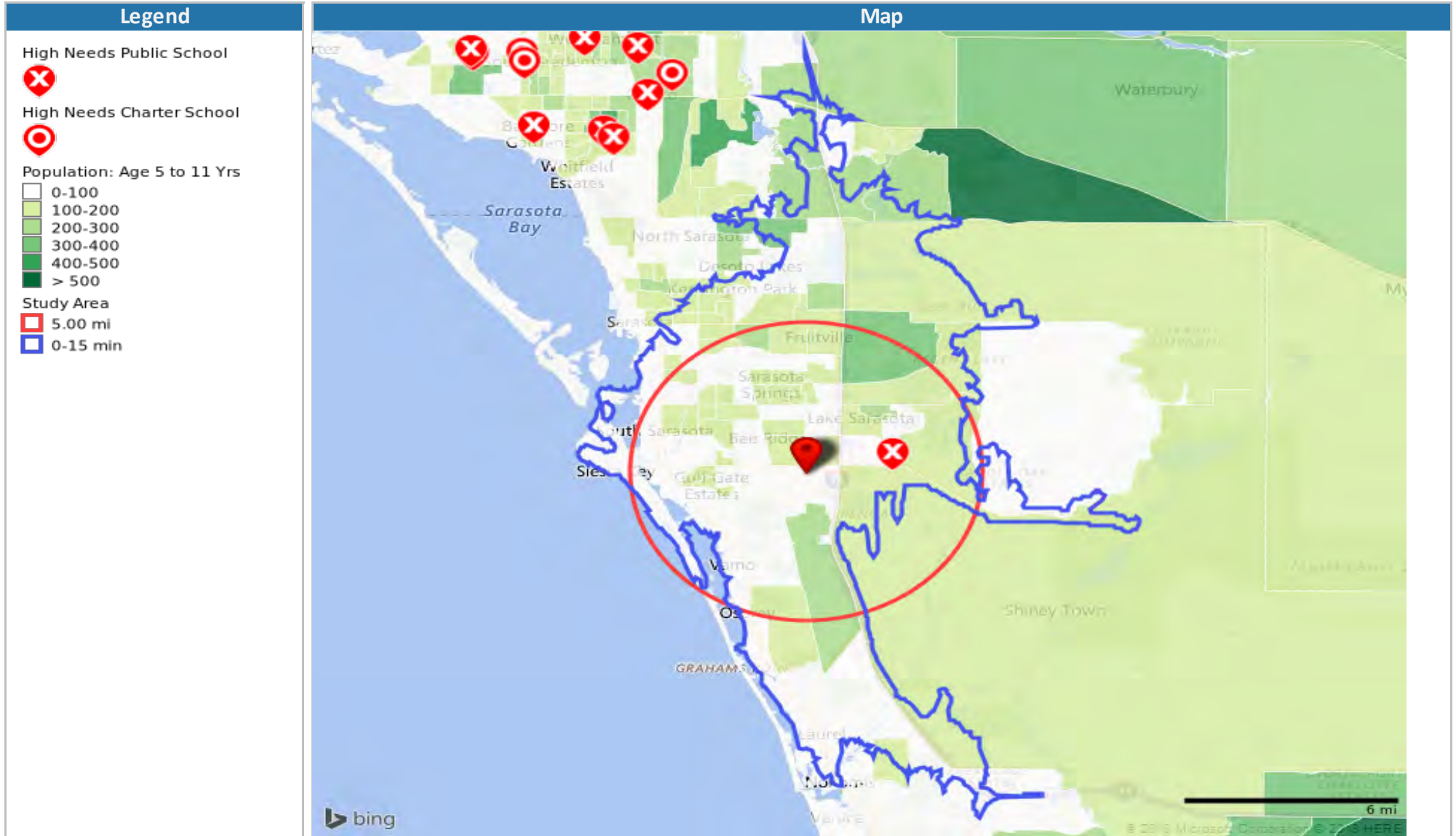
% Population by Race

	0 - 5 mi	0-15 min
White	85.6%	85.6%
Black	1.4%	2.1%
Asian	1.6%	1.6%
Hispanic	7.7%	9.2%
Other	1.4%	1.4%











2-person household	25,470	41,078
3-person household	7,290	11,354
4-person household	5,004	7,746
5-person household	1,970	3,091
6-person household	665	1,064
7+ person household	290	529

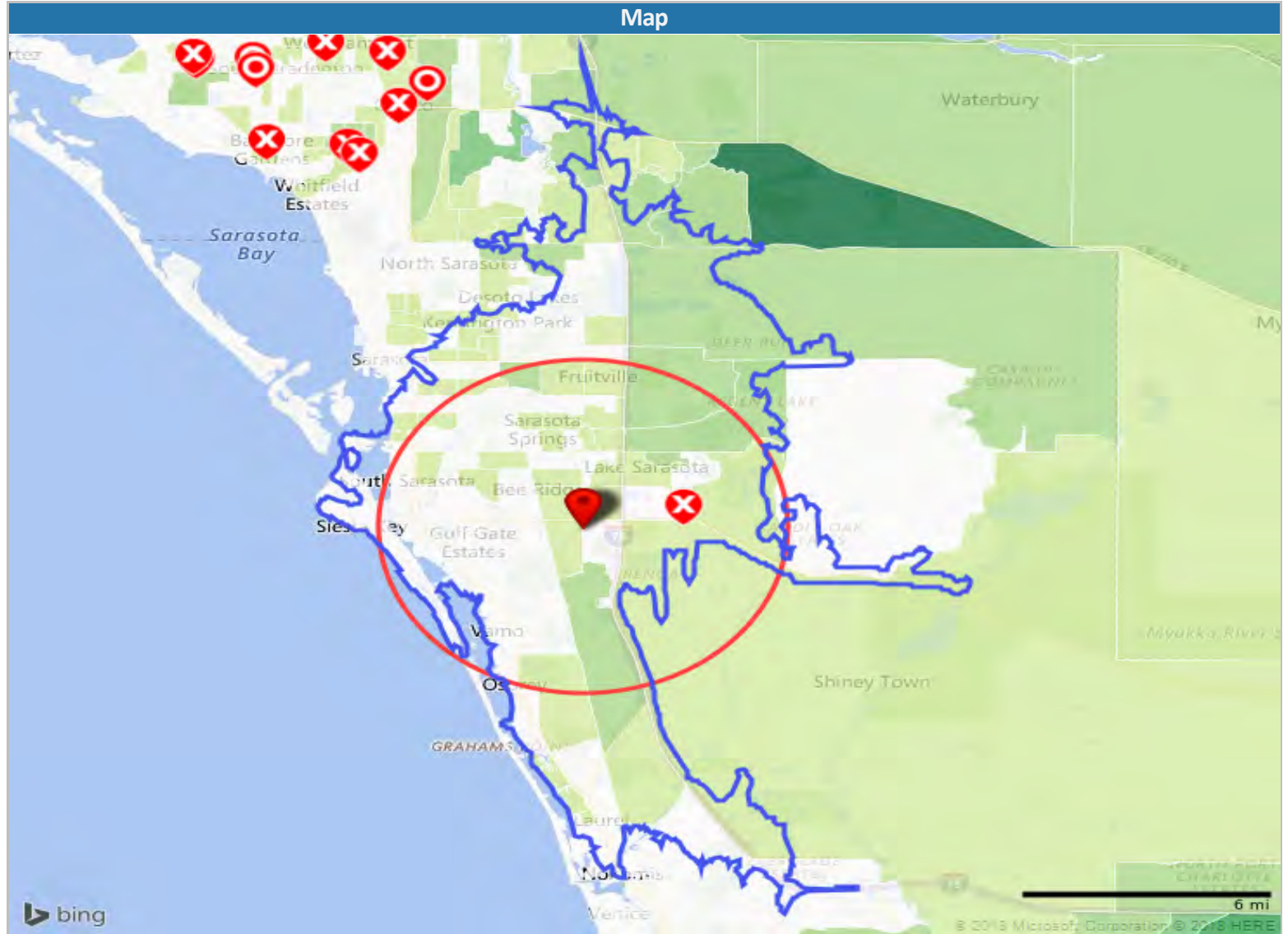
% Household Size - 0-15 min





Legend

- High Needs Public School 
- High Needs Charter School 
- Population: Age 12 to 14 Yrs
 -  0-50
 -  50-100
 -  100-200
 -  200-300
 -  300-400
 -  > 400
- Study Area
 -  5.00 mi
 -  0-15 min



ATTACHMENT U

EVIDENCE OF FACILITY FUNDING SOURCES

Not Applicable

ATTACHMENT V

**DRAFT RENTAL AGREEMENT OR
LEASE FOR FACILITY**

Not Applicable

ATTACHMENT W

FLORIDA CHARTER SCHOOL REVENUE ESTIMATING WORKSHEET

Revenue Estimate Worksheet for Pinecrest Academy Sarasota - K-8
Based on the 2017-18 FEFP First Calculation

School District: **Sarasota**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	256.00	1.107	283.3920	\$ 1,204,828
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	\$ -
102 Basic 4-8	146.00	1.000	146.0000	\$ 620,712
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	14.00	1.212	16.9680	\$ 72,139
130 ESOL (Grade Level 4-8)	8.00	1.212	9.6960	\$ 41,222
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	424.00		456.0560	\$ 1,938,901

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18
Advanced Placement		\$ -
International Baccalaureate		\$ -
Advanced International Certificate		\$ -
Industry Certified Career Education		\$ -
Early High School Graduation		\$ -
Small District ESE Supplement		\$ -
Total Additional FTE	0.0000	Additional Base Funds \$ -
Total Funded Weighted FTE	456.0560	Total Base Funding \$ 1,938,901

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE	41.00	PK-3	251	\$ 1,028 \$ 42,148
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	252	\$ 3,318 \$ -
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	23.00	PK-3	253	\$ 6,771 \$ -
		4-8	251	\$ 1,152 \$ 26,496
		4-8	252	\$ 3,442 \$ -
	0.00	4-8	253	\$ 6,895 \$ -
		9-12	251	\$ 820 \$ -
		9-12	252	\$ 3,110 \$ -
		9-12	253	\$ 6,563 \$ -
Total FTE with ESE Services	64.00			Total ESE Guarantee \$ 68,644

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 424.00 ÷ District's Total UFTE: 42,936.88 = 0.9875%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 456.06 ÷ District's Total WFTE: 47,501.29 = 0.9601%

4. Supplemental Academic Instruction (UFTE share)	(b)	8,758,112	x	0.9875%	\$ 86,486
300 Lowest Performing Schools Allocation	(d)				\$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.					
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	0	x	0.9875%	\$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	1,167,840	x	0.9875%	\$ 11,532
7. Safe Schools Allocation (UFTE share)	(b)	952,133	x	0.9875%	\$ 9,402
8. Instructional Materials Allocation (UFTE share)	(b)	3,274,632	x	0.9875%	\$ 32,337
Dual Enrollment Instructional Materials Allocation	(f)				\$ -
ESE Applications Allocation:					\$ -
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.					
9. Declining Enrollment (WFTE share)	(c)	0	x	0.9601%	\$ -

10. Sparsity Supplement (WFTE share)	(c)	0	x	0.9601%	\$	-
11. Reading Allocation (WFTE share)	(c)	2,007,791	x	0.9601%	\$	19,277
12. Discretionary Local Effort (WFTE share)	(c)	42,704,180	x	0.9601%	\$	410,003
13. Proration to Funds Available (WFTE share)	(c)	0	x	0.9601%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	742,632	x	0.9601%	\$	7,130

15. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	300.3600	1.0113		1,317.03	=	400,053
4-8	155.6960	1.0113		898.36	=	141,452
9-12	0.0000	1.0113		900.53	=	0
Total *	456.0560			Total Class Size Reduction Funds		\$ 541,505

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation

	(g)					
Enter All Adjusted Fundable Riders		85	x	381	\$	32,385
Enter All Adjusted ESE Riders			x	1,389	\$	-

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program (i) \$ -

19. Food Service Allocation (j) \$ -

Total \$ 3,157,602

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)

If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	-
Average Revenue per Student:		\$	7,447.17

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools should consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.

(f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

(g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

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

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

Revenue Estimate Worksheet for Pinecrest Academy Sarasota - K-8

Based on the 2017-18 FEFP First Calculation

School District: **Sarasota**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding
				(WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	308.00	1.107	340.9560	\$ 1,449,559
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	\$ -
102 Basic 4-8	251.00	1.000	251.0000	\$ 1,067,115
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	16.00	1.212	19.3920	\$ 82,444
130 ESOL (Grade Level 4-8)	13.00	1.212	15.7560	\$ 66,986
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	588.00		627.1040	\$ 2,666,104

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	627.1040	Total Base Funding	\$ 2,666,104

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	49.00	PK-3	251	\$ 1,028	\$ 50,372
		PK-3	252	\$ 3,318	\$ -
	40.00	PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ 46,080
		4-8	252	\$ 3,442	\$ -
	0.00	4-8	253	\$ 6,895	\$ -
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	89.00			Total ESE Guarantee	\$ 96,452

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 588.00 ÷ District's Total UFTE: 42,936.88 = 1.3695%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 627.10 ÷ District's Total WFTE: 47,501.29 = 1.3202%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,758,112</u>	x	1.3695%	\$ <u>119,942</u>
300 Lowest Performing Schools Allocation	(d)				\$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds					
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.3695%	\$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	1.3695%	\$ <u>15,994</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	1.3695%	\$ <u>13,039</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,274,632</u>	x	1.3695%	\$ <u>44,846</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$ -
ESE Applications Allocation:					\$ -

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	1.3202%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.3202%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,791</u>	x	1.3202%	\$	<u>26,507</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>42,704,180</u>	x	1.3202%	\$	<u>563,781</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.3202%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>742,632</u>	x	1.3202%	\$	<u>9,804</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	360.3480		1.0113		1,317.03	=	<u>479,952</u>
4-8	266.7560		1.0113		898.36	=	<u>242,351</u>
9-12	0.0000		1.0113		900.53	=	<u>0</u>
Total *	627.1040						Total Class Size Reduction Funds \$ <u>722,303</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>118</u>	x	381	\$	<u>44,958</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)			\$ -
19. Food Service Allocation	(j)			\$ -
Total				\$ 4,323,730

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$ -
Average Revenue per Student:		\$	7,353.28
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student		\$	7,426.82

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

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

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

Revenue Estimate Worksheet for Pinecrest Academy Sarasota - K-8
Based on the 2017-18 FEFP First Calculation

School District: **Sarasota**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	325.00	1.107	359.7750	\$ 1,529,567
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	\$ -
102 Basic 4-8	376.00	1.000	376.0000	\$ 1,598,547
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	17.00	1.212	20.6040	\$ 87,597
130 ESOL (Grade Level 4-8)	20.00	1.212	24.2400	\$ 103,055
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	738.00		780.6190	\$ 3,318,766

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18
Advanced Placement		\$ -
International Baccalaureate		\$ -
Advanced International Certificate		\$ -
Industry Certified Career Education		\$ -
Early High School Graduation		\$ -
Small District ESE Supplement		\$ -
Total Additional FTE	0.0000	Additional Base Funds \$ -
Total Funded Weighted FTE	780.6190	Total Base Funding \$ 3,318,766

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	51.00	PK-3	251	\$ 1,028 \$ 52,428
		PK-3	252	\$ 3,318 \$ -
	59.00	PK-3	253	\$ 6,771 \$ -
		4-8	251	\$ 1,152 \$ 67,968
		4-8	252	\$ 3,442 \$ -
	0.00	4-8	253	\$ 6,895 \$ -
		9-12	251	\$ 820 \$ -
		9-12	252	\$ 3,110 \$ -
		9-12	253	\$ 6,563 \$ -
Total FTE with ESE Services	110.00			Total ESE Guarantee \$ 120,396

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 738.00 ÷ District's Total UFTE: 42,936.88 = 1.7188%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 780.62 ÷ District's Total WFTE: 47,501.29 = 1.6434%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,758,112</u>	x	1.7188%	\$ <u>150,534</u>
300 Lowest Performing Schools Allocation	(d)				\$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds					
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.7188%	\$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	1.7188%	\$ <u>20,073</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	1.7188%	\$ <u>16,365</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,274,632</u>	x	1.7188%	\$ <u>56,284</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$ -
ESE Applications Allocation:					\$ -

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	1.6434%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.6434%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,791</u>	x	1.6434%	\$	<u>32,996</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>42,704,180</u>	x	1.6434%	\$	<u>701,800</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.6434%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>742,632</u>	x	1.6434%	\$	<u>12,204</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	380.3790		1.0113		1,317.03	=	<u>506,632</u>
4-8	400.2400		1.0113		898.36	=	<u>363,623</u>
9-12	0.0000		1.0113		900.53	=	<u>0</u>
Total *	780.6190						Total Class Size Reduction Funds \$ <u>870,255</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>148</u>	x	381	\$	<u>56,388</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)			\$ -
19. Food Service Allocation	(j)			\$ -
Total				\$ 5,356,061

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$ -
Average Revenue per Student:		\$	7,257.54
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student		\$	7,403.41

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

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

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

Revenue Estimate Worksheet for Pinecrest Academy Sarasota - K-8

Based on the 2017-18 FEFP First Calculation

School District: **Sarasota**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	342.00	1.107	378.5940	\$ 1,609,575
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	\$ -
102 Basic 4-8	418.00	1.000	418.0000	\$ 1,777,108
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	18.00	1.212	21.8160	\$ 92,750
130 ESOL (Grade Level 4-8)	22.00	1.212	26.6640	\$ 113,361
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	800.00		845.0740	\$ 3,592,794

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18	
		Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	845.0740	Total Base Funding	\$ 3,592,794

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	54.00	PK-3	251	\$ 1,028	\$ 55,512
		PK-3	252	\$ 3,318	\$ -
	66.00	PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ 76,032
		4-8	252	\$ 3,442	\$ -
	0.00	4-8	253	\$ 6,895	\$ -
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	120.00			Total ESE Guarantee	\$ 131,544

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 800.00 ÷ District's Total UFTE: 42,936.88 = 1.8632%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 845.07 ÷ District's Total WFTE: 47,501.29 = 1.7791%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,758,112</u>	x	1.8632%	\$ <u>163,181</u>
300 Lowest Performing Schools Allocation	(d)				\$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds					
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.8632%	\$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	1.8632%	\$ <u>21,759</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	1.8632%	\$ <u>17,740</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,274,632</u>	x	1.8632%	\$ <u>61,013</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$ -
ESE Applications Allocation:					\$ -

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	1.7791%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.7791%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,791</u>	x	1.7791%	\$	<u>35,721</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>42,704,180</u>	x	1.7791%	\$	<u>759,750</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.7791%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>742,632</u>	x	1.7791%	\$	<u>13,212</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	400.4100		1.0113		1,317.03	=	<u>533,311</u>
4-8	444.6640		1.0113		898.36	=	<u>403,982</u>
9-12	0.0000		1.0113		900.53	=	<u>0</u>
Total *	845.0740						Total Class Size Reduction Funds \$ <u>937,293</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>160</u>	x	381	\$	<u>60,960</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)			\$ -
19. Food Service Allocation	(j)			\$ -
Total				\$ 5,794,967

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$ -
Average Revenue per Student:		\$	7,243.71
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student		\$	7,463.20

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

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

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

Revenue Estimate Worksheet for Pinecrest Academy Sarasota - K-8

Based on the 2017-18 FEFP First Calculation

School District: **Sarasota**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	342.00	1.107	378.5940	\$ 1,609,575
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	\$ -
102 Basic 4-8	418.00	1.000	418.0000	\$ 1,777,108
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	18.00	1.212	21.8160	\$ 92,750
130 ESOL (Grade Level 4-8)	22.00	1.212	26.6640	\$ 113,361
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	800.00		845.0740	\$ 3,592,794

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18	
		Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	845.0740	Total Base Funding	\$ 3,592,794

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	54.00	PK-3	251	\$ 1,028	\$ 55,512
		PK-3	252	\$ 3,318	\$ -
	66.00	PK-3	253	\$ 6,771	\$ -
		4-8	251	\$ 1,152	\$ 76,032
		4-8	252	\$ 3,442	\$ -
	0.00	4-8	253	\$ 6,895	\$ -
		9-12	251	\$ 820	\$ -
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	120.00			Total ESE Guarantee	\$ 131,544

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 800.00 ÷ District's Total UFTE: 42,936.88 = 1.8632%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 845.07 ÷ District's Total WFTE: 47,501.29 = 1.7791%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,758,112</u>	x	1.8632%	\$ <u>163,181</u>
300 Lowest Performing Schools Allocation	(d)				\$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds					
5. Discretionary Millage Compression Allocation					
.748 Mills (UFTE share)	(b)	<u>0</u>	x	1.8632%	\$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	1.8632%	\$ <u>21,759</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	1.8632%	\$ <u>17,740</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,274,632</u>	x	1.8632%	\$ <u>61,013</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$ -
ESE Applications Allocation:					\$ -

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	0	x	1.7791%	\$	-
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.7791%	\$	-
11. Reading Allocation (WFTE share)	(c)	2,007,791	x	1.7791%	\$	35,721
12. Discretionary Local Effort (WFTE share)	(c)	42,704,180	x	1.7791%	\$	759,750
13. Proration to Funds Available (WFTE share)	(c)	0	x	1.7791%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	742,632	x	1.7791%	\$	13,212

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	<u>X</u>	<u>DCD</u>	<u>X</u>	<u>Allocation factors</u>	<u>=</u>	
PK - 3	400.4100		1.0113		1,317.03	=	533,311
4-8	444.6640		1.0113		898.36	=	403,982
9-12	0.0000		1.0113		900.53	=	0
Total *	845.0740						Total Class Size Reduction Funds \$ 937,293

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		160	x	381	\$	60,960
Enter All Adjusted ESE Riders			x	1,389	\$	-

17. Federally Connected Student Supplement

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)			\$ -
19. Food Service Allocation	(j)			\$ -
Total				\$ 5,794,967

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:			\$ -
Average Revenue per Student:		\$	7,243.71
Revenue Increase from Previous Year			1%
Adjusted Revenue Per Student		\$	7,537.83

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

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

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

ATTACHMENT X

PROPOSED OPERATING BUDGET

Budget Summary

Pinecrest Academy Sarasota - K-8

	Year 1	Year 1 75%	Year 1 Low	Year 2	Year 3	Year 4	Year 5
Grades	K-8			K-8	K-8	K-8	K-8
Students per grade (average)	61	46	31	74	82	89	89
Total # Students	424	318	212	588	738	800	800
Per Student Revenue *	7,447	7,447	7,447	7,427	7,403	7,463	7,538
				1.0%	1.0%	1.0%	1.0%

REVENUE

Maximum Gross Revenue (\$)	3,157,602	2,368,202	1,578,801	4,366,967	5,463,718	5,970,560	6,030,266
Enrollment Contingency (\$)	-	-	-	-	-	-	-
Budgeted State Sources of Revenue (\$)	3,157,602	2,368,202	1,578,801	4,366,967	5,463,718	5,970,560	6,030,266

EXPENDITURES

Facility Budget							
Maximum Facility Expense	692,826	512,333	350,013	957,901	1,238,836	1,368,765	1,403,720
Minimum Building Size Utilized (Sqft)	23,320	17,490	11,660	32,340	40,590	44,000	44,000
Cost per Student	\$ 1,100.00	\$ 1,100.00	\$ 1,100.00	\$ 1,133.00	\$ 1,166.99	\$ 1,202.00	\$ 1,238.06
Operating and Fixed Costs	226,426	162,533	116,813	291,697	377,597	407,165	413,273
Mortgage Payments/Rent	466,400	349,800	233,200	666,204	861,239	961,600	990,448

Teacher Staffing Budget

School wide Average Class Size	17	16	16	16	16	16	16
# of Instructional Staff	25	20	13	36	45	50	50
Salary Benefits per Teacher	10,791	10,681	10,376	10,779	11,072	11,056	11,222

MAXIMUM FOR OTHER EXPENDITURES

	1,766,375	1,284,618	881,748	2,361,941	2,941,915	3,202,499	3,256,757
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* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

Pinecrest Academy Sarasota - K-8			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5	
			Expected	75% Enrollment	50% Enrollment					
ENROLLMENT		Cost	Basis							
	Classrooms			22	17	11	30	37	40	40
K - 5				336	252	168	412	474	536	536
6 - 8				88	66	44	176	264	264	264
Total Enrollment				424	318	212	588	738	800	800
REVENUES										
State Sources with expected enrollment				\$ 3,157,602.00	\$ 2,368,201.50	\$ 1,578,801.00	\$ 4,366,967.30	\$ 5,463,717.83	\$ 5,970,560.30	\$ 6,030,265.90
Federal Sources - NSLP funds 40% of students				\$ 3.23 40% \$ 98,605.44	\$ 73,954.08	\$ 49,302.72	\$ 138,796.46	\$ 176,816.77	\$ 194,546.37	\$ 197,464.57
Local Sources - Lunch program paid students				\$ 3.00 30% \$ 68,688.00	\$ 51,516.00	\$ 34,344.00	\$ 96,684.84	\$ 123,169.58	\$ 135,519.92	\$ 137,552.72
Capital Outlay (available year 1 SACS Accredited Network)				\$ 1,335.00 Per Student \$ 566,040.00	\$ 424,530.00	\$ 283,020.00	\$ 784,980.00	\$ 985,230.00	\$ 1,068,000.00	\$ 1,068,000.00
Other Sources - Services				\$ 42,400.00	\$ 31,800.00	\$ 21,200.00	\$ 58,800.00	\$ 73,800.00	\$ 80,000.00	\$ 80,000.00
				\$ 3,933,335.44	\$ 2,950,001.58	\$ 1,966,667.72	\$ 5,446,228.60	\$ 6,822,734.18	\$ 7,448,626.58	\$ 7,513,283.18
EXPENDITURES										
Instruction										
Salaries (includes classroom teachers, contract or hourly, and teacher aides)				See Staffing Plan \$ 1,124,098.12	\$ 890,105.82	\$ 562,049.06	\$ 1,616,913.07	\$ 2,076,046.60	\$ 2,303,420.74	\$ 2,337,972.05
Fringe Benefits				\$ 269,783.55	\$ 213,625.40	\$ 134,891.77	\$ 388,059.14	\$ 498,251.18	\$ 552,820.98	\$ 561,113.29
Contracted Professional Services (includes Therapists & other contracted instructional services)				\$ 800.00 ESE Student \$ 50,880.00	\$ 38,160.00	\$ 25,440.00	\$ 71,618.40	\$ 91,236.73	\$ 100,385.12	\$ 101,890.90
Classroom Supplies & Equipment				\$ 35.00 Student \$ 14,840.00	\$ 11,130.00	\$ 7,420.00	\$ 20,888.70	\$ 26,610.71	\$ 29,278.99	\$ 29,718.18
Teacher Supplies				\$ 45.00 Student \$ 19,080.00	\$ 14,310.00	\$ 9,540.00	\$ 26,856.90	\$ 34,213.77	\$ 37,644.42	\$ 38,209.09
Textbooks and/or ebooks - See Textbook calculator				\$ 142.08 Student \$ 60,244.00	\$ 45,183.00	\$ 30,122.00	\$ 17,184.00	\$ 16,880.00	\$ 1,952.00	\$ -
Supplemental instructional materials (CIRP/SIRP and Technology)				\$ 55.00 Student \$ 23,320.00	\$ 17,490.00	\$ 11,660.00	\$ 32,825.10	\$ 41,816.83	\$ 46,009.85	\$ 46,700.00
Digital Education Content Materials (Leased)				\$ 125.00 Student \$ 53,000.00	\$ 39,750.00	\$ 26,500.00	\$ 74,602.50	\$ 95,038.26	\$ 104,567.84	\$ 106,136.36
Computer - Equipment for Instruction (leased)				\$ 1,800.00 Classroom \$ 39,600.00	\$ 30,600.00	\$ 19,800.00	\$ 54,810.00	\$ 68,612.99	\$ 75,288.84	\$ 76,418.18
<i>Sub-Total Instruction</i>				\$ 1,654,845.67	\$ 1,300,354.22	\$ 834,922.83	\$ 2,303,757.80	\$ 2,948,707.06	\$ 3,251,368.79	\$ 3,298,158.04
Pupil Personnel Services										
Salaries (includes counselor, school nurse, health assistant)				See Staffing Plan \$ 47,266.00	\$ 47,266.00	\$ 47,266.00	\$ 95,949.98	\$ 146,083.84	\$ 247,125.17	\$ 250,832.05
Fringe Benefits				\$ 11,343.84 \$ 11,343.84	\$ 11,343.84	\$ 11,343.84	\$ 23,028.00	\$ 35,060.12	\$ 59,310.04	\$ 60,199.69
Contracted Professional Services (counseling and psychological)				\$ 950.00 ESE Student \$ 60,420.00	\$ 45,315.00	\$ 30,210.00	\$ 85,046.85	\$ 108,343.61	\$ 119,207.33	\$ 120,995.44
<i>Sub-Total Pupil Personnel Services</i>				\$ 119,029.84	\$ 103,924.84	\$ 88,819.84	\$ 204,024.83	\$ 289,487.58	\$ 425,642.55	\$ 432,027.18
Media Services										
Salaries (includes Librarian)				\$ - \$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits				\$ - \$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Media Services</i>				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Development										
Salaries (includes Curriculum Specialist)				\$ - \$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits				\$ - \$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)				\$ 115.00 Student \$ 48,760.00	\$ 36,570.00	\$ 24,380.00	\$ 68,634.30	\$ 87,435.20	\$ 96,202.41	\$ 97,645.45
Student Activities				\$ 10.00 Student \$ 4,240.00	\$ 3,180.00	\$ 2,120.00	\$ 5,968.20	\$ 7,603.06	\$ 8,365.43	\$ 8,490.91
<i>Sub-Total Curriculum Development</i>				\$ 53,000.00	\$ 39,750.00	\$ 26,500.00	\$ 74,602.50	\$ 95,038.26	\$ 104,567.84	\$ 106,136.36
Staff Development										
Workshops/Trainings				\$ 1,000.00 Teacher \$ 24,000.00	\$ 19,000.00	\$ 12,000.00	\$ 34,000.00	\$ 43,000.00	\$ 47,000.00	\$ 47,000.00
<i>Sub-Total Staff Development</i>				\$ 24,000.00	\$ 19,000.00	\$ 12,000.00	\$ 34,000.00	\$ 43,000.00	\$ 47,000.00	\$ 47,000.00

Budget Detail

Pinecrest Academy Sarasota - K-8			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50 % Enrollment				
Instruction Related Technology									
Salaries (includes Technology Personnel)			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Online content and/or assessments	\$ 4.50	Student	\$ 1,908.00	\$ 1,431.00	\$ 954.00	\$ 2,685.69	\$ 3,421.38	\$ 3,764.44	\$ 3,820.91
Hardware Maintenance	\$ 400.00	Classroom	\$ 8,800.00	\$ 6,800.00	\$ 4,400.00	\$ 12,180.00	\$ 15,247.33	\$ 16,730.85	\$ 16,981.82
<i>Sub-Total Instruction Related Technology</i>			\$ 10,708.00	\$ 8,231.00	\$ 5,354.00	\$ 14,865.69	\$ 18,668.71	\$ 20,495.30	\$ 20,802.73
Board									
Professional Services (Legal)	\$ 2,500.00	School	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,537.50	\$ 2,575.56	\$ 2,614.20	\$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	\$ 925.00	Classroom	\$ 20,350.00	\$ 15,725.00	\$ 10,175.00	\$ 28,166.25	\$ 35,259.45	\$ 38,690.10	\$ 39,270.45
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,030.00	\$ 2,060.45	\$ 2,091.36	\$ 2,122.73
<i>Sub-Total Board</i>			\$ 24,850.00	\$ 20,225.00	\$ 14,675.00	\$ 32,733.75	\$ 39,895.46	\$ 43,395.65	\$ 44,046.59
General Administration									
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 225.00	Student	\$ 95,400.00	\$ 71,550.00	\$ 47,700.00	\$ 134,284.50	\$ 171,068.86	\$ 188,222.11	\$ 191,045.44
Administrative Fee									
<i>Sub-Total General Administration</i>			\$ 95,400.00	\$ 71,550.00	\$ 47,700.00	\$ 134,284.50	\$ 171,068.86	\$ 188,222.11	\$ 191,045.44
School Administration									
Salaries (includes Principal, Secretary & other Office Personnel)			\$ 148,388.72	\$ 148,388.72	\$ 148,388.72	\$ 150,614.55	\$ 234,261.54	\$ 257,643.36	\$ 261,508.01
Fringe Benefits			\$ 35,613.29	\$ 35,613.29	\$ 35,613.29	\$ 36,147.49	\$ 56,222.77	\$ 61,834.41	\$ 62,761.92
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,654.00	\$ 3,708.81	\$ 3,764.44	\$ 3,820.91
Travel	\$ 1,500.00	Administrator	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,045.00	\$ 3,090.68	\$ 3,137.04	\$ 3,184.09
Advertising and Promotion	\$ 10.00	Student	\$ 4,240.00	\$ 3,180.00	\$ 2,120.00	\$ 5,968.20	\$ 7,603.06	\$ 8,365.43	\$ 8,490.91
License Fees	\$ 200.00		\$ 200.00	\$ 200.00	\$ 200.00	\$ 203.00	\$ 206.05	\$ 209.14	\$ 212.27
Dues and Subscriptions	\$ 4.00	Student	\$ 1,696.00	\$ 1,272.00	\$ 848.00	\$ 2,387.28	\$ 3,041.22	\$ 3,346.17	\$ 3,396.36
Postage	\$ 75.00	Classroom	\$ 1,650.00	\$ 1,275.00	\$ 825.00	\$ 2,283.75	\$ 2,858.87	\$ 3,137.04	\$ 3,184.09
Printing	\$ 225.00	Classroom	\$ 4,950.00	\$ 3,825.00	\$ 2,475.00	\$ 6,851.25	\$ 8,576.62	\$ 9,411.11	\$ 9,552.27
Office Supplies	\$ 25.00	Student	\$ 10,600.00	\$ 7,950.00	\$ 5,300.00	\$ 14,700.00	\$ 18,450.00	\$ 20,000.00	\$ 20,000.00
Office Equipment	\$ 1,500.00		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,522.50	\$ 1,545.34	\$ 1,568.52	\$ 1,592.05
Computer Equipment	\$ 1,000.00	Administrator	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,030.00	\$ 2,060.45	\$ 2,091.36	\$ 2,122.73
<i>Sub-Total School Administration</i>			\$ 217,438.01	\$ 211,804.01	\$ 205,870.01	\$ 229,407.02	\$ 341,625.41	\$ 374,507.99	\$ 379,825.61
Facilities Acquisition & Construction									
Building Lease / Rent (see budget summary for calculation)			\$ 466,400.00	\$ 349,800.00	\$ 233,200.00	\$ 666,204.00	\$ 861,238.62	\$ 961,599.76	\$ 990,447.75
<i>Sub-Total Facilities Acquisition & Construction</i>			\$ 466,400.00	\$ 349,800.00	\$ 233,200.00	\$ 666,204.00	\$ 861,238.62	\$ 961,599.76	\$ 990,447.75
Fiscal Services									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			\$ 40,000.00	\$ 40,000.00	\$ 20,000.00	\$ 40,600.00	\$ 41,209.00	\$ 41,827.14	\$ 42,454.54
Fringe Benefits			\$ 9,600.00	\$ 9,600.00	\$ 4,800.00	\$ 9,744.00	\$ 9,890.16	\$ 10,038.51	\$ 10,189.09
Fee to County School Board - up to 250 students			\$ 93,089.68	\$ 93,089.68	\$ 78,940.05	\$ 92,835.19	\$ 92,542.65	\$ 93,290.00	\$ 94,222.90
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ 110.00		\$ 46,640.00	\$ 34,980.00	\$ 23,320.00	\$ 65,650.20	\$ 83,633.67	\$ 92,019.70	\$ 93,399.99
Professional Services - Annual Audit	\$ 10,500.00		\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,657.50	\$ 10,817.36	\$ 10,979.62	\$ 11,144.32
<i>Sub-Total Fiscal Services</i>			\$ 199,829.68	\$ 188,169.68	\$ 137,560.05	\$ 219,486.89	\$ 238,092.83	\$ 248,154.97	\$ 251,410.85
Food Services									
Salaries (Food Service Workers)			\$ 40,500.00	\$ 27,000.00	\$ 27,000.00	\$ 54,810.00	\$ 55,632.15	\$ 70,583.29	\$ 71,642.04
Fringe Benefits			\$ 9,720.00	\$ 6,480.00	\$ 6,480.00	\$ 13,154.40	\$ 13,351.72	\$ 16,939.99	\$ 17,194.09
Food, Materials & Supplies - Vendor provided meals 70% Participation	\$ 2.54	Per Meal per day	\$ 135,696.96	\$ 101,772.72	\$ 67,848.48	\$ 191,006.27	\$ 243,328.35	\$ 267,727.13	\$ 271,743.03
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	\$ 75.00	Twice per year	\$ 150.00	\$ 150.00	\$ 150.00	\$ 152.25	\$ 154.53	\$ 156.85	\$ 159.20
<i>Sub-Total Food Services</i>			\$ 186,066.96	\$ 135,402.72	\$ 101,478.48	\$ 259,122.92	\$ 312,466.75	\$ 355,407.26	\$ 360,738.37

Budget Detail

Pinecrest Academy Sarasota - K-8			YEAR 1			YEAR 2	YEAR 3	YEAR 4	YEAR 5
			Expected	75% Enrollment	50% Enrollment				
Pupil Transportation Services									
Salaries (Drivers & Transportation workers)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$290 per bus per day 20% utilization	\$ 290.00	20%	\$ 104,400.00	\$ 52,200.00	\$ 52,200.00	\$ 104,400.00	\$ 156,600.00	\$ 156,600.00	\$ 156,600.00
<i>Sub-Total Pupil Transportation Services</i>			\$ 104,400.00	\$ 52,200.00	\$ 52,200.00	\$ 104,400.00	\$ 156,600.00	\$ 156,600.00	\$ 156,600.00
Operation of Plant									
Salaries (Custodian, crossing guards, security)	See Staffing		\$ 41,601.60	\$ 20,800.80	\$ 20,800.80	\$ 42,225.62	\$ 64,288.51	\$ 65,252.84	\$ 66,231.63
Fringe benefits			\$ 9,984.38	\$ 4,992.19	\$ 4,992.19	\$ 10,134.15	\$ 15,429.24	\$ 15,660.68	\$ 15,895.59
Purchased Service (Custodial, fire and alarm, etc)	\$ 2,500.00	Per Classroom	\$ 55,000.00	\$ 42,500.00	\$ 27,500.00	\$ 76,125.00	\$ 95,295.81	\$ 104,567.84	\$ 106,136.36
Lawn Maintenance	\$ 200.00	Per Classroom	\$ 4,400.00	\$ 3,400.00	\$ 2,200.00	\$ 6,090.00	\$ 7,623.67	\$ 8,365.43	\$ 8,490.91
Pest Control	\$ 40.00	Per Classroom	\$ 880.00	\$ 680.00	\$ 440.00	\$ 1,218.00	\$ 1,524.73	\$ 1,673.09	\$ 1,698.18
Security Services	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,654.00	\$ 3,708.81	\$ 3,764.44	\$ 3,820.91
Property Insurance	\$ 2,400.00	Per Classroom	\$ 52,800.00	\$ 40,800.00	\$ 26,400.00	\$ 73,080.00	\$ 91,483.98	\$ 100,385.12	\$ 101,890.90
Telephone Services	\$ 300.00	Per Month	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,654.00	\$ 3,708.81	\$ 3,764.44	\$ 3,820.91
Water & Sewer	\$ 80.00	Per Classroom	\$ 1,760.00	\$ 1,360.00	\$ 880.00	\$ 2,436.00	\$ 3,049.47	\$ 3,346.17	\$ 3,396.36
Electricity	\$ 2,400.00	Per Classroom	\$ 52,800.00	\$ 40,800.00	\$ 26,400.00	\$ 73,080.00	\$ 91,483.98	\$ 100,385.12	\$ 101,890.90
<i>Sub-Total Operation of Plant</i>			\$ 226,425.98	\$ 162,532.99	\$ 116,812.99	\$ 291,696.77	\$ 377,597.01	\$ 407,165.17	\$ 413,272.65
Maintenance of Plant									
Repairs & Maintenance	\$ 1.50	Sq. Ft.	\$ 34,980.00	\$ 17,490.00	\$ 5,830.00	\$ 48,510.00	\$ 60,885.00	\$ 66,000.00	\$ 66,000.00
Supplies									
<i>Sub-Total Maintenance of Plant</i>			\$ 34,980.00	\$ 17,490.00	\$ 5,830.00	\$ 48,510.00	\$ 60,885.00	\$ 66,000.00	\$ 66,000.00
Administrative Technology Services									
Systems Operation	\$ 750.00	Per Classroom	\$ 16,500.00	\$ 12,750.00	\$ 8,250.00	\$ 22,837.50	\$ 28,588.74	\$ 31,370.35	\$ 31,840.91
Systems Planning & Analysis									
<i>Sub-Total Administrative Technology Services</i>			\$ 16,500.00	\$ 12,750.00	\$ 8,250.00	\$ 22,837.50	\$ 28,588.74	\$ 31,370.35	\$ 31,840.91
Redemption of Principal Interest (<i>Interest Only at 6%</i>)						\$ 40,000.00			
<i>Sub-Total Debt Service</i>			\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 40,000.00	\$ -	\$ -	\$ -
Contingency									
Operating expense contingency - 3% of FEFP - Considered restricted funds		3%	\$ 118,000.06	\$ 44,250.02	\$ 11,800.01	\$ 163,386.86	\$ 204,682.03	\$ 223,458.80	\$ 225,398.50
<i>Sub-Total Contingency</i>			\$ 118,000.06	\$ 44,250.02	\$ 11,800.01	\$ 163,386.86	\$ 204,682.03	\$ 223,458.80	\$ 225,398.50
Total Expenditures			\$ 3,554,274.21	\$ 2,739,834.49	\$ 1,905,373.22	\$ 4,843,321.04	\$ 6,187,642.33	\$ 6,904,956.53	\$ 7,014,750.96
Excess of Revenues over Expenditures			\$ 379,061.23	\$ 210,167.09	\$ 61,294.50	\$ 602,907.56	\$ 635,091.85	\$ 543,670.05	\$ 498,532.22

Textbook Analysis

English Lang. Arts								DO NOT CHANGE
\$65	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total Textbook	
Year 1	1	1	1	1	1	1	\$ 9,750.00	
Year 2	0	0	0	0	0	0	\$ -	
Year 3	0	0	0	0	0	0	\$ -	
Year 4	0	0	0	0	0	0	\$ -	
Year 5	0	0	0	0	0	0	\$ -	
							\$ 9,750.00	

Writing								DO NOT CHANGE
\$40	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total Textbook	
Year 1	1	1	1	1	1	1	\$ 6,000.00	
Year 2	0	0	0	0	0	0	\$ -	
Year 3	0	0	0	0	0	0	\$ -	
Year 4	0	0	0	0	0	0	\$ -	
Year 5	0	0	0	0	0	0	\$ -	
							\$ 6,000.00	

Math								DO NOT CHANGE
\$50	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total Textbook	
Year 1	1	1	1	1	1	1	\$ 7,500.00	
Year 2	0	0	0	0	0	0	\$ -	
Year 3	0	0	0	0	0	0	\$ -	
Year 4	0	0	0	0	0	0	\$ -	
Year 5	0	0	0	0	0	0	\$ -	
							\$ 7,500.00	

Science								DO NOT CHANGE
\$60	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total Textbook	
Year 1	1	1	1	1	1	1	\$ 9,000.00	
Year 2	0	0	0	0	0	0	\$ -	
Year 3	0	0	0	0	0	0	\$ -	
Year 4	0	0	0	0	0	0	\$ -	
Year 5	0	0	0	0	0	0	\$ -	
							\$ 9,000.00	

Social Studies								DO NOT CHANGE
\$40	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total Textbook	
Year 1	1	1	1	1	1	1	\$ 6,000.00	
Year 2	0	0	0	0	0	0	\$ -	
Year 3	0	0	0	0	0	0	\$ -	
Year 4	0	0	0	0	0	0	\$ -	
Year 5	0	0	0	0	0	0	\$ -	
							\$ 6,000.00	

Elective								DO NOT CHANGE
\$35	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total Textbook	
Year 1	1	1	1	1	1	1	\$ 5,250.00	
Year 2	0	0	0	0	0	0	\$ -	
Year 3	0	0	0	0	0	0	\$ -	
Year 4	0	0	0	0	0	0	\$ -	
Year 5	0	0	0	0	0	0	\$ -	
							\$ 5,250.00	

For grades K-5, in each **column**, enter the number of NEW sections for each year. A section is the equivalent of a single class.

100

Math 6-12	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	DO NOT CHANGE
\$65	Math 1	Math 2	Pre-Alg	Algebra 1	Geometry	Algebra 2	Calculus /Statistics	Total Textbook
Year 1	1	0	0	-	-	-	-	\$ 1,625.00
Year 2	0	1	0	-	-	-	-	\$ 1,625.00
Year 3	0	0	1	-	-	-	-	\$ 1,625.00
Year 4	0	0	0	-	-	-	-	\$ -
Year 5	0	0	0	-	-	-	-	\$ -
								\$ 4,875.00

For grades 6-12, in each **column**, enter the number of NEW sections for each year. A section consists of 125 students. Example: If you have any number of students UNDER 126, enter a 1 in the column under the grade. Any number under 251, enter a 2 in the column under the grade.

125

Social Studies 6-12	6th	7th	8th	9th	10th	11th	12th	DO NOT CHANGE
\$85	World History	Civics	US History	World Hist	US History	Gov/Econ.	Elective	Total Textbook
Year 1	1	0	0	-	-	-	-	\$ 2,125.00
Year 2	0	1	0	-	-	-	-	\$ 2,125.00
Year 3	0	0	1	-	-	-	-	\$ 2,125.00
Year 4	0	0	0	-	-	-	-	\$ -
Year 5	0	0	0	-	-	-	-	\$ -
								\$ 6,375.00

125

English 6-12	6th	7th	8th	9th	10th	11th	12th	DO NOT CHANGE
\$90	ELA	ELA	ELA	ELA 1	ELA 2	ELA 3	ELA 4	Total Textbook
Year 1	1	0	0	-	-	-	-	\$ 2,250.00
Year 2	0	1	0	-	-	-	-	\$ 2,250.00
Year 3	0	0	1	-	-	-	-	\$ 2,250.00
Year 4	0	0	0	-	-	-	-	\$ -
Year 5	0	0	0	-	-	-	-	\$ -
								\$ 6,750.00

Science 6-12	6th	7th	8th	9th	10th	11th	12th	DO NOT CHANGE
\$85	Science 1	Science 2	Science 2	Integrated SC	Biology	Chemistry	Physics	Total Textbook
Year 1	1	0	0	-	-	-	-	\$ 2,125.00
Year 2	0	1	0	-	-	-	-	\$ 2,125.00
Year 3	0	0	1	-	-	-	-	\$ 2,125.00
Year 4	0	0	0	-	-	-	-	\$ -
Year 5	0	0	0	-	-	-	-	\$ -
								\$ 6,375.00

Word Lang. 6-12	6th	7th	8th	9th	10th	11th	12th	DO NOT CHANGE
\$75	Beg. Spanish	Int. Spanish	Adv. Spanish	Spanish 1	Spanish 2	Spanish 3	AP 12th	Total Textbook
Year 1	1	0	0	-	-	-	-	\$ 1,875.00
Year 2	0	1	0	-	-	-	-	\$ 1,875.00
Year 3	0	0	1	-	-	-	-	\$ 1,875.00
Year 4	0	0	0	-	-	-	-	\$ -
Year 5	0	0	0	-	-	-	-	\$ -
								\$ 5,625.00

Elective	6th	7th	8th	9th	10th	11th	12th	DO NOT CHANGE
\$80	Elective	Elective	Elective	Elective	Elective	Elective	Elective	Total Textbook
Year 1	1	0	0	-	-	-	-	\$ 2,000.00
Year 2	0	1	0	-	-	-	-	\$ 2,000.00
Year 3	0	0	1	-	-	-	-	\$ 2,000.00
Year 4	0	0	0	-	-	-	-	\$ -
Year 5	0	0	0	-	-	-	-	\$ -
								\$ 6,000.00

Supplemental							DO NOT CHANGE
\$80	ESE K-5	ESOL K-5	ESE 6-8	ESOL 6-8	ESE 9-12	ESOL 9-12	Total Textbook
Year 1	51	17	14	5	63.6	21.2	\$ 13,744.00
Year 2	11	4	13	4	24.6	8.2	\$ 5,184.00
Year 3	10	3	13	5	22.5	7.5	\$ 4,880.00
Year 4	9	3	0	0	9.3	3.1	\$ 1,952.00
Year 5	0	0	0	0	0	0	\$ -
							\$ 25,760.00

For Special Programs, in each **column**, enter the number of NEW students for each year. These are textbooks for supplemental instruction and will be in addition to the above purchases. Refer to the percentages provided in the charter to determine the numbers.

Total Textbook	Core	ESE/ESOL	Electives	TOTAL - All Books
Year 1	\$ 37,375.00	\$ 13,744.00	\$ 9,125.00	\$ 60,244.00
Year 2	\$ 8,125.00	\$ 5,184.00	\$ 3,875.00	\$ 17,184.00
Year 3	\$ 8,125.00	\$ 4,880.00	\$ 3,875.00	\$ 16,880.00
Year 4	\$ -	\$ 1,952.00	\$ -	\$ 1,952.00
Year 5	\$ -	\$ -	\$ -	\$ -
5 Year Total	\$ 53,625.00	\$ 25,760.00	\$ 16,875.00	\$ 96,260.00

Pinecrest Academy Sarasota - K-8			
REVENUES			
State Sources with expected enrollment			FEPF Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 40% of students	\$ 2.98	40%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	\$ 3.00	30%	The amount per meal for paid lunches
Capital Outlay (available year 1 SACS Accredited Network)	\$ 1,335.00	Per Student	An estimate of the Capital Outlay amount based on the FLDOE allocation for the 2017-18 school year. The amount is kept constant for each year of the budget. The school is eligible year 1.
Other Sources - Services			Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
EXPENDITURES			
Instruction			
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan. The amount budget is an average.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instruction)	\$ 800.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	\$ 35.00	Student	Student Agendas, Classroom Supplies and other items used within the classroom
Teacher Supplies	\$ 45.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	\$ 142.08	Student	Textbooks and other instructional materials as described in the curriculum section of the application - see Textbook Calculator for amount. The table shows sections of each subject
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 55.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	\$ 125.00	Student	Digital content and supplementary materials as described in the curriculum section. The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	\$ 1,800.00	Classroom	Computer equipment to be used in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
<i>Sub-Total Instruction</i>			
Pupil Personnel Services			
Salaries (includes counselor, school nurse, health assistant, Curriculum specialist)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	\$ 950.00	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist, school counselor)
<i>Sub-Total Pupil Personnel Services</i>			
Media Services			
Salaries (includes Librarian)			Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
<i>Sub-Total Media Services</i>			
Curriculum Development			
Salaries (includes Curriculum Specialist)			Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	\$ 115.00	Student	The services provided in the ESP's \$450 per student fee for Curriculum Planning, Research, Development and Evaluation - The amount stated is a component of the ESP fee
Student Activities	\$ 10.00	Student	
<i>Sub-Total Curriculum Development</i>			
Staff Development			
Workshops/Trainings	\$ 1,000.00	Teacher	The costs associated with providing staff development as described in the application
<i>Sub-Total Staff Development</i>			
Instruction Related Technology			
Salaries (includes Technology Personnel)			
Fringe Benefits			
Online content and/or assessments	\$ 4.50	School	Digital materials/assessments to support classroom instruction/intervention.
Hardware Maintenance	\$ 400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
<i>Sub-Total Instruction Related Technology</i>			
Board			
Professional Services (Legal)	\$ 2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	\$ 925.00	Classroom	The costs of the Professional Educators Liability policy
Travel	\$ 2,000.00	Board Mem	The costs for board members to attend meetings and/or conferences
<i>Sub-Total Board</i>			
General Administration			
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 225.00	Student	The portion of the management fee allocated for General administrative services
Administrative Fee			
<i>Sub-Total General Administration</i>			
School Administration			
Salaries (includes Principal, Secretary & other Office Personnel)			
Fringe Benefits			
Equipment Rental / Lease	\$ 300.00	Per Month	Office equipment leases
Travel	\$ 1,500.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	\$ 10.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	\$ 200.00		Annual Government license fees
Dues and Subscriptions	\$ 4.00	Student	Costs for subscription services.
Postage	\$ 75.00	Classroom	Postage and overnight mail costs
Printing	\$ 225.00	Classroom	Printing material and supplies
Office Supplies	\$ 25.00	Student	General office supplies
Office Equipment	\$ 1,500.00		Annual costs of the office equipment
Computer Equipment	\$ 1,000.00	Administrator	Annual costs of the administrative computer equipment
<i>Sub-Total School Administration</i>			

Pinecrest Academy Sarasota - K-8			
Facilities Acquisition & Construction			
Building Lease / Rent (see budget summary for calculation)			Facility lease costs as outlined in the budget summary and the facility section of the application
<i>Sub-Total Facilities Acquisition & Construction</i>			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ 110.00		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	\$ 10,500.00		The costs of the annual audit paid to the outside auditor
<i>Sub-Total Fiscal Services</i>			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 70% Participation	\$ 2.54	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	\$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	\$ 75.00	Twice per year	Health inspection fees
<i>Sub-Total Food Services</i>			
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - \$290 per bus per day 20% utilization	\$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
<i>Sub-Total Pupil Transportation Services</i>			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	\$ 2,500.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	\$ 200.00	Per Classroom	Contracted lawn service
Pest Control	\$ 40.00	Per Classroom	Contracted pest service
Security Services	\$ 300.00	Per Month	Contracted security alarm monitoring
Property Insurance	\$ 2,400.00	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	\$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	\$ 80.00	Per Classroom	City Water & Sewer costs
Electricity	\$ 2,400.00	Per Classroom	The costs electrical service
<i>Sub-Total Operation of Plant</i>			
Maintenance of Plant			
Repairs & Maintenance	\$ 1.50	Sq. Ft.	Repairs & Maintained of the facility
Supplies	\$ -		
<i>Sub-Total Maintenance of Plant</i>			
Administrative Technology Services			
Systems Operation	\$ 750.00	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	\$ -		
<i>Sub-Total Administrative Technology Services</i>			
Redemption of Principal	0		Repayment of start up loan
Interest (Interest Only at 6%)	0		Interest on start up loan
<i>Sub-Total Debt Service</i>			
Contingency			
Operating expense contingency - 3% of FEFP - Considered restricted funds		3%	

Staffing Plan

Pinecrest Academy Sarasota - K-8

Fringe Benefit Rate	24.00%	
FICA	6.20%	
Medicare	1.45%	
FUTA	\$ 189.00	
SUTA	\$ 189.00	
Workers Comp & Payroll Costs	1.38%	
401K Contribution	4.00%	
Health Insurance per Employee	\$ 4,440.00	\$370 Per month per Employee

		Yr1			Yr2	Yr3	Yr4	Yr5
		High	75%	Low				
Instruction Staff								
Teachers (ESE or ESOL certified teacher)	45,246	22	17	11	30	37	40	40
Substitute Teachers	1,100	22	17	11	30	37	40	40
Other Teachers (ESE, ESOL, see Budget Narrative)	47,266	2	2	1	4	6	7	7
Supplements	452	22	17	11	30	37	40	40
	112,064	24	19	12	34	43	47	47
Pupil Personnel Services								
ESE Teacher/Specialist	47,266	1.00	1.00	1.00	2	2	3	3
Guidance Counselor	47,266					1	2	2
	94,532	1.00	1.00	1.00	2	3	5	5
Media Services								
Media Specialist	41,000							
	41,000	-	-	-	-	-	-	-
School Administration								
Principal	95,000	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	60,000					1.00	1.00	1.00
Administrative Assistant	29,121	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Registrar	24,268	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Other Clerical	19,000					1.00	2.00	2.00
	227,389	3.00	3.00	3.00	3	5	6	6
Fiscal Services								
Business Manager	40,000	1.00	1.00	0.50	1	1	1	1
	40,000	1.00	1.00	0.50	1	1	1	1
Food Services								
Food Service Workers	13,500	3	2	2	4	4	5	5
	13,500	3	2	2	4	4	5	5
	-	-	-	-	-	-	-	-
Operation of Plant								
Custodian	20,801	1.00	1.00	1.00	1	2	2	2
Security	20,801	1			1	1	1	1
	41,602	2.00	1	1	2	3	3	3
TOTAL EMPLOYEES		34	27	20	46	59	67	67
Average performance pay increase	1.5%							
Instruction Staff								
Homeroom Teachers	995,412	769,182	497,706	1,377,741	1,724,702	1,892,511	1,920,898	
Substitute Teachers	24,200	18,700	12,100	33,495	41,930	46,010	46,700	
Other Teachers (ESE, ESOL, Reading/Math Coaches)	94,532	94,532	47,266	191,900	292,168	345,975	351,165	
Supplements	9,954	7,692	4,977	13,777	17,247	18,925	19,209	
	1,124,098	890,106	562,049	1,616,913	2,076,047	2,303,421	2,337,972	
Benefits:	269,784	213,625	134,892	388,059	498,251	552,821	561,113	
Pupil Personnel Services								
ESE Teacher/Specialist	47,266	47,266	47,266	95,950	97,389	148,275	150,499	
Guidance Counselor	-	-	-	-	48,695	98,850	100,333	
	47,266	47,266	47,266	95,950	146,084	247,125	250,832	
Benefits:	11,344	11,344	11,344	23,028	35,060	59,310	60,200	
Media Services								
Media Specialist	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	
Benefits:	-	-	-	-	-	-	-	
School Administration								
Principal	95,000	95,000	95,000	96,425	97,871	99,339	100,830	
Assistant Principal	-	-	-	-	61,814	62,741	63,682	
Administrative Assistant	29,121	29,121	29,121	29,558	30,001	30,451	30,908	
Registrar	24,268	24,268	24,268	24,632	25,001	25,376	25,757	
Other	-	-	-	-	19,574	39,736	40,332	
	148,389	148,389	148,389	150,615	234,262	257,643	261,508	
Benefits:	35,613	35,613	35,613	36,147	56,223	61,834	62,762	
Fiscal Services								
Business Manager	40,000	40,000	20,000	40,600	41,209	41,827	42,455	
	40,000	40,000	20,000	40,600	41,209	41,827	42,455	
Benefits:	9,600	9,600	4,800	9,744	9,890	10,039	10,189	
Food Services								
Food Service Workers	40,500	27,000	27,000	54,810	55,632	70,583	71,642	
	40,500	27,000	27,000	54,810	55,632	70,583	71,642	
Benefits:	9,720	6,480	6,480	13,154	13,352	16,940	17,194	
Operation of Plant								
Custodian	20,801	20,801	20,801	21,113	42,859	43,502	44,154	
Security	20,801	-	-	21,113	21,430	21,751	22,077	
	41,602	20,801	20,801	42,226	64,289	65,253	66,232	
Benefits:	9,984	4,992	4,992	10,134	15,429	15,661	15,896	
Total Payroll & Benefits	1,787,900	1,455,216	1,023,626	2,481,380	3,245,727	3,702,457	3,757,994	

Pinecrest Academy Sarasota - K-8

District: Sarasota 58

ESE Percent	15.00%					
ESOL Percent	5.00%					
Free & Reduced Lunch Percent	40.00%					
Occupancy		100%	100%	100%	100%	100%

Homeroom Classrooms 424 588 738 800 800

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	5	5	5	5	5
1st Grade	4	5	5	5	5
2nd Grade	4	4	5	5	5
3rd Grade	2	4	4	5	5
4th Grade	2	2	4	4	4
5th Grade	1	2	2	4	4
6th Grade	4	4	4	4	4
7th Grade		4	4	4	4
8th Grade			4	4	4
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total	22	30	37	40	40

Student Teacher Ratio

	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	22	22	22	22	22
5th Grade	22	22	22	22	22
6th Grade	22	22	22	22	22
7th Grade	0	22	22	22	22
8th Grade	0	0	22	22	22
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total	0	424	588	738	800

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	90	90	90	90	90
1st Grade	72	90	90	90	90
2nd Grade	72	72	90	90	90
3rd Grade	36	72	72	90	90
4th Grade	44	44	88	88	88
5th Grade	22	44	44	88	88
6th Grade	88	88	88	88	88
7th Grade	0	88	88	88	88
8th Grade	0	0	88	88	88
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total	424	588	738	800	800

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the ESE Guaranteed Allocation.	K-3	251	41
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	K-3	253	
	4-8	251	23
	4-8	252	
	4-8	253	
	9-12	251	0
	9-12	252	
	9-12	253	
Total ESE			64.00

Pinecrest Academy Sarasota - K-8

	YEAR 1												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	263,134	263,134	263,134	263,134	263,134	263,134	263,134	263,134	263,134	263,134	263,134	263,134	\$ 3,157,602.00
Federal Sources - NSLP funds 40% of students			9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	9,861	\$ 98,605.44
Local Sources - Lunch program paid students			6,869	6,869	6,869	6,869	6,869	6,869	6,869	6,869	6,869	6,869	\$ 68,688.00
Capital Outlay (available year 1 SACS Accredited Network)				62,893	62,893	62,893	62,893	62,893	62,893	62,893	62,893	62,893	\$ 566,040.00
Other Sources - Services				4,711	4,711	4,711	4,711	4,711	4,711	4,711	4,711	4,711	\$ 42,400.00
	263,134	263,134	279,863	347,467	347,467	347,467	347,467	347,467	347,467	347,467	347,467	347,467	\$ 3,933,335.44
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		51,095	107,300	107,300	107,300	107,300	107,300	107,300	107,300	107,300	107,300	107,300	\$ 1,124,098.12
Fringe Benefits		12,263	25,752	25,752	25,752	25,752	25,752	25,752	25,752	25,752	25,752	25,752	\$ 269,783.55
Contracted Professional Services (includes Therapists & other contracted instructional services)				5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	\$ 50,880.00
Classroom Supplies & Equipment		4,897	4,897	5,046									\$ 14,840.00
Teacher Supplies		6,296	6,296	6,487									\$ 19,080.00
Textbooks and/or ebooks - See Textbook calculator		19,881	19,881	20,483									\$ 60,244.00
Supplemental instructional materials (CIRP/SIRP and Technology)		7,696	7,696	7,929									\$ 23,320.00
Digital Education Content Materials (Leased)												53,000	\$ 53,000.00
Computer - Equipment for Instruction (leased)		13,068	13,068	13,464									\$ 39,600.00
Computer Lab - Including Software		-	-	-									\$ -
<i>Sub-Total Instruction</i>	-	115,196	184,890	192,114	138,706	138,706	138,706	138,706	138,706	138,706	138,706	191,706	\$ 1,654,845.67
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	4,727	\$ 47,266.00
Fringe Benefits			1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	1,134	\$ 11,343.84
Contracted Professional Services (counseling and psychological)			6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	6,042	\$ 60,420.00
<i>Sub-Total Pupil Personnel Services</i>	-	-	11,903	11,903	11,903	11,903	11,903	11,903	11,903	11,903	11,903	11,903	\$ 119,029.84
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Media Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	\$ 48,760.00
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		2,120	2,120										\$ 4,240.00
<i>Sub-Total Curriculum Development</i>	4,063	6,183	6,183	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	\$ 53,000.00
Staff Development													
Workshops/Trainings		12,000							12,000				\$ 24,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
<i>Sub-Total Staff Development</i>	-	12,000	-	-	-	-	-	-	12,000	-	-	-	\$ 24,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Online content and/or assessments		954	954										\$ 1,908.00
Hardware Maintenance				978	978	978	978	978	978	978	978	978	\$ 8,800.00
Computer Learning Labs		-	-										\$ -
<i>Sub-Total Instruction Related Technology</i>	-	954	954	978	978	978	978	978	978	978	978	978	\$ 10,708.00

Pinecrest Academy Sarasota - K-8

													YEAR 1
Board													
Professional Services (Legal)						625	625	625	625				\$ 2,500.00
Insurance (General Liability, D&O, Professional Liability)	5,088			5,088			5,088			5,088			\$ 20,350.00
Travel	2,000												\$ 2,000.00
Sub-Total Board	7,088	-	-	5,088	-	625	5,713	625	625	5,088	-	-	\$ 24,850.00
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)												95,400	\$ 95,400.00
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	-	-	-	-	-	-	-	-	-	-	-	95,400	\$ 95,400.00
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	12,366	12,366	12,366	12,366	12,366	12,366	12,366	12,366	12,366	12,366	12,366	12,366	\$ 148,388.72
Fringe Benefits	2,968	2,968	2,968	2,968	2,968	2,968	2,968	2,968	2,968	2,968	2,968	2,968	\$ 35,613.29
Equipment Rental / Lease	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Travel				3,000									\$ 3,000.00
Advertising and Promotion	1,413	1,413							1,413				\$ 4,240.00
License Fees	200												\$ 200.00
Dues and Subscriptions	1,696												\$ 1,696.00
Postage			165	165	165	165	165	165	165	165	165	165	\$ 1,650.00
Printing	2,475	225	225	225	225	225	225	225	225	225	225	225	\$ 4,950.00
Office Supplies	2,650	723	723	723	723	723	723	723	723	723	723	723	\$ 10,600.00
Office Equipment	1,500												\$ 1,500.00
Computer Equipment	2,000												\$ 2,000.00
Sub-Total School Administration	27,568	17,995	16,746	19,746	16,746	16,746	16,746	16,746	16,746	18,160	16,746	16,746	\$ 217,438.01
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	\$ 466,400.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
Sub-Total Facilities Acquisition & Construction	-	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	42,400	\$ 466,400.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	\$ 40,000.00
Fringe Benefits	800	800	800	800	800	800	800	800	800	800	800	800	\$ 9,600.00
Fee to County School Board - up to 250 students	7,757	7,757	7,757	7,757	7,757	7,757	7,757	7,757	7,757	7,757	7,757	7,757	\$ 93,089.68
Planning, Research, Development and Evaluation (Part of ESP's Fee)	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	\$ 46,640.00
Professional Services - Annual Audit	875	875	875	875	875	875	875	875	875	875	875	875	\$ 10,500.00
Sub-Total Fiscal Services	16,652	16,652	16,652	16,652	16,652	16,652	16,652	16,652	16,652	16,652	16,652	16,652	\$ 199,829.68
Food Services													
Salaries (Food Service Workers)			4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	\$ 40,500.00
Fringe Benefits			972	972	972	972	972	972	972	972	972	972	\$ 9,720.00
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			13,570	13,570	13,570	13,570	13,570	13,570	13,570	13,570	13,570	13,570	\$ 135,696.96
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 150.00
Sub-Total Food Services	-	-	18,607	18,607	18,607	18,607	18,607	18,607	18,607	18,607	18,607	18,607	\$ 186,066.96
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$290 per bus per day 20% utilization			10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	\$ -
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00

Pinecrest Academy Sarasota - K-8

YEAR 1

Operation of Plant														
Salaries (Custodian, crossing guards, security)	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	\$ 41,601.60
Fringe benefits	832	832	832	832	832	832	832	832	832	832	832	832	832	\$ 9,984.38
Purchased Service (Custodial, fire and alarm, etc)	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	\$ 55,000.00
Lawn Maintenance	367	367	367	367	367	367	367	367	367	367	367	367	367	\$ 4,400.00
Pest Control	73	73	73	73	73	73	73	73	73	73	73	73	73	\$ 880.00
Security Services	300	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Property Insurance	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	\$ 52,800.00
Telephone Services	300	300	300	300	300	300	300	300	300	300	300	300	300	\$ 3,600.00
Water & Sewer	147	147	147	147	147	147	147	147	147	147	147	147	147	\$ 1,760.00
Electricity	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	\$ 52,800.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Operation of Plant	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	18,869	\$ 226,425.98
Maintenance of Plant														
Repairs & Maintenance		3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	\$ 34,980.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Maintenance of Plant	-	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	3,180	\$ 34,980.00
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Systems Operation	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	\$ 16,500.00
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Administrative Technology Services	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	\$ 16,500.00
After Care Programs														
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total After Care Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Debt Service														
Redemption of Principal														\$ -
Interest (Interest Only at 6%)		218	218	218	218	218	218	218	218	218	218	218	218	\$ 2,400.00
Sub-Total Debt Service	-	218	218	218	218	218	218	218	218	218	218	218	218	\$ 2,400.00
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds													118,000	\$ 118,000.06
Sub-Total Contingency	-	-	-	-	-	-	-	-	-	-	-	-	118,000	\$ 118,000.06
Total Expenditures	\$ 75,614.97	\$ 235,022.36	\$ 332,417.79	\$ 345,633.24	\$ 284,137.18	\$ 284,762.18	\$ 289,849.68	\$ 284,762.18	\$ 298,175.51	\$ 289,224.68	\$ 284,137.18	\$ 550,537.24	\$ 3,554,274.21	
Excess of Revenues over Expenditures	\$ 187,518.53	\$ 28,111.14	\$ (52,554.95)	\$ 1,834.05	\$ 63,330.11	\$ 62,705.11	\$ 57,617.61	\$ 62,705.11	\$ 49,291.77	\$ 58,242.61	\$ 63,330.11	\$ (203,069.96)	\$ 379,061.23	
Fund Balance	\$ 187,518.53	\$ 215,629.67	\$ 163,074.72	\$ 164,908.77	\$ 228,238.88	\$ 290,943.98	\$ 348,561.59	\$ 411,266.70	\$ 460,558.47	\$ 518,801.08	\$ 582,131.19	\$ 379,061.23		

Pinecrest Academy Sarasota - K-8

													YEAR 2	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
REVENUES														
State Sources with expected enrollment	363,914	363,914	363,914	363,914	363,914	363,914	363,914	363,914	363,914	363,914	363,914	363,914	\$	4,366,967.30
Federal Sources - NSLP funds 40% of students			13,880	13,880	13,880	13,880	13,880	13,880	13,880	13,880	13,880	13,880	\$	138,796.46
Local Sources - Lunch program paid students			9,668	9,668	9,668	9,668	9,668	9,668	9,668	9,668	9,668	9,668	\$	96,684.84
Capital Outlay (available year 1 SACS Accredited Network)				87,220	87,220	87,220	87,220	87,220	87,220	87,220	87,220	87,220	\$	784,980.00
Other Sources - Services				6,533	6,533	6,533	6,533	6,533	6,533	6,533	6,533	6,533	\$	58,800.00
Previous Years Balance Carry Forward	379,061												\$	379,061.23
	742,975	363,914	387,462	481,215	481,215	481,215	481,215	481,215	481,215	481,215	481,215	481,215	\$	5,825,289.83
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		73,496	154,342	154,342	154,342	154,342	154,342	154,342	154,342	154,342	154,342	154,342	\$	1,616,913.07
Fringe Benefits		17,639	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	\$	388,059.14
Contracted Professional Services (includes Therapists & other contracted instructional services)				7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	7,958	\$	71,618.40
Classroom Supplies & Equipment		6,893	6,893	7,102									\$	20,888.70
Teacher Supplies		8,863	8,863	9,131									\$	26,856.90
Textbooks and/or ebooks - See Textbook calculator		5,671	5,671	5,843									\$	17,184.00
Supplemental instructional materials (CIRP/SIRP and Technology)		10,832	10,832	11,161									\$	32,825.10
Digital Education Content Materials (Leased)												74,603	\$	74,602.50
Computer - Equipment for Instruction (leased)		18,087	18,087	18,635									\$	54,810.00
Computer Lab - Including Software		-	-	-									\$	-
<i>Sub-Total Instruction</i>	-	141,481	241,730	251,213	199,341	199,341	199,341	199,341	199,341	199,341	199,341	273,944	\$	2,303,757.80
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	9,595	\$	95,949.98
Fringe Benefits			2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	\$	23,028.00
Contracted Professional Services (counseling and psychological)			8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	8,505	\$	85,046.85
<i>Sub-Total Pupil Personnel Services</i>	-	-	20,402	20,402	20,402	20,402	20,402	20,402	20,402	20,402	20,402	20,402	\$	204,024.83
Media Services														
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Media Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Curriculum Development														
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	\$	68,634.30
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
Student Activities		2,984	2,984										\$	5,968.20
<i>Sub-Total Curriculum Development</i>	5,720	8,704	8,704	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	\$	74,602.50
Staff Development														
Workshops/Trainings		17,000							17,000				\$	34,000.00
Travel		-							-				\$	-
Professional Services		-							-				\$	-
<i>Sub-Total Staff Development</i>	-	17,000	-	-	-	-	-	-	17,000	-	-	-	\$	34,000.00
Instruction Related Technology														
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Online content and/or assessments		1,343	1,343										\$	2,685.69
Hardware Maintenance				1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	\$	12,180.00
Computer Learning Labs		-	-										\$	-

Pinecrest Academy Sarasota - K-8

													YEAR 2
													100 % Enrollment
<i>Sub-Total Instruction Related Technology</i>	-	1,343	1,343	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	\$ 14,865.69
Board													
Professional Services (Legal)	2,538												\$ 2,537.50
Insurance (General Liability, D&O, Professional Liability)	7,042			7,042			7,042				7,042		\$ 28,166.25
Travel	2,030												\$ 2,030.00
<i>Sub-Total Board</i>	11,609	-	-	7,042	-	-	7,042	-	-	7,042	-	-	\$ 32,733.75
General Administration													
Management Fees (Portion of the \$450 fee charged by ESP)	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	\$ 134,284.50
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total General Administration</i>	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	11,190	\$ 134,284.50
School Administration													
Salaries (includes Principal, Secretary & other Office Personnel)	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	12,551	\$ 150,614.55
Fringe Benefits	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	3,012	\$ 36,147.49
Equipment Rental / Lease	305	305	305	305	305	305	305	305	305	305	305	305	\$ 3,654.00
Travel				3,045									\$ 3,045.00
Advertising and Promotion	1,989	1,989	1,989										\$ 5,968.20
License Fees	203												\$ 203.00
Dues and Subscriptions	2,387												\$ 2,387.28
Postage			228	228	228	228	228	228	228	228	228	228	\$ 2,283.75
Printing	3,426	311	311	311	311	311	311	311	311	311	311	311	\$ 6,851.25
Office Supplies	3,675	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	1,002	\$ 14,700.00
Office Equipment	1,523												\$ 1,522.50
Computer Equipment	2,030												\$ 2,030.00
<i>Sub-Total School Administration</i>	31,101	19,171	19,399	20,455	17,410	17,410	17,410	17,410	17,410	17,410	17,410	17,410	\$ 229,407.02
Facilities Acquisition & Construction													
Building Lease / Rent (see budget summary for calculation)		60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	\$ 666,204.00
Remodeling & Renovations	-												\$ -
Purchase of Buildings & Fixed Equipment	-												\$ -
Land	-												\$ -
<i>Sub-Total Facilities Acquisition & Construction</i>	-	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	60,564	\$ 666,204.00
Fiscal Services													
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,383	3,383	3,383	3,383	3,383	3,383	3,383	3,383	3,383	3,383	3,383	3,383	\$ 40,600.00
Fringe Benefits	812	812	812	812	812	812	812	812	812	812	812	812	\$ 9,744.00
Fee to County School Board - up to 250 students	7,736	7,736	7,736	7,736	7,736	7,736	7,736	7,736	7,736	7,736	7,736	7,736	\$ 92,835.19
Planning, Research, Development and Evaluation (Part of ESP's Fee)	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	\$ 65,650.20
Professional Services - Annual Audit	888	888	888	888	888	888	888	888	888	888	888	888	\$ 10,657.50
<i>Sub-Total Fiscal Services</i>	18,291	18,291	18,291	18,291	18,291	18,291	18,291	18,291	18,291	18,291	18,291	18,291	\$ 219,486.89
Food Services													
Salaries (Food Service Workers)			5,481	5,481	5,481	5,481	5,481	5,481	5,481	5,481	5,481	5,481	\$ 54,810.00
Fringe Benefits			1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	\$ 13,154.40
Food			-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			19,101	19,101	19,101	19,101	19,101	19,101	19,101	19,101	19,101	19,101	\$ 191,006.27
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	\$ 152.25
<i>Sub-Total Food Services</i>	-	-	25,912	25,912	25,912	25,912	25,912	25,912	25,912	25,912	25,912	25,912	\$ 259,122.92
Pupil Transportation Services													
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$290 per bus per day 20% utilization			10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$ 104,400.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	\$ -
Buses			-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	\$ -

Pinecrest Academy Sarasota - K-8

													YEAR 2	
													100 % Enrollment	
<i>Sub-Total Pupil Transportation Services</i>	-	-	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	10,440	\$	104,400.00
Operation of Plant														
Salaries (Custodian, crossing guards, security)	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	3,519	\$	42,225.62
Fringe benefits	845	845	845	845	845	845	845	845	845	845	845	845	\$	10,134.15
Purchased Service (Custodial, fire and alarm, etc)	6,344	6,344	6,344	6,344	6,344	6,344	6,344	6,344	6,344	6,344	6,344	6,344	\$	76,125.00
Lawn Maintenance	508	508	508	508	508	508	508	508	508	508	508	508	\$	6,090.00
Pest Control	102	102	102	102	102	102	102	102	102	102	102	102	\$	1,218.00
Security Services	305	305	305	305	305	305	305	305	305	305	305	305	\$	3,654.00
Property Insurance	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	\$	73,080.00
Telephone Services	305	305	305	305	305	305	305	305	305	305	305	305	\$	3,654.00
Water & Sewer	203	203	203	203	203	203	203	203	203	203	203	203	\$	2,436.00
Electricity	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	6,090	\$	73,080.00
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Operation of Plant</i>	24,308	24,308	24,308	24,308	24,308	24,308	24,308	24,308	24,308	24,308	24,308	24,308	\$	291,696.77
Maintenance of Plant														
Repairs & Maintenance		4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	\$	48,510.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Maintenance of Plant</i>	-	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	4,410	\$	48,510.00
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	\$	22,837.50
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Administrative Technology Services</i>	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	1,903	\$	22,837.50
After Care Programs														
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total After Care Programs</i>			-	-	-	-	-	-	-	-	-	-	\$	-
Debt Service														
Redemption of Principal		3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	\$	40,000.00
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Debt Service</i>		3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	\$	40,000.00
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds												163,387	\$	163,386.86
<i>Sub-Total Contingency</i>												163,387	\$	163,386.86
Total Expenditures	\$ 104,121.53	\$ 312,001.52	\$ 452,233.28	\$ 466,840.08	\$ 404,881.52	\$ 404,881.52	\$ 411,923.08	\$ 404,881.52	\$ 421,881.52	\$ 411,923.08	\$ 404,881.52	\$ 642,870.88	\$	4,843,321.04
Excess of Revenues over Expenditures	\$ 638,853.64	\$ 51,912.42	\$ (64,771.21)	\$ 14,375.33	\$ 76,333.89	\$ 76,333.89	\$ 69,292.33	\$ 76,333.89	\$ 59,333.89	\$ 69,292.33	\$ 76,333.89	\$ (161,655.47)	\$	981,968.79
Fund Balance	\$ 638,853.64	\$ 690,766.06	\$ 625,994.85	\$ 640,370.18	\$ 716,704.06	\$ 793,037.95	\$ 862,330.28	\$ 938,664.16	\$ 997,998.05	#####	#####		\$	981,968.79

Pinecrest Academy Sarasota - K-8

													YEAR 3
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	455,310	455,310	455,310	455,310	455,310	455,310	455,310	455,310	455,310	455,310	455,310	455,310	\$ 5,463,717.83
Federal Sources - NSLP funds 40% of students			17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	17,682	\$ 176,816.77
Local Sources - Lunch program paid students			12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	12,317	\$ 123,169.58
Capital Outlay (available year 1 SACS Accredited Network)				109,470	109,470	109,470	109,470	109,470	109,470	109,470	109,470	109,470	\$ 985,230.00
Other Sources - Services				8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	\$ 73,800.00
Previous Years Balance Carry Forward	981,969												\$ 981,968.79
	1,437,279	455,310	485,308	602,978	602,978	602,978	602,978	602,978	602,978	602,978	602,978	602,978	\$ 7,804,702.97
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		94,366	198,168	198,168	198,168	198,168	198,168	198,168	198,168	198,168	198,168	198,168	\$ 2,076,046.60
Fringe Benefits		22,648	47,560	47,560	47,560	47,560	47,560	47,560	47,560	47,560	47,560	47,560	\$ 498,251.18
Contracted Professional Services (includes Therapists & other contracted instructional services)				10,137	10,137	10,137	10,137	10,137	10,137	10,137	10,137	10,137	\$ 91,236.73
Classroom Supplies & Equipment		8,782	8,782	9,048									\$ 26,610.71
Teacher Supplies		11,291	11,291	11,633									\$ 34,213.77
Textbooks and/or ebooks - See Textbook calculator		5,570	5,570	5,739									\$ 16,880.00
Supplemental instructional materials (CIRP/SIRP and Technology)		13,800	13,800	14,218									\$ 41,816.83
Digital Education Content Materials (Leased)											95,038		\$ 95,038.26
Computer - Equipment for Instruction (leased)		22,642	22,642	23,328									\$ 68,612.99
Computer Lab - Including Software		-	-	-									\$ -
<i>Sub-Total Instruction</i>	-	179,098	307,813	319,832	255,866	255,866	255,866	255,866	255,866	255,866	255,866	350,904	\$ 2,948,707.06
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			14,608	14,608	14,608	14,608	14,608	14,608	14,608	14,608	14,608	14,608	\$ 146,083.84
Fringe Benefits			3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	\$ 35,060.12
Contracted Professional Services (counseling and psychological)			10,834	10,834	10,834	10,834	10,834	10,834	10,834	10,834	10,834	10,834	\$ 108,343.61
<i>Sub-Total Pupil Personnel Services</i>	-	-	28,949	28,949	28,949	28,949	28,949	28,949	28,949	28,949	28,949	28,949	\$ 289,487.58
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
<i>Sub-Total Media Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	\$ 87,435.20
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		3,802	3,802										\$ 7,603.06
<i>Sub-Total Curriculum Development</i>	7,286	11,088	11,088	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	7,286	\$ 95,038.26
Staff Development													
Workshops/Trainings		21,500							21,500				\$ 43,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
<i>Sub-Total Staff Development</i>	-	21,500	-	-	-	-	-	-	21,500	-	-	-	\$ 43,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Online content and/or assessments		1,711	1,711										\$ 3,421.38
Hardware Maintenance				1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	\$ 15,247.33
Computer Learning Labs		-	-										\$ -
<i>Sub-Total Instruction Related Technology</i>	-	1,711	1,711	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	\$ 18,668.71

Pinecrest Academy Sarasota - K-8

													YEAR 3	
													100 % Enrollment	
Board														
Professional Services (Legal)	2,576													\$ 2,575.56
Insurance (General Liability, D&O, Professional Liability)	8,815			8,815				8,815			8,815			\$ 35,259.45
Travel	2,060													\$ 2,060.45
Sub-Total Board	13,451	-	-	8,815	-	-	8,815	-	-	8,815	-	-	-	\$ 39,895.46
General Administration														
Management Fees (Portion of the \$450 fee charged by ESP)	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	\$ 171,068.86
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total General Administration	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	14,256	\$ 171,068.86
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	19,522	19,522	19,522	19,522	19,522	19,522	19,522	19,522	19,522	19,522	19,522	19,522	19,522	\$ 234,261.54
Fringe Benefits	4,685	4,685	4,685	4,685	4,685	4,685	4,685	4,685	4,685	4,685	4,685	4,685	4,685	\$ 56,222.77
Equipment Rental / Lease	309	309	309	309	309	309	309	309	309	309	309	309	309	\$ 3,708.81
Travel				3,091										\$ 3,090.68
Advertising and Promotion	2,534	2,534	2,534											\$ 7,603.06
License Fees	206													\$ 206.05
Dues and Subscriptions	3,041													\$ 3,041.22
Postage			286	286	286	286	286	286	286	286	286	286	286	\$ 2,858.87
Printing	4,288	390	390	390	390	390	390	390	390	390	390	390	390	\$ 8,576.62
Office Supplies	4,613	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	\$ 18,450.00
Office Equipment	1,545													\$ 1,545.34
Computer Equipment	2,060													\$ 2,060.45
Sub-Total School Administration	42,804	28,698	28,984	29,540	26,450	26,450	26,450	26,450	26,450	26,450	26,450	26,450	26,450	\$ 341,625.41
Facilities Acquisition & Construction														
Building Lease / Rent (see budget summary for calculation)		78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	\$ 861,238.62
Remodeling & Renovations	-													\$ -
Purchase of Buildings & Fixed Equipment	-													\$ -
Land	-													\$ -
Sub-Total Facilities Acquisition & Construction	-	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	78,294	\$ 861,238.62
Fiscal Services														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	\$ 41,209.00
Fringe Benefits	824	824	824	824	824	824	824	824	824	824	824	824	824	\$ 9,890.16
Fee to County School Board - up to 250 students	7,712	7,712	7,712	7,712	7,712	7,712	7,712	7,712	7,712	7,712	7,712	7,712	7,712	\$ 92,542.65
Planning, Research, Development and Evaluation (Part of ESP's Fee)	6,969	6,969	6,969	6,969	6,969	6,969	6,969	6,969	6,969	6,969	6,969	6,969	6,969	\$ 83,633.67
Professional Services - Annual Audit	901	901	901	901	901	901	901	901	901	901	901	901	901	\$ 10,817.36
Sub-Total Fiscal Services	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	19,841	\$ 238,092.83
Food Services														
Salaries (Food Service Workers)			5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	5,563	\$ 55,632.15
Fringe Benefits			1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	\$ 13,351.72
Food			-	-	-	-	-	-	-	-	-	-	-	\$ -
Food, Materials & Supplies - Vendor provided meals 70% Participation			24,333	24,333	24,333	24,333	24,333	24,333	24,333	24,333	24,333	24,333	24,333	\$ 243,328.35
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	-	\$ -
Inspection fees			15	15	15	15	15	15	15	15	15	15	15	\$ 154.53
Sub-Total Food Services	-	-	31,247	31,247	31,247	31,247	31,247	31,247	31,247	31,247	31,247	31,247	31,247	\$ 312,466.75
Pupil Transportation Services														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$ -
Contracted Transportation Services - \$290 per bus per day 20% utilization			15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	-	\$ -
Buses			-	-	-	-	-	-	-	-	-	-	-	\$ -
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	-	\$ -
Fuel			-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Pupil Transportation Services	-	-	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$ 156,600.00
Operation of Plant														

Pinecrest Academy Sarasota - K-8

													YEAR 3	
													100 % Enrollment	
Salaries (Custodian, crossing guards, security)	5,357	5,357	5,357	5,357	5,357	5,357	5,357	5,357	5,357	5,357	5,357	5,357	\$	64,288.51
Fringe benefits	1,286	1,286	1,286	1,286	1,286	1,286	1,286	1,286	1,286	1,286	1,286	1,286	\$	15,429.24
Purchased Service (Custodial, fire and alarm, etc)	7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	7,941	\$	95,295.81
Lawn Maintenance	635	635	635	635	635	635	635	635	635	635	635	635	\$	7,623.67
Pest Control	127	127	127	127	127	127	127	127	127	127	127	127	\$	1,524.73
Security Services	309	309	309	309	309	309	309	309	309	309	309	309	\$	3,708.81
Property Insurance	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	\$	91,483.98
Telephone Services	309	309	309	309	309	309	309	309	309	309	309	309	\$	3,708.81
Water & Sewer	254	254	254	254	254	254	254	254	254	254	254	254	\$	3,049.47
Electricity	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	7,624	\$	91,483.98
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Operation of Plant</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>31,466</i>	<i>\$</i>	<i>377,597.01</i>
Maintenance of Plant														
Repairs & Maintenance		5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	5,535	\$	60,885.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>5,535</i>	<i>\$</i>	<i>60,885.00</i>
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	\$	28,588.74
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Administrative Technology Services</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>2,382</i>	<i>\$</i>	<i>28,588.74</i>
After Care Programs														
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total After Care Programs</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$</i>	<i>-</i>
Debt Service														
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$	-
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Debt Service</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$</i>	<i>-</i>
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds														204,682 \$ 204,682.03
<i>Sub-Total Contingency</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$</i>	<i>204,682.03</i>
Total Expenditures	\$ 131,487.08	\$ 393,869.63	\$ 577,225.84	\$ 594,797.71	\$ 518,926.51	\$ 518,926.51	\$ 527,741.37	\$ 518,926.51	\$ 540,426.51	\$ 527,741.37	\$ 518,926.51	\$ 818,646.79	\$	6,187,642.33
Excess of Revenues over Expenditures	#####	\$ 61,440.19	\$ (91,917.38)	\$ 8,180.75	\$ 84,051.95	\$ 84,051.95	\$ 75,237.08	\$ 84,051.95	\$ 62,551.95	\$ 75,237.08	\$ 84,051.95	\$ (215,668.34)	\$	1,617,060.65
Fund Balance	#####	#####	\$ 1,275,314.34	\$ 1,283,495.09	#####	#####	#####	#####	#####	#####	#####	\$ 1,832,728.98	\$	1,617,060.65

Pinecrest Academy Sarasota - K-8

													YEAR 4	
													100 % Enrollment	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
REVENUES														
State Sources with expected enrollment	497,547	497,547	497,547	497,547	497,547	497,547	497,547	497,547	497,547	497,547	497,547	497,547	\$	5,970,560.30
Federal Sources - NSLP funds 40% of students			19,455	19,455	19,455	19,455	19,455	19,455	19,455	19,455	19,455	19,455	\$	194,546.37
Local Sources - Lunch program paid students			13,552	13,552	13,552	13,552	13,552	13,552	13,552	13,552	13,552	13,552	\$	135,519.92
Capital Outlay (available year 1 SACS Accredited Network)				118,667	118,667	118,667	118,667	118,667	118,667	118,667	118,667	118,667	\$	1,068,000.00
Other Sources - Services				8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	\$	80,000.00
Previous Years Balance Carry Forward	1,617,061												\$	1,617,060.65
	2,114,607	497,547	530,553	658,109	658,109	658,109	658,109	658,109	658,109	658,109	658,109	658,109	\$	9,065,687.23
EXPENDITURES														
Instruction														
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		104,701	219,872	219,872	219,872	219,872	219,872	219,872	219,872	219,872	219,872	219,872	\$	2,303,420.74
Fringe Benefits		25,128	52,769	52,769	52,769	52,769	52,769	52,769	52,769	52,769	52,769	52,769	\$	552,820.98
Contracted Professional Services (includes Therapists & other contracted instructional services)				11,154	11,154	11,154	11,154	11,154	11,154	11,154	11,154	11,154	\$	100,385.12
Classroom Supplies & Equipment		9,662	9,662	9,955									\$	29,278.99
Teacher Supplies		12,423	12,423	12,799									\$	37,644.42
Textbooks and/or ebooks - See Textbook calculator		644	644	664									\$	1,952.00
Supplemental instructional materials (CIRP/SIRP and Technology)		15,183	15,183	15,643									\$	46,009.85
Digital Education Content Materials (Leased)												104,568	\$	104,567.84
Computer - Equipment for Instruction (leased)		24,845	24,845	25,598									\$	75,288.84
Computer Lab - Including Software		-	-	-									\$	-
<i>Sub-Total Instruction</i>	-	192,587	335,399	348,454	283,795	283,795	283,795	283,795	283,795	283,795	283,795	388,363	\$	3,251,368.79
Pupil Personnel Services														
Salaries (includes counselor, school nurse, health assistant)			24,713	24,713	24,713	24,713	24,713	24,713	24,713	24,713	24,713	24,713	\$	247,125.17
Fringe Benefits			5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	5,931	\$	59,310.04
Contracted Professional Services (counseling and psychological)			11,921	11,921	11,921	11,921	11,921	11,921	11,921	11,921	11,921	11,921	\$	119,207.33
<i>Sub-Total Pupil Personnel Services</i>	-	-	42,564	42,564	42,564	42,564	42,564	42,564	42,564	42,564	42,564	42,564	\$	425,642.55
Media Services														
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$	-
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Media Services</i>	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Curriculum Development														
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	\$	96,202.41
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
Student Activities		4,183	4,183										\$	8,365.43
<i>Sub-Total Curriculum Development</i>	8,017	12,200	12,200	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	8,017	\$	104,567.84
Staff Development														
Workshops/Trainings		23,500							23,500				\$	47,000.00
Travel		-							-				\$	-
Professional Services		-							-				\$	-
<i>Sub-Total Staff Development</i>	-	23,500	-	-	-	-	-	-	23,500	-	-	-	\$	47,000.00

Pinecrest Academy Sarasota - K-8

													YEAR 4	
													100 % Enrollment	
Instruction Related Technology														
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$	-
Online content and/or assessments		1,882	1,882										\$	3,764.44
Hardware Maintenance				1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	\$	16,730.85
Computer Learning Labs		-	-										\$	-
Sub-Total Instruction Related Technology		-	1,882	1,882	1,859	1,859	1,859	1,859	1,859	1,859	1,859	1,859	\$	20,495.30
Board														
Professional Services (Legal)	2,614												\$	2,614.20
Insurance (General Liability, D&O, Professional Liability)	9,673			9,673				9,673				9,673	\$	38,690.10
Travel	2,091												\$	2,091.36
Sub-Total Board	14,378	-	-	9,673	-	-	9,673	-	-	9,673	-	-	\$	43,395.65
General Administration														
Management Fees (Portion of the \$450 fee charged by ESP)	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	\$	188,222.11
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total General Administration	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	15,685	\$	188,222.11
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	21,470	21,470	21,470	21,470	21,470	21,470	21,470	21,470	21,470	21,470	21,470	21,470	\$	257,643.36
Fringe Benefits	5,153	5,153	5,153	5,153	5,153	5,153	5,153	5,153	5,153	5,153	5,153	5,153	\$	61,834.41
Equipment Rental / Lease	314	314	314	314	314	314	314	314	314	314	314	314	\$	3,764.44
Travel				3,137									\$	3,137.04
Advertising and Promotion	2,788	2,788	2,788										\$	8,365.43
License Fees	209												\$	209.14
Dues and Subscriptions	3,346												\$	3,346.17
Postage			314	314	314	314	314	314	314	314	314	314	\$	3,137.04
Printing	4,706	428	428	428	428	428	428	428	428	428	428	428	\$	9,411.11
Office Supplies	5,000	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	\$	20,000.00
Office Equipment	1,569												\$	1,568.52
Computer Equipment	2,091												\$	2,091.36
Sub-Total School Administration	46,646	31,517	31,830	32,179	29,042	29,042	29,042	29,042	29,042	29,042	29,042	29,042	\$	374,507.99
Facilities Acquisition & Construction														
Building Lease / Rent (see budget summary for calculation)		87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	\$	961,599.76
Remodeling & Renovations	-												\$	-
Purchase of Buildings & Fixed Equipment	-												\$	-
Land	-												\$	-
Sub-Total Facilities Acquisition & Construction	-	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	87,418	\$	961,599.76
Fiscal Services														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	\$	41,827.14
Fringe Benefits	837	837	837	837	837	837	837	837	837	837	837	837	\$	10,038.51
Fee to County School Board - up to 250 students	7,774	7,774	7,774	7,774	7,774	7,774	7,774	7,774	7,774	7,774	7,774	7,774	\$	93,290.00
Planning, Research, Development and Evaluation (Part of ESP's Fee)	7,668	7,668	7,668	7,668	7,668	7,668	7,668	7,668	7,668	7,668	7,668	7,668	\$	92,019.70
Professional Services - Annual Audit	915	915	915	915	915	915	915	915	915	915	915	915	\$	10,979.62
Sub-Total Fiscal Services	20,680	20,680	20,680	20,680	20,680	20,680	20,680	20,680	20,680	20,680	20,680	20,680	\$	248,154.97
Food Services														
Salaries (Food Service Workers)			7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	7,058	\$	70,583.29
Fringe Benefits			1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	\$	16,939.99
Food			-	-	-	-	-	-	-	-	-	-	\$	-
Food, Materials & Supplies - Vendor provided meals 70% Participation			26,773	26,773	26,773	26,773	26,773	26,773	26,773	26,773	26,773	26,773	\$	267,727.13
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$	-
Inspection fees			16	16	16	16	16	16	16	16	16	16	\$	156.85
Sub-Total Food Services	-	-	35,541	35,541	35,541	35,541	35,541	35,541	35,541	35,541	35,541	35,541	\$	355,407.26

Pinecrest Academy Sarasota - K-8

													YEAR 4		
													100 % Enrollment		
Pupil Transportation Services															
Salaries (Drivers & Transportation workers)														\$	-
Fringe Benefits														\$	-
Contracted Transportation Services - \$290 per bus per day 20% utilization			15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$	156,600.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	-	\$	-
Buses			-	-	-	-	-	-	-	-	-	-	-	\$	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	-	\$	-
Fuel			-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Pupil Transportation Services			15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$	156,600.00
Operation of Plant															
Salaries (Custodian, crossing guards, security)	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	\$	65,252.84
Fringe benefits	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	1,305	\$	15,660.68
Purchased Service (Custodial, fire and alarm, etc)	8,714	8,714	8,714	8,714	8,714	8,714	8,714	8,714	8,714	8,714	8,714	8,714	8,714	\$	104,567.84
Lawn Maintenance	697	697	697	697	697	697	697	697	697	697	697	697	697	\$	8,365.43
Pest Control	139	139	139	139	139	139	139	139	139	139	139	139	139	\$	1,673.09
Security Services	314	314	314	314	314	314	314	314	314	314	314	314	314	\$	3,764.44
Property Insurance	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	\$	100,385.12
Telephone Services	314	314	314	314	314	314	314	314	314	314	314	314	314	\$	3,764.44
Water & Sewer	279	279	279	279	279	279	279	279	279	279	279	279	279	\$	3,346.17
Electricity	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	8,365	\$	100,385.12
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Operation of Plant	33,930	33,930	33,930	33,930	33,930	33,930	33,930	33,930	33,930	33,930	33,930	33,930	33,930	\$	407,165.17
Maintenance of Plant															
Repairs & Maintenance		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	\$	66,000.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Maintenance of Plant		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	\$	66,000.00
Administrative Technology Services															
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	\$	31,370.35
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Administrative Technology Services	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	2,614	\$	31,370.35
After Care Programs															
After Care Salary			-	-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total After Care Programs			-	-	-	-	-	-	-	-	-	-	-	\$	-
Debt Service															
Redemption of Principal			-	-	-	-	-	-	-	-	-	-	-	\$	-
Interest (Interest Only at 6%)			-	-	-	-	-	-	-	-	-	-	-	\$	-
Sub-Total Debt Service			-	-	-	-	-	-	-	-	-	-	-	\$	-
Contingency															
Operating expense contingency - 3% of FEFP - Considered restricted funds													223,459	\$	223,458.80
Sub-Total Contingency													223,459	\$	223,458.80
Total Expenditures	\$ 141,950.39	\$ 428,012.71	\$ 641,403.48	\$ 660,274.26	\$ 582,805.50	\$ 582,805.50	\$ 592,478.03	\$ 582,805.50	\$ 606,305.50	\$ 592,478.03	\$ 582,805.50	\$ 910,832.14	\$	6,904,956.53	
Excess of Revenues over Expenditures	\$ 1,972,656.95	\$ 69,533.98	\$ (110,850.16)	\$ (2,165.38)	\$ 75,303.37	\$ 75,303.37	\$ 65,630.85	\$ 75,303.37	\$ 51,803.37	\$ 65,630.85	\$ 75,303.37	\$ (252,723.26)	\$	2,160,730.70	
Fund Balance	\$ 1,972,656.95	\$ 2,042,190.93	\$ 1,931,340.77	\$ 1,929,175.39	\$ 2,004,478.76	\$ 2,079,782.14	\$ 2,145,412.99	\$ 2,220,716.36	\$ 2,272,519.73	\$ 2,338,150.58	\$ 2,413,453.96	\$ 2,160,730.70	\$		

Pinecrest Academy Sarasota - K-8

													YEAR 5
													100 % Enrollment
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
REVENUES													
State Sources with expected enrollment	502,522	502,522	502,522	502,522	502,522	502,522	502,522	502,522	502,522	502,522	502,522	502,522	\$ 6,030,265.90
Federal Sources - NSLP funds 40% of students			19,746	19,746	19,746	19,746	19,746	19,746	19,746	19,746	19,746	19,746	\$ 197,464.57
Local Sources - Lunch program paid students			13,755	13,755	13,755	13,755	13,755	13,755	13,755	13,755	13,755	13,755	\$ 137,552.72
Capital Outlay (available year 1 SACS Accredited Network)				118,667	118,667	118,667	118,667	118,667	118,667	118,667	118,667	118,667	\$ 1,068,000.00
Other Sources - Services				8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	8,889	\$ 80,000.00
Previous Years Balance Carry Forward	2,160,731												\$ 2,160,730.70
	2,663,253	502,522	536,024	663,579	663,579	663,579	663,579	663,579	663,579	663,579	663,579	663,579	\$ 9,674,013.88
EXPENDITURES													
Instruction													
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		106,271	223,170	223,170	223,170	223,170	223,170	223,170	223,170	223,170	223,170	223,170	\$ 2,337,972.05
Fringe Benefits		25,505	53,561	53,561	53,561	53,561	53,561	53,561	53,561	53,561	53,561	53,561	\$ 561,113.29
Contracted Professional Services (includes Therapists & other contracted instructional services)				11,321	11,321	11,321	11,321	11,321	11,321	11,321	11,321	11,321	\$ 101,890.90
Classroom Supplies & Equipment		9,807	9,807	10,104									\$ 29,718.18
Teacher Supplies		12,609	12,609	12,991									\$ 38,209.09
Textbooks and/or ebooks - See Textbook calculator		-	-	-									\$ -
Supplemental instructional materials (CIRP/SIRP and Technology)		15,411	15,411	15,878									\$ 46,700.00
Digital Education Content Materials (Leased)												106,136	\$ 106,136.36
Computer - Equipment for Instruction (leased)		25,218	25,218	25,982									\$ 76,418.18
Computer Lab - Including Software		-	-	-									\$ -
Sub-Total Instruction	-	194,822	339,776	353,008	288,052	288,052	288,052	288,052	288,052	288,052	288,052	394,188	\$ 3,298,158.04
Pupil Personnel Services													
Salaries (includes counselor, school nurse, health assistant)			25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	\$ 250,832.05
Fringe Benefits			6,020	6,020	6,020	6,020	6,020	6,020	6,020	6,020	6,020	6,020	\$ 60,199.69
Contracted Professional Services (counseling and psychological)			12,100	12,100	12,100	12,100	12,100	12,100	12,100	12,100	12,100	12,100	\$ 120,995.44
Sub-Total Pupil Personnel Services	-	-	43,203	43,203	43,203	43,203	43,203	43,203	43,203	43,203	43,203	43,203	\$ 432,027.18
Media Services													
Salaries (includes Librarian)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Library Books		-	-	-	-	-	-	-	-	-	-	-	\$ -
Audio Visual Materials		-	-	-	-	-	-	-	-	-	-	-	\$ -
Sub-Total Media Services	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Development													
Salaries (includes Curriculum Specialist)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	\$ 97,645.45
Development Supplies		-	-	-	-	-	-	-	-	-	-	-	\$ -
Student Activities		4,245	4,245										\$ 8,490.91
Sub-Total Curriculum Development	8,137	12,383	12,383	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	8,137	\$ 106,136.36
Staff Development													
Workshops/Trainings		23,500							23,500				\$ 47,000.00
Travel		-							-				\$ -
Professional Services		-							-				\$ -
Sub-Total Staff Development	-	23,500	-	-	-	-	-	-	23,500	-	-	-	\$ 47,000.00
Instruction Related Technology													
Salaries (includes Technology Personnel)		-	-	-	-	-	-	-	-	-	-	-	\$ -
Fringe Benefits		-	-	-	-	-	-	-	-	-	-	-	\$ -
Online content and/or assessments		1,910	1,910										\$ 3,820.91
Hardware Maintenance				1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	\$ 16,981.82
Computer Learning Labs		-	-										\$ -
Sub-Total Instruction Related Technology	-	1,910	1,910	1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	1,887	\$ 20,802.73
Board													
Professional Services (Legal)	2,653												\$ 2,653.41

Pinecrest Academy Sarasota - K-8

													YEAR 5	
													100 % Enrollment	
Insurance (General Liability, D&O, Professional Liability)	9,818			9,818			9,818			9,818			\$	39,270.45
Travel	2,123												\$	2,122.73
<i>Sub-Total Board</i>	<i>14,594</i>	<i>-</i>	<i>-</i>	<i>9,818</i>	<i>-</i>	<i>-</i>	<i>9,818</i>	<i>-</i>	<i>-</i>	<i>9,818</i>	<i>-</i>	<i>-</i>	\$	<i>44,046.59</i>
General Administration														
Management Fees (Portion of the \$450 fee charged by ESP)	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	15,920	\$	191,045.44
Administrative Fee	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total General Administration</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	<i>15,920</i>	\$	<i>191,045.44</i>
School Administration														
Salaries (includes Principal, Secretary & other Office Personnel)	21,792	21,792	21,792	21,792	21,792	21,792	21,792	21,792	21,792	21,792	21,792	21,792	\$	261,508.01
Fringe Benefits	5,230	5,230	5,230	5,230	5,230	5,230	5,230	5,230	5,230	5,230	5,230	5,230	\$	62,761.92
Equipment Rental / Lease	318	318	318	318	318	318	318	318	318	318	318	318	\$	3,820.91
Travel				3,184									\$	3,184.09
Advertising and Promotion	2,830	2,830	2,830										\$	8,490.91
License Fees	212												\$	212.27
Dues and Subscriptions	3,396												\$	3,396.36
Postage			318	318	318	318	318	318	318	318	318	318	\$	3,184.09
Printing	4,776	434	434	434	434	434	434	434	434	434	434	434	\$	9,552.27
Office Supplies	5,000	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	\$	20,000.00
Office Equipment	1,592												\$	1,592.05
Computer Equipment	2,123												\$	2,122.73
<i>Sub-Total School Administration</i>	<i>47,271</i>	<i>31,969</i>	<i>32,287</i>	<i>32,641</i>	<i>29,457</i>	<i>29,457</i>	<i>29,457</i>	<i>29,457</i>	<i>29,457</i>	<i>29,457</i>	<i>29,457</i>	<i>29,457</i>	\$	<i>379,825.61</i>
Facilities Acquisition & Construction														
Building Lease / Rent (see budget summary for calculation)		90,041	90,041	90,041	90,041	90,041	90,041	90,041	90,041	90,041	90,041	90,041	\$	990,447.75
Remodeling & Renovations	-												\$	-
Purchase of Buildings & Fixed Equipment	-												\$	-
Land	-												\$	-
<i>Sub-Total Facilities Acquisition & Construction</i>	<i>-</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	<i>90,041</i>	\$	<i>990,447.75</i>
Fiscal Services														
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	3,538	3,538	3,538	3,538	3,538	3,538	3,538	3,538	3,538	3,538	3,538	3,538	\$	42,454.54
Fringe Benefits	849	849	849	849	849	849	849	849	849	849	849	849	\$	10,189.09
Fee to County School Board - up to 250 students	7,852	7,852	7,852	7,852	7,852	7,852	7,852	7,852	7,852	7,852	7,852	7,852	\$	94,222.90
Planning, Research, Development and Evaluation (Part of ESP's Fee)	7,783	7,783	7,783	7,783	7,783	7,783	7,783	7,783	7,783	7,783	7,783	7,783	\$	93,399.99
Professional Services - Annual Audit	929	929	929	929	929	929	929	929	929	929	929	929	\$	11,144.32
<i>Sub-Total Fiscal Services</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	<i>20,951</i>	\$	<i>251,410.85</i>
Food Services														
Salaries (Food Service Workers)			7,164	7,164	7,164	7,164	7,164	7,164	7,164	7,164	7,164	7,164	\$	71,642.04
Fringe Benefits			1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	1,719	\$	17,194.09
Food			-	-	-	-	-	-	-	-	-	-	\$	-
Food, Materials & Supplies - Vendor provided meals 70% Participation			27,174	27,174	27,174	27,174	27,174	27,174	27,174	27,174	27,174	27,174	\$	271,743.03
Equipment Rental / Lease (provided by food vendor)			-	-	-	-	-	-	-	-	-	-	\$	-
Inspection fees			16	16	16	16	16	16	16	16	16	16	\$	159.20
<i>Sub-Total Food Services</i>	<i>-</i>	<i>-</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	<i>36,074</i>	\$	<i>360,738.37</i>
Pupil Transportation Services														
Salaries (Drivers & Transportation workers)			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
Contracted Transportation Services - \$290 per bus per day 20% utilization			15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	15,660	\$	156,600.00
Field Trip Expenses for competitions			-	-	-	-	-	-	-	-	-	-	\$	-
Buses			-	-	-	-	-	-	-	-	-	-	\$	-
Repairs & Maintenance			-	-	-	-	-	-	-	-	-	-	\$	-
Fuel			-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Pupil Transportation Services</i>	<i>-</i>	<i>-</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	<i>15,660</i>	\$	<i>156,600.00</i>
Operation of Plant														
Salaries (Custodian, crossing guards, security)	5,519	5,519	5,519	5,519	5,519	5,519	5,519	5,519	5,519	5,519	5,519	5,519	\$	66,231.63
Fringe benefits	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	\$	15,895.59
Purchased Service (Custodial, fire and alarm, etc)	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	8,845	\$	106,136.36
Lawn Maintenance	708	708	708	708	708	708	708	708	708	708	708	708	\$	8,490.91

Pinecrest Academy Sarasota - K-8

													YEAR 5	
													100 % Enrollment	
Pest Control	142	142	142	142	142	142	142	142	142	142	142	142	\$	1,698.18
Security Services	318	318	318	318	318	318	318	318	318	318	318	318	\$	3,820.91
Property Insurance	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	\$	101,890.90
Telephone Services	318	318	318	318	318	318	318	318	318	318	318	318	\$	3,820.91
Water & Sewer	283	283	283	283	283	283	283	283	283	283	283	283	\$	3,396.36
Electricity	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	8,491	\$	101,890.90
Custodial Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Operation of Plant</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>34,439</i>	<i>\$</i>	<i>413,272.65</i>
Maintenance of Plant														
Repairs & Maintenance		6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	\$	66,000.00
Supplies		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Maintenance of Plant</i>	<i>-</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>6,000</i>	<i>\$</i>	<i>66,000.00</i>
Administrative Technology Services														
Internal Technology Support	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
Systems Operation	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	2,653	\$	31,840.91
Systems Planning & Analysis	-	-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Administrative Technology Services</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>2,653</i>	<i>\$</i>	<i>31,840.91</i>
After Care Programs														
After Care Salary			-	-	-	-	-	-	-	-	-	-	\$	-
Fringe Benefits			-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total After Care Programs</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$</i>	<i>-</i>
Debt Service														
Redemption of Principal		-	-	-	-	-	-	-	-	-	-	-	\$	-
Interest (Interest Only at 6%)		-	-	-	-	-	-	-	-	-	-	-	\$	-
<i>Sub-Total Debt Service</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>\$</i>	<i>-</i>
Contingency														
Operating expense contingency - 3% of FEFP - Considered restricted funds												225,398	\$	225,398.50
<i>Sub-Total Contingency</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>225,398</i>	<i>\$</i>	<i>225,398.50</i>
Total Expenditures	\$ 143,965.77	\$ 434,588.53	\$ 651,297.76	\$ 670,431.78	\$ 592,474.63	\$ 592,474.63	\$ 602,292.24	\$ 592,474.63	\$ 615,974.63	\$ 602,292.24	\$ 592,474.63	\$ 924,009.48	\$	7,014,750.96
Excess of Revenues over Expenditures	\$ 2,519,287.08	\$ 67,933.63	\$ (115,273.87)	\$ (6,852.34)	\$ 71,104.81	\$ 71,104.81	\$ 61,287.20	\$ 71,104.81	\$ 47,604.81	\$ 61,287.20	\$ 71,104.81	\$ (260,430.04)	\$	2,659,262.92
Fund Balance	\$ 2,519,287.08	\$ 2,587,220.72	\$ 2,471,946.85	\$ 2,465,094.50	\$ 2,536,199.31	\$ 2,607,304.13	\$ 2,668,591.32	\$ 2,739,696.14	\$ 2,787,300.95	\$ 2,848,588.15	\$ 2,919,692.96	\$ 2,659,262.92		

ATTACHMENT Y

PROPOSED STARTUP BUDGET

Start-up Budget

Pinecrest Academy Gulf Coast

Start-up Budget

	February	March	April	May	June	Total
Line of Credit / Grant **	40,000					
EXPENSES:						
Administration Staff	2,500	3,500	3,500	3,500	3,500	16,500
Marketing & Enrollment		2,500		2,000	15,500	20,000
Computer/Printer	1,500				1,000	2,500
Administrative Expenses	500	200	100	100	100	1,000
TOTAL OPERATING EXPENSES	4,500	6,200	3,600	5,600	20,100	40,000
Fund Balance	35,500	29,300	25,700	20,100	-	

** The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

ATTACHMENT Z

EVIDENCE OF EXTERNAL FUNDING



June 5th, 2017

RE: Pinecrest Academy Gulf Coast

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

Building Hope is committed to support **Pinecrest Academy, Inc.** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope can secure a line of credit for the school to help with the startup costs. Building Hope provides loan guarantees to make facilities financing more affordable for public charter schools throughout the United States. Guarantees range in size from \$250,000 to \$1 million. They have a five-year term with a 1% commitment fee and a 1% annual guaranty fee.

Sincerely,

Richard Moreno
Vice-President

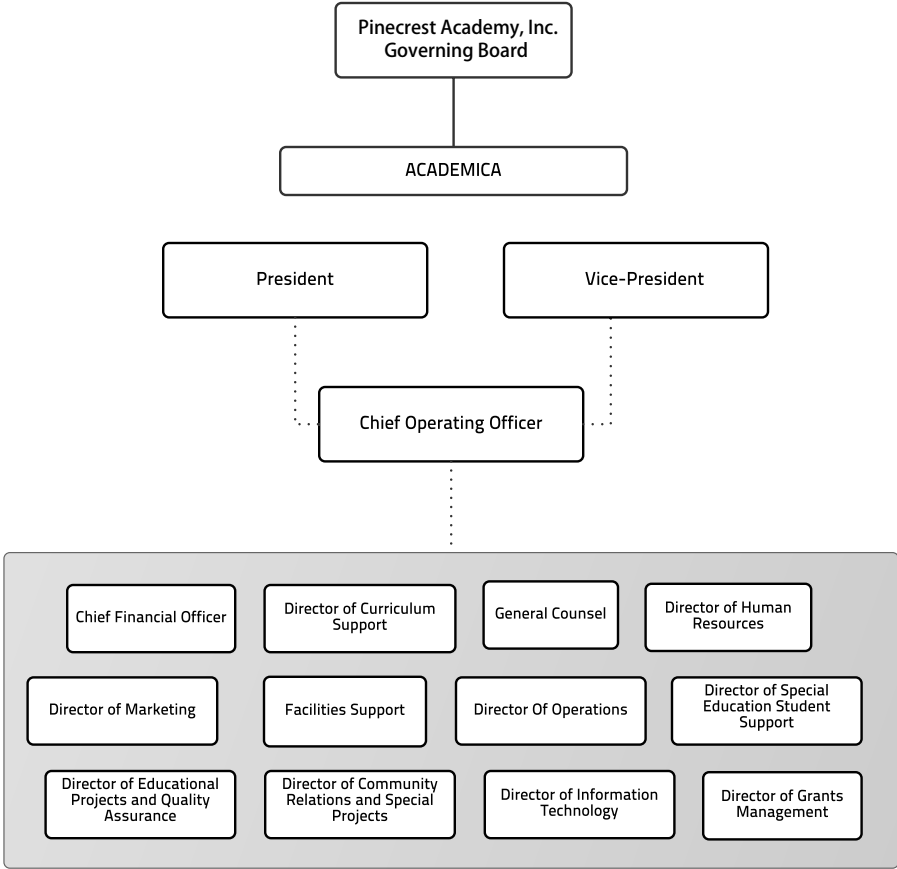
ATTACHMENT AA

**COMMISSIONER'S LETTER(S) OF VERIFICATION
OF HIGH-PERFORMING STATUS**

Not Applicable

ATTACHMENT BB

ESP'S ORGANIZATION CHART



ATTACHMENT CC

ESP'S ORGANIZATION CHART AFTER ANY

ANTICIPATED GROWTH

(NOT APPLICABLE)

Not Applicable

ATTACHMENT DD

APPLICANT HISTORY WORKSHEET

Pinecrest Academy, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial
2017 (Most Recent Year)								
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	619/63.5%	A	\$ 5,831,006.00	66%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	501/65.3%	I	\$ 4,518,139.00	59%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	525/65.5%	B	\$ 2,410,246.00	45%	No
Dade	Pinecrest Academy South Campus	13-0342	Active	750/60.7%	A	\$ 4,413,276.00	43%	No
Dade	Pinecrest Palm Academy	13-4634	Active	NA	NA			
Dade	Pinecrest Academy (North Campus)	13-5048	Active	500/69.9%	A	\$ 2,552,490.00	55%	Yes
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	NA	NA	NA	NA	No
Dade	Pinecrest Cove Academy	13-5049	Active	731/58.9%	A	\$ 2,590,958.00	35%	No
Dade	Pinecrest Glades Academy	13-2031	Active	432/57.3%	B	\$ 427,395.00	19%	No
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	167/62.2%	A	\$ 254,624.00	21%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	224/83.2%	C	\$ 582,816.00	23%	No
Orange	Pinecrest Creek Academy	48-0203	Active	131/93.9%	B	\$ 135,614.00	16%	No
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed	NA	NA	NA	NA	NA

Pincrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating
2016							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pincrest Preparatory Academy Charter School	13-0600	312/57%	B	\$ 5,319,344	64%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	502/65%	B	\$ 4,096,151	46%	No
Dade	Pincrest Preparatory Academy High School	13-7053	508/63%	A	\$ 1,930,712	37%	No
Dade	Pincrest Academy South Campus	13-0342	365/61%	A	\$ 3,937,278	37%	Yes
Dade	Pincrest Palm Academy	13-4634			N/A	N/A	NA
Dade	Pincrest Academy (North Campus)	13-5048	270/69%	A	\$ 1,963,631	40%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003			N/A	N/A	NA
Dade	Pincrest Cove Academy	13-5049	499/57%	A	\$ 1,871,792	18%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	NA	NA	NA	NA	NA
Orange	Pincrest Creek Academy	48-0203	NA	NA	NA	NA	NA
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162			NA	NA	

Pincrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following
2015							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/55%	A	\$2,130,618	42%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	537/64%	A	\$1,129,021	31%	No
Dade	Pincrest Preparatory Academy High School	13-7053	477/63%	A	\$871,972	26%	No
Dade	Pincrest Academy South Campus	13-0342	732/63%	A	\$1,886,977	32%	No
Dade	Pincrest Palm Academy	13-4634	18/0%	N/A	\$18,286	14%	No
Dade	Pincrest Academy (North Campus)	13-5048	437/66%	A	\$1,082,275	33%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	22/73%	A	\$27,928	19%	No
Dade	Pincrest Cove Academy	13-5049	731/56%	A	\$589,564	11%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	226/12%	C	\$284,491	16%	No
Orange	Pincrest Creek Academy	48-0203	208/22%	F	\$94,463	5%	No
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	N/A	N/A			

Pincrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following
2014							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/50%	A	\$1,592,406	30%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	604/57%	A	\$602,808	14%	No
Dade	Pincrest Preparatory Academy High School	13-7053	412/67%	A	\$471,723	16%	No
Dade	Pincrest Academy South Campus	13-0342	732/61%	A	\$1,340,997	20%	No
Dade	Pincrest Palm Academy	13-4634	18/0%	N/A	\$6,987	5%	No
Dade	Pincrest Academy (North Campus)	13-5048	415/62%	A	\$447,185	13%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	22/73%	A	\$14,106	10%	No
Dade	Pincrest Cove Academy	13-5049	715/53%	A	\$495,063	9%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	209/50%	A	\$159,511	10%	No
Orange	Pincrest Creek Academy	48-0203	231/0%	F	\$39,561	2%	No
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	N/A	N/A			

Pincrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following
2013							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/47%	A	\$1,867,187	53%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	694/60%	A	\$723,225	17%	No
Dade	Pincrest Preparatory Academy High School	13-7053	329/60%	A	\$512,044	25%	No
Dade	Pincrest Academy South Campus	13-0342	750/59%	A	\$1,455,516	25%	No
Dade	Pincrest Palm Academy	13-4634	N/A	N/A			No
Dade	Pincrest Academy (North Campus)	13-5048	419/66%	A	\$221,850	7%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	19/74%	N/A	\$4,488	2%	No
Dade	Pincrest Cove Academy	13-5049	639/51%	A	\$220,853	5%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	173/40%	A	\$132,842	10%	No
Orange	Pincrest Creek Academy	48-0203	123/44%	N/A	\$72,529	8%	No
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162					

Pincrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following
2012							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/43%	A	\$1,258,446	27%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	772/59%	A	\$578,141	12%	No
Dade	Pincrest Preparatory Academy High School	13-7053	228/52%	C	\$346,109	25%	No
Dade	Pincrest Academy South Campus	13-0342	349/58%	A	\$629,658	12%	No
Dade	Pincrest Palm Academy	13-4634	N/A	N/A			No
Dade	Pincrest Academy (North Campus)	13-5048	389/70%	A	\$142,091	5%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	15/80%	N/A	\$7,199	5%	No
Dade	Pincrest Cove Academy	13-5049	432/58%	A	\$2,513	0%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	135/51%	B	\$190,032	16%	No
Orange	Pincrest Creek Academy	48-0203	N/A	N/A			No
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	5/0%	N/A			

Pincrest Academy, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by	Applicant should indicate whether the independent financial audit included any of the following			
2011										
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)			
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/41%	A	1,775,438	34%	No			
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	822/49%	A	399,183	7%	No			
Dade	Pincrest Preparatory Academy High School	13-7053	163/50%	B	233,954	21%	No			
Dade	Pincrest Academy South Campus	13-0342	750/53%	A	498,548	8%	No			
Dade	Pincrest Palm Academy	13-4634	N/A	N/A			No			
Dade	Pincrest Academy (North Campus)	13-5048	340/67%	A	100,889	4%	No			
Dade	Pincrest Academy Middle School (North Campus)	13-6003	N/A	N/A			No			
Dade	Pincrest Cove Academy	13-5049	N/A	N/A			No			
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	48-0155	60/57%	N/A	3%	No			
Orange	Pincrest Creek Academy	48-0203	48-0203	N/A	N/A		No			
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	48-0162	NA	N/A					

ESP				Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency
2017 (Most Recent Year)									
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	
Dade	Mater Academy	13-0100	Active	1,108/91.8%	B	\$ 13,729,344.00	34%	No	
Dade	Mater Academy East Charter School	13-3100	Active	563/93.2%	A	\$ 4,491,144.00	29%	Yes	
Dade	Mater Academy East Charter Middle School	13-6009	Active	228/89.2%	C	\$ 839,425.00	29%	Yes	
Dade	Mater Academy East Charter High School	13-7037	Active	283/92%	B	\$ 494,271.00	7%	No	
Dade	Mater Academy of International Studies	13-1017	Active	540/96.7%	C	\$ 2,628,448.00	35%	Yes	
Dade	Mater Academy Middle School of International Studies	13-6047	Active	176/93.7%	B	\$ 1,107,735.00	77%	No	
Dade	Mater Academy High School of International Studies	13-7024	Active	19/94.1%	I	\$ 465,953.00	328%	No	
Dade	Mater International Academy	13-3000	Active	144/95.8%	NA	\$ 291,427.00	20%	No	
Dade	Mater Academy Middle School	13-6012	Active	1,322/87.6%	I	\$ 9,271,609.00	14%	No	
Dade	Mater Academy High School	13-7160	Active	1,747/84.1%	B	\$ 9,707,359.00	5%	No	
Dade	Mater Performing Arts & Entertainment Academy	13-7014	Active	353/77.7%	A	\$ 4,174,026.00	71%	No	
Dade	Mater Gardens Academy Elementary School	13-0312	Active	586/53%	A	\$ 1,000,628.00	6%	No	
Dade	Mater Gardens Academy Middle School	13-6042	Active	205/57.1%	A	\$ 309,449.00	12%	No	
Dade	Mater Lakes Academy Middle School	13-6033	Active	893/78.1%	A	\$ 3,815,218.00	31%	No	
Dade	Mater Lakes Academy High School	13-7018	Active	1,296/76.2%	A	\$ 6,897,672.00	34%	No	
Dade	Mater Academy (Miami Beach)	13-5047	Active	547/70.5%	A	\$ 2,304,840.00	37%	No	
Dade	Mater Academy High School (Miami Beach)	13-7025	Active	NA	NA	NA	NA	No	
Dade	Mater Grove Academy	13-5045	Active	516/27.7%	A	\$ 735,953.00	11%	No	
Dade	Mater Brickell Preparatory School	13-5046	Active	152/49.7%	A	\$ 761,010.00	54%	No	
Dade	Mater Academy at Mt. Sinai	13-5054	Active	178/59.4%	A	\$ 761,007.00	37%	No	
Dade	iMater Academy	13-5384	Active	680/94.8%	A	\$ 2,305,551.00	12%	No	
Dade	iMater Academy Middle School	13-6014	Active	822/88.8%	A	\$ 2,132,654.00	22%	No	
Dade	iMater Preparatory Academy High School	13-7090	Active	671/87.6%	B	\$ 2,293,960.00	34%	No	
Dade	Mater Academy Bay	13-4010	Active	150/69.3%	B	\$ 19,335.00	13%	No	
Dade	Mater Academy Virtual Middle School	13-6997	Active	28/64%	B	\$ 21,319.00	1%	No	
Dade	Sports Leadership and Management Charter Middle School	13-6015	Active	523/87.9%	C	\$ 37,832.00	10%	No	
Dade	Sports Leadership and Management Charter High School	13-7016	Active	540/86.2%	B	\$ 98,043.00	2%	No	
Dade	Ben Gamla Charter School	13-5022	Active	242/46.1%	A	\$ 285,878.00	6%	No	
Dade	City of Hialeah Educational Academy	13-7262	Active	801/87.2%	B	\$ 2,065,692.00	21%	No	
Dade	Doral Academy	13-3030	Active	1121/46.3%	A	\$ 8,953,373.00	62%	No	
Dade	Just Arts and Management Middle School	13-6083	Active	149/48/6%	A	\$ 478,021.00	34%	No	
Dade	Doral Academy of Technology	13-3029	Active	201/45.7%	A	\$ 1,150,586.00	72%	No	
Dade	Doral Academy Charter Middle School	13-6030	Active	1,124/56%	A	\$ 7,898,020.00	58%	No	
Dade	Doral Academy Charter High School	13-7020	Active	1,720/60.1%	A	\$ 7,617,701.00	6%	No	
Dade	Doral Performing Arts and Entertainment Academy	13-7009	Active	407/52%	A	\$ 3,011,714.00	72%	No	
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	Active	158/95.1%	F	\$ 289,609.00	1%	No	
Dade	Integrated Science and Asian Culture Academy	13-2004	Active	144/52.4%	A	\$ 294,820.00	11%	No	
Dade	International Studies Charter Middle School	13-6045	Active	313/73.4%	A	\$ 1,034,061.00	31%	No	
Dade	International Studies Charter High School	13-7007	Active	421/69.6%	A	\$ 2,107,103.00	31%	No	
Dade	International Studies Virtual Academy	13-6017	Active	NA	NA	\$ 8,242.00	52%	No	
Dade	Miami Children's Museum Charter School	13-4000	Active	293/29.6%	A	\$ 2,338,394.00	47%	No	
Dade	Pinecrest Preparatory Academy Charter School	13-0600	Active	619/63.5%	A	\$ 5,831,006.00	66%	No	
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	Active	501/65.3%	I	\$ 4,518,139.00	59%	No	
Dade	Pinecrest Preparatory Academy High School	13-7053	Active	525/65.5%	B	\$ 2,410,246.00	45%	No	
Dade	Pinecrest Academy South Campus	13-0342	Active	750/60.7%	A	\$ 4,413,276.00	43%	No	
Dade	Pinecrest Palm Academy	13-4634	Active	NA	NA				
Dade	Pinecrest Academy (North Campus)	13-5048	Active	500/69.9%	A	\$ 2,552,490.00	55%	Yes	
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	Active	NA	NA	NA	NA	No	
Dade	Pinecrest Cove Academy	13-5049	Active	731/58.9%	A	\$ 2,590,958.00	35%	No	
Dade	Pinecrest Glades Academy	13-2031	Active	432/57.3%	B	\$ 427,395.00	19%	No	
Dade	Pinecrest Glades Preparatory Academy Middle High School	13-7027	Active	167/62.2%	A	\$ 254,624.00	21%	No	
Dade	Somerset Academy (Miami-Dade)	13-0520	Active	615/70.2%	A	\$ 1,695,813.00	22%	No	
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	Active	228/68.1%	A	\$ 936,796.00	55%	No	
Dade	Somerset Academy (Silver Palms)	13-0332	Active	812/79%	A	\$ 2,610,379.00	9%	No	
Dade	Somerset Academy High School (Miami-Dade)	13-7042	Active	366/81.7%	A	\$ 1,394,513.00	24%	No	
Dade	Somerset Academy High School (South Campus)	13-7038	Active	30/70%	A	\$ 173,477.00	72%	No	
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	Active	775/74.5%	A	\$ 2,119,248.00	9%	No	
Dade	Somerset City Arts Academy	13-2012	Active	390/70.1%	C	\$ 612,553.00	11%	No	
Dade	Somerset Academy Middle School (Country Palms)	13-6043	Active	22/63.6%	C	\$ 194,213.00	123%	No	

Dade	Somerset Oaks Academy	13-3033	Active	584/88.1%	B	\$ 1,387,289.00	16%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	Active	400/18.7%	A	\$ 2,883,685.00	37%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	Active	210/29.5%	A	\$ 930,837.00	58%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	Active	515/85.3%	B	\$ 3,410,371.00	47%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	Active	439/83.4%	B	\$ 1,192,513.00	27%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	Active	249/85%	B	\$ 336,565.00	15%	No
Dade	Somerset Gables Academy	13-5008	Active	468/20.9%	A	\$ 468,053.00	6%	No
Dade	Somerset Academy Bay	13-5062	Active	247/15.9%	A	\$ 304,236.00	23%	No
Dade	Somerset Academy Bay Middle School	13-6128	Active	43/23.3%	A	\$ 92,579.00	17%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	Active	259/38.4%	A	\$ 583,406.00	19%	No
Dade	Somerset Academy Virtual Middle High School	13-6016	Active	17/16.7%	NA	\$ 2,780.00	2%	No
Broward	Somerset Academy	06-5141	Active	936/38.8%	A	\$ 5,073,200.00	18%	No
Broward	Somerset Academy Middle School (Country Palms)	06-5151	Active	752/44.1%	A	\$ 2,379,071.00	15%	No
Broward	Somerset Academy High School	06-5221	Active	945/43.3%	B	\$ 3,216,344.00	7%	No
Broward	Somerset Arts Conservatory	06-5396	Active	141/33.1%	A	\$ 1,596,727.00	58%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	Active	605/65.6%	A	\$ 5,958,593.00	54%	Yes
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	Active	390/63.1%	A	\$ 1,842,313.00	58%	No
Broward	Somerset Academy Miramar South	06-5054	Active	155/42.1%	A	\$ 1,313,150.00	100%	No
Broward	Somerset Academy (Davie)	06-5211	Active	152/61%	A	\$ 1,175,274.00	87%	No
Broward	Somerset Academy East Preparatory	06-5391	Active	248/88.1%	A	\$ 2,439,347.00	51%	Yes
Broward	Somerset Academy Hollywood	06-5387	Active	24/45.8%	NA	\$ 44,951.00	80%	Yes
Broward	Somerset Academy Hollywood Middle School	06-5419	Active	19/73.7%	C	\$ 37,807.00	25%	No
Broward	Somerset Academy Village	06-5004	Active	240/95.5%	C	\$ 802,608.00	29%	Yes
Broward	Somerset Academy Village Charter Middle School	06-5002	Active	128/93.8%	B	\$ 302,694.00	27%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	Active	765/94%	C	\$ 2,279,308.00	28%	Yes
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	Active	247/85.8%	C	\$ 955,634.00	49%	No
Broward	Somerset Academy Neighborhood School	06-5021	Active	543/73.5%	A	\$ 5,073,200.00	18%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	Active	347/71.1%	C	\$ 1,192,442.00	21%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	Active	283/67.3%	C	\$ 316,427.00	14%	No
Broward	Somerset Pines Academy	06-5030	Active	398/77.9%	C	\$ 1,574,039.00	37%	Yes
Broward	Somerset Academy Pompano	06-5388	Active	163/86.8%	C	\$ 225,984.00	10%	Yes
Broward	Somerset Academy Pompano Middle School	06-5413	Active	359/77.1%	I	\$ 169,743.00	1%	Yes
Broward	Somerset Academy Key Charter High School	06-5224	Active	122/52.5%	D	\$ 74,828.00	35%	No
Broward	Ben Gamla Charter School	06-5410	Active	578/49.3%	A	\$ 90,579.00	1%	Yes
Broward	Ben Gamla Charter School (North Campus)	06-5001	Active	72/43.1%	A	\$ 152,795.00	15%	No
Broward	Ben Gamla South Broward	06-5392	Active	432/78.1%	C	\$ 1,064,336.00	-1%	No
Broward	Ben Gamla Preparatory School	06-5204	Active	191/52.9%	A	\$ 143,934.00	18%	Yes
Broward	Ben Gamla Preparatory Charter High School	06-5182	Active	258/63.2%	C	\$ 120,513.00	17%	Yes
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	Active	NA	NA	NA	NA	No
Broward	Ben Gamla Charter High School	06-5005	Active	NA	NA	NA	NA	No
Orange	Cornerstone Charter Academy	48-0133	Active	930/0%	A	\$ 4,483,975.00	32%	Yes
Orange	Cornerstone Charter High School	48-0146	Active	449/0%	B	\$ 1,429,918.00	31%	No
Orange	Pinecrest Preparatory Charter School (Orlando Campus)	48-0155	Active	224/83.2%	C	\$ 582,816.00	23%	No
Orange	Pinecrest Creek Academy	48-0203	Active	131/93.9%	B	\$ 135,614.00	16%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	Active	128/88.3%	C	\$ 68,242.00	13%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	Active	NA/85.1%	D	\$ 352,097.00	19%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	Active	NA	NA	NA	NA	No
Duval	Somerset Preparatory Academy	16-5501	Active	564/61.8%	D	\$ 228,310.00	2%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	Active	269/26.6%	B	\$ 1,129,346.00	6%	No
Palm Beach	Somerset Academy Boca	50-3413	Active	357/4.7%	A	\$ 1,145,456.00	35%	Yes
Palm Beach	Somerset Academy Boca Middle	50-4041	Active	10.83%	A	\$ 212,196.00	43%	No
Palm Beach	Somerset Academy Middle School	50-4012	Active	863/12.9%	A	\$ 1,942,833.00	22%	Yes
Palm Beach	Somerset Academy Canyons High School	50-4013	Active	652/6.7%	B	\$ 1,322,886.00	13%	No
Palm Beach	Somerset Academy Lakes Charter School	50-4091	Active	71/82.9%	C	\$ 2,642.00	51%	Yes
Palm Beach	SLAM Palm Beach Charter School	50-4090	Active	60/82.5%	B	\$ 5,698.00	50%	No
Palm Beach	Bright Futures Academy	50-3385	Active	411/69.8%	C	\$ 274,793.00	0%	Yes
Palm Beach	University Preparatory Academy Palm Beach	50-4080	Active	166/91.3%	F	\$ 211,712.00	7%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	Active	357/46.2%	A	\$ 468,604.00	11%	No
Monroe	Key West Collegiate School	44-0382	Active	79/24.4%	C	\$ 249,166.00	24%	Yes
Osceola	Mater Brighton Lakes	49-0163	Active	769/100%	B	\$ 204,657.00	12%	Yes
Dade	Excelsior Language Academy of Hialeah	13-5029	Active	NA	NA	NA	NA	NA
Dade	Excelsior Academy High School	13-7054	Closed	NA	NA	NA	NA	NA
Brevard	Odyssey Charter School	05-6507	Active	NA	NA	NA	NA	NA
Brevard	Palm Bay Community Charter	05-6519	Closed	NA	NA	NA	NA	NA
Brevard	Palm Bay Municipal Charter High School	05-6520	Closed	NA	NA	NA	NA	NA
Orange	Pinecrest Preparatory Charter High School (Orlando Campus)	48-0162	Closed	NA	NA	NA	NA	NA
Pinellas	Ben Gamla Charter School	52-7321	Closed	NA	NA	NA	NA	NA
Monroe	Key West Montessori Charter School	44-0351	Active	NA	NA	NA	NA	NA

ESP

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or
2016							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	469/92%	A	\$ 12,844,224	35%	No
Dade	Mater Academy East Charter School	13-3100		A	\$ 4,366,594	28%	Yes
Dade	Mater Academy East Charter Middle School	13-6009	323/97%	C	\$ 1,103,550	30%	No
Dade	Mater Academy East Charter High School	13-7037	324/96%	B	\$ 568,694	13%	No
Dade	Mater Academy of International Studies	13-1017	252/98%	C	\$ 1,964,507	24%	Yes
Dade	Mater Academy Middle School of International Studies	13-6047	188/94%	A	\$ 765,255	51%	No
Dade	Mater Academy High School of International Studies	13-7024	16/94%	A	\$ 463,203	388%	No
Dade	Mater International Academy	13-3000	70/81.4%	NA	\$24,898	12%	No
Dade	Mater Academy Middle School	13-6012	1322/87%	A	\$ 9,631,862	16%	No
Dade	Mater Academy High School	13-7160	1765/84%	B	\$ 9,702,447	11%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	367/81%	A	\$ 4,021,796	65%	No
Dade	Mater Gardens Academy Elementary School	13-0312	295/25%	A	\$ 820,306	4%	No
Dade	Mater Gardens Academy Middle School	13-6042	217/27%	A	\$ 222,333	9%	No
Dade	Mater Lakes Academy Middle School	13-6033	866/80%	B	\$ 3,504,506	30%	No
Dade	Mater Lakes Academy High School	13-7018	1173/76%	B	\$ 6,456,505	28%	No
Dade	Mater Academy (Miami Beach)	13-5047	347/69%	A	\$ 1,998,006	31%	No
Dade	Mater Academy High School (Miami Beach)	13-7025			N/A	N/A	No
Dade	Mater Grove Academy	13-5045	117/51%	A	\$ 200,026	16%	No
Dade	Mater Brickell Preparatory School	13-5046	112/55%	A	\$ 607,004	36%	No
Dade	Mater Academy at Mt. Sinai	13-5054	49/53%	C	\$ 574,015	37%	No
Dade	iMater Academy	13-5384	284/94%	C	\$ 1,230,463	8%	No
Dade	iMater Academy Middle School	13-6014	796/90%	C	\$ 1,624,034	14%	No
Dade	iMater Preparatory Academy High School	13-7090	521/88%	C	\$ 1,610,783	28%	No
Dade	Mater Academy Bay	13-4010	NA	NA	NA	NA	NA
Dade	Mater Academy Virtual Middle School	13-6997	48/52%	B	\$ 17,223	1%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	551/89%	C	\$ 309,731	15%	No
Dade	Sports Leadership and Management Charter High School	13-7016	452/86%	C	\$ 181,926	5%	No
Dade	Ben Gamla Charter School	13-5022	146/43%	A	\$ 98,435	14%	Yes
Dade	City of Hialeah Educational Academy	13-7262	802/86%	B	\$1,661,902.00	22%	No
Dade	Doral Academy	13-3030	626/48%	A	\$ 8,341,400	57%	No
Dade	Just Arts and Management Middle School	13-6083	102/54%	A	\$ 340,469	27%	No
Dade	Doral Academy of Technology	13-3029	185/45%	A	\$ 861,173	56%	Yes
Dade	Doral Academy Charter Middle School	13-6030	1200/57%	A	\$ 7,019,810	49%	Yes
Dade	Doral Academy Charter High School	13-7020	1162/61%	A	\$ 6,965,948	10%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	392/55%	A	\$ 2,113,408	50%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	164/99%	D	\$ 183,278	4%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	17/51%	A	\$ 125,824	7%	No
Dade	International Studies Charter Middle School	13-6045	309/62%	A	\$ 942,042	23%	Yes
Dade	International Studies Charter High School	13-7007	411/63%	A	\$ 1,525,140	17%	Yes
Dade	International Studies Virtual Academy	13-6017			\$ 19,826	41%	No
Dade	Miami Children's Museum Charter School	13-4000	149/40%	C	\$ 2,291,138	90%	No
Dade	Pincrest Preparatory Academy Charter School	13-0600	312/57%	B	\$ 5,319,344	64%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	502/65%	B	\$ 4,096,151	46%	No
Dade	Pincrest Preparatory Academy High School	13-7053	508/63%	A	\$ 1,930,712	37%	No
Dade	Pincrest Academy South Campus	13-0342	365/61%	A	\$ 3,937,278	37%	Yes
Dade	Pincrest Palm Academy	13-4634			N/A	N/A	NA
Dade	Pincrest Academy (North Campus)	13-5048	270/69%	A	\$ 1,963,631	40%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003			N/A	N/A	NA
Dade	Pincrest Cove Academy	13-5049	499/57%	A	\$ 1,871,792	18%	No
Dade	Pincrest Glades Academy	13-2031	NA	NA	NA	NA	NA
Dade	Pincrest Glades Preparatory Academy Middle High School	13-7027	NA	NA	NA	NA	NA
Dade	Somerset Academy (Miami-Dade)	13-0520	304/67%	A	\$ 1,427,553	14%	No

Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	219/63%	A	\$ 753,531	38%	No
Dade	Somerset Academy (Silver Palms)	13-0332	708/83%	B	\$ 2,404,015	3%	Yes
Dade	Somerset Academy High School (Miami-Dade)	13-7042	340/83%	B	\$ 1,183,914	7%	No
Dade	Somerset Academy High School (South Campus)	13-7038	30/90%	A	\$ 160,948	64%	No
Dade	Somerset Preparatory Academy at Silver Palms	13-4012	283/76%	A	\$ 1,613,000	2%	No
Dade	Somerset City Arts Academy	13-2012	181/61%	C	\$ 459,748	7%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	23/4%	A	\$ 162,874	96%	No
Dade	Somerset Oaks Academy	13-3033	271/84%	C	\$ 949,229	5%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	244/18%	A	\$ 2,492,872	43%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	189/25%	A	\$ 743,916	50%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	199/79%	B	\$ 2,525,427	56%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	373/28%	C	\$ 790,720	17%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	179/25%	D	\$ 259,671	14%	No
Dade	Somerset Gables Academy	13-5008	151/18%	A	\$ 368,183	13%	No
Dade	Somerset Academy Bay	13-5062	109/13%	A	\$ 159,219	16%	No
Dade	Somerset Academy Bay Middle School	13-6128	59/19%	A	\$ 64,606	10%	No
Dade	Somerset Preparatory Academy Sunset	13-5002	31/36%	A	\$ 349,292	24%	Yes
Dade	Somerset Academy Virtual Middle High School	13-6016	26/8%	I	\$ 3,611	3%	No
Broward	Somerset Academy	06-5141	499/34%	A	\$ 4,097,230	30%	Yes
Broward	Somerset Academy Middle School (Country Palms)	06-5151	827/37%	A	\$2,638,965	23%	Yes
Broward	Somerset Academy High School	06-5221	1033/44%	B	\$3,303,194	4.00%	Yes
Broward	Somerset Arts Conservatory	06-5396	123/34%	A	\$ 1,506,895	143.00%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	389/64%	A	\$ 5,577,141	66%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	426/66%	A	\$ 1,627,858	44%	No
Broward	Somerset Academy Miramar South	06-5054			\$ 1,098,148	104%	No
Broward	Somerset Academy (Davie)	06-5211	70/62%	A	\$ 1,091,355	80%	No
Broward	Somerset Academy East Preparatory	06-5391	140/86%	B	\$ 2,221,307	78%	Yes
Broward	Somerset Academy Hollywood	06-5387			\$ 26,157	79%	Yes
Broward	Somerset Academy Hollywood Middle School	06-5419	12/58%	D	\$ 12,975	3%	Yes
Broward	Somerset Academy Village	06-5004	137/91%	C	\$ 798,259	27%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	95/89%	C	\$ 284,696	30%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	496/95%	C	\$ 1,876,449	19%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	219/93%	C	\$ 686,859	36%	No
Broward	Somerset Academy Neighborhood School	06-5021	295/75%	A	\$ 945,901	8%	Yes
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	323/69%	C	\$ 1,177,558	38%	Yes
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	305/64%	C	\$ 269,895	10%	Yes
Broward	Somerset Pines Academy	06-5030	361/70%	C	\$ 1,454,436	24%	No
Broward	Somerset Academy Pompano	06-5388	85/85%	C	\$ 228,838	8%	No
Broward	Somerset Academy Pompano Middle School	06-5413	20/85%	D	\$ 91,960	17%	No
Broward	Somerset Academy Key Charter High School	06-5224	NA	NA	NA	NA	NA
Broward	Ben Gamla Charter School	06-5410	352/48%	A	\$ 176,631	2%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	17/48%	A	\$ 173,543	0.80%	No
Broward	Ben Gamla South Broward	06-5392	215/73%	B	\$ 759,120	0.30%	No
Broward	Ben Gamla Preparatory School	06-5204	192/53%	I	\$ 62,737	6%	Yes
Broward	Ben Gamla Preparatory Charter High School	06-5182	160/54%	C	\$ 40,373	17%	No
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	37/62%	C	\$ 36,998	17%	No
Broward	Ben Gamla Charter High School	06-5005	66/64%	D	\$ 56,140	2.50%	No
Orange	Cornerstone Charter Academy	48-0133		A	\$ 4,121,570	29%	No
Orange	Cornerstone Charter High School	48-0146		A	\$ 1,147,459	20%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	136/24%	B	\$ 439,634	25%	No
Orange	Pincrest Creek Academy	48-0203	47/44%	C	\$ 109,991	5%	Yes
Duval	Somerset Academy (Eagle Campus)	16-1251	85/8%	F	\$ 122,475	11%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	47/15%	C	\$ 280,528	17%	Yes
Duval	Somerset Academy High School (Eagle Campus)	16-1381	28/18%	F	\$ -	0	No
Duval	Somerset Preparatory Academy	16-5501	290/22%	D	\$ 335,949	1%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	146/24%	A	\$ 930,487	7%	No
Palm Beach	Somerset Academy Boca	50-3413	161/28%	A	\$ 706,076	19%	Yes
Palm Beach	Somerset Academy Boca Middle	50-4041	63/27%	A	\$ 130,355	26%	Yes
Palm Beach	Somerset Academy Middle School	50-4012	862/25%	B	\$ 1,707,915	16%	Yes
Palm Beach	Somerset Academy Canyons High School	50-4013	427/27%	B	\$ 604,394	11%	Yes
Palm Beach	Somerset Academy Lakes Charter School	50-4091	NA	NA	NA	NA	NA
Palm Beach	SLAM Palm Beach Charter School	50-4090	NA	NA	NA	NA	NA
Palm Beach	Bright Futures Academy	50-3385	NA	NA	NA	NA	NA
Palm Beach	University Preparatory Academy Palm Beach	50-4080	NA	NA	NA	NA	NA
St. Lucie	Somerset College Preparatory Academy	56-0712	315/49%	B	\$ 368,485	9%	No
Monroe	Key West Collegiate School	44-0382	84/14%	B	\$ 208,962	22%	No
Osceola	Mater Brighton Lakes	49-0163	295/80%	B	\$ 77,974	15%	Yes
Dade	Excelsior Language Academy of Hialeah	13-5029	NA	NA	NA	NA	NA
Dade	Excelsior Academy High School	13-7054	NA	NA	NA	NA	NA
Brevard	Odyssey Charter School	05-6507	NA	NA	NA	NA	NA
Brevard	Palm Bay Community Charter	05-6519	NA	NA	NA	NA	NA
Brevard	Palm Bay Municipal Charter High School	05-6520	NA	NA	NA	NA	NA
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	NA	NA	NA	NA	NA
Pinellas	Ben Gamla Charter School	52-7321	NA	NA	NA	NA	NA
Monroe	Key West Montessori Charter School	44-0351	NA	NA	NA	NA	NA

ESP

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please
			2015				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	1,603/ 93%	A	\$2,238,946	26%	No
Dade	Mater Academy East Charter School	13-3100	621/ 86%	A	\$2,550,111	51%	No
Dade	Mater Academy East Charter Middle School	13-6009	333/96%	C	\$642,420	27%	No
Dade	Mater Academy East Charter High School	13-7037	339/96%	A	\$363,150	14%	No
Dade	Mater Academy of International Studies	13-1017	553/98%	C	\$1,061,771	24%	No
Dade	Mater Academy Middle School of International Studies	13-6047	188/94%	A	\$561,898	42%	No
Dade	Mater Academy High School of International Studies	13-7024	20/100%	B	\$415,979	278%	No
Dade	Mater Academy Middle School	13-6012	1,351/87%	A	\$2,734,235	29%	No
Dade	Mater Academy High School	13-7160	1,742/84%	A	\$3,208,685	25%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	333/81%	A	\$793,137	34%	No
Dade	Mater Gardens Academy Elementary School	13-0312	582/53%	A	\$324,904	7%	No
Dade	Mater Gardens Academy Middle School	13-6042	218/60%	A	\$124,940	8%	No
Dade	Mater Lakes Academy Middle School	13-6033	845/78%	A	\$1,426,213	25%	No
Dade	Mater Lakes Academy High School	13-7018	1,143/76%	A	\$2,232,923	28%	No
Dade	Mater Academy (Miami Beach)	13-5047	532/70%	C	\$1,094,984	25%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	30/87%	B	\$86,044	40%	No
Dade	Mater Grove Academy	13-5045	182/58%	A	\$333,675	26%	No
Dade	Mater Brickell Preparatory School	13-5046	172/53%	A	\$359,219	29%	No
Dade	Mater Academy at Mt. Sinai	13-5054	146/58%	B	\$339,672	30%	No
Dade	iMater Academy	13-5384	565/95%	B	\$403,523	8%	No
Dade	iMater Academy Middle School	13-6014	768/90%	B	\$738,109	13%	No
Dade	iMater Preparatory Academy High School	13-7090	383/87%	B	\$531,953	17%	No
Dade	Mater Academy Virtual Middle School	13-6997	23/48%	N/A	\$23,859	22%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	568/86%	C	\$189,957	4%	No
Dade	Sports Leadership and Management Charter High School	13-7016	394/87%	C	\$81,702	3%	No
Dade	Ben Gamla Charter School	13-5022	249/36%	A	\$77,542	4%	No
Dade	City of Hialeah Educational Academy	13-7262	619/87%	B	\$876,064	20%	No
Dade	Doral Academy	13-3030	1,143/44%	A	\$4,940,671	52%	No
Dade	Just Arts and Management Middle School	13-6083	99/56%	A	\$150,419	23%	No
Dade	Doral Academy of Technology	13-3029	185/53%	A	\$607,626	47%	No
Dade	Doral Academy Charter Middle School	13-6030	1,283/58%	A	\$3,343,759	39%	No
Dade	Doral Academy Charter High School	13-7020	1,515/60%	A	\$647,491	6%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	379/54%	A	\$428,702	16%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	286/100%	F	\$44,530	2%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	13/77%	N/A	\$74,202	19%	No
Dade	International Studies Charter Middle School	13-6045	300/63%	A	\$302,052	15%	No
Dade	International Studies Charter High School	13-7007	391/61%	A	\$490,714	17%	No
Dade	International Studies Virtual Academy	13-6017	N/A	N/A	\$9,598	27%	No
Dade	Miami Children's Museum Charter School	13-4000	303/15%	A	\$1,879,164	84%	No
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/55%	A	\$2,130,618	42%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	537/64%	A	\$1,129,021	31%	No
Dade	Pincrest Preparatory Academy High School	13-7053	477/63%	A	\$871,972	26%	No
Dade	Pincrest Academy South Campus	13-0342	732/63%	A	\$1,886,977	32%	No
Dade	Pincrest Palm Academy	13-4634	18/0%	N/A	\$18,286	14%	No
Dade	Pincrest Academy (North Campus)	13-5048	437/66%	A	\$1,082,275	33%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	22/73%	A	\$27,928	19%	No
Dade	Pincrest Cove Academy	13-5049	731/56%	A	\$589,564	11%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	590/65%	A	\$587,332	14%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	211/66%	A	\$543,633	39%	No
Dade	Somerset Academy (Silver Palms)	13-0332	623/84%	A	\$64,758	1%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	347/76%	A	\$213,994	9%	No
Dade	Somerset Academy High School (South Campus)	13-7038	30/83%	A	\$98,668	48%	No

Dade	Somerset Preparatory Academy at Silver Palms	13-4012	669/80%	A	\$40,258	1%	No
Dade	Somerset City Arts Academy	13-2012	363/69%	A	\$232,268	9%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	35/74%	A	\$148,749	60%	No
Dade	Somerset Oaks Academy	13-3033	293/82%	D	\$109,441	5%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	451/16%	A	\$1,172,930	31%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	152/17%	A	\$376,731	38%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	488/85%	B	\$1,455,106	40%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	222/77%	C	\$318,633	20%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	110/87%	D	\$124,142	16%	No
Dade	Somerset Gables Academy	13-5008	412/15%	A	\$317,844	8%	No
Dade	Somerset Academy Bay	13-5062	249/16%	A	\$254,110	12%	No
Dade	Somerset Academy Bay Middle School	13-6128	42/24%	A	\$30,832	11%	No
Dade	Somerset Preparatory Academy Sunset	13-5002					
Dade	Somerset Academy Virtual Middle High School	13-6016	20/25%	N/A	\$61,392	72%	No
Broward	Somerset Academy	06-5141	938/32%	A	\$1,879,587	17%	No
Broward	Somerset Academy Middle School (Country Palms)	06-5151	827/34%	A	\$605,286	11%	No
Broward	Somerset Academy High School	06-5221	1,101/45%	A	\$222,552	3%	No
Broward	Somerset Arts Conservatory	06-5396	116/36%	A	\$1,071,622	133%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	644/64%	A	\$2,654,769	52%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	439/65%	A	\$1,134,674	37%	No
Broward	Somerset Academy Miramar South	06-5054	105/43%	N/A	\$740,010	92%	No
Broward	Somerset Academy (Davie)	06-5211	150/59%	A	\$919,637	78%	No
Broward	Somerset Academy East Preparatory	06-5391	289/87%	B	\$1,398,704	61%	No
Broward	Somerset Academy Hollywood	06-5387	49/78%	F	\$137,994	22%	No
Broward	Somerset Academy Hollywood Middle School	06-5419	11/82%	B	\$11,137	9%	No
Broward	Somerset Academy Village	06-5004	235/93%	D	\$729,346	37%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	116/90%	D	\$244,785	29%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	701/92%	C	\$929,137	17%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	215/84%	C	\$402,899	27%	No
Broward	Somerset Academy Neighborhood School	06-5021	515/73%	A	\$1,879,587	17%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	334/75%	C	\$641,655	28%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	282/66%	C	\$120,619	6%	No
Broward	Somerset Pines Academy	06-5030	484/71%	C	\$849,517	24%	No
Broward	Somerset Academy Pompano	06-5388	165/81%	D	\$85,360	7%	No
Broward	Somerset Academy Pompano Middle School	06-5413	24/83%	F	\$59,855	36%	No
Broward	Ben Gamla Charter School	06-5410	589/50%	A	\$290,777	7%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	76/71%	A	\$34,301	7%	No
Broward	Ben Gamla South Broward	06-5392	379/60%	C	\$74,524	3%	No
Broward	Ben Gamla Preparatory School	06-5204					
Broward	Ben Gamla Preparatory Charter High School	06-5182					
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	12/58%	F	\$39,191	35%	No
Broward	Ben Gamla Charter High School	06-5005	128/53%	C	\$9,297	1%	No
Orange	Cornerstone Charter Academy	48-0133	916/9%	A	\$1,495,386	22%	No
Orange	Cornerstone Charter High School	48-0146	355/11%	A	\$350,048	14%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	226/12%	C	\$284,491	16%	No
Orange	Pincrest Creek Academy	48-0203	208/22%	F	\$94,463	5%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	219/12%	D	\$230,298	10%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	109/16%	C	\$86,843	11%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	28/14%	F	\$40,779	15%	No
Duval	Somerset Preparatory Academy	16-5501	356/23%	D	\$216,273	7%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	286/0%	A	\$95,025	4%	No
Palm Beach	Somerset Academy Boca	50-3413	318/0%	A	\$438,970	18%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	41/0%	A	\$70,413	25%	No
Palm Beach	Somerset Academy Middle School	50-4012	748/0%	A	\$575,907	11%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	242/0%	A	\$198,277	11%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	291/44%	A	\$207,046	11%	No
Monroe	Key West Collegiate School	44-0382	77/5%	C	\$81,196	12%	No
Osceola	Mater Brighton Lakes	49-0163					
Dade	Excelsior Language Academy of Hialeah	13-5029	N/A	N/A			
Dade	Excelsior Academy High School	13-7054	N/A	N/A			
Brevard	Odyssey Charter School	05-6507	N/A	N/A			
Brevard	Palm Bay Community Charter	05-6519	N/A	N/A			
Brevard	Palm Bay Municipal Charter High School	05-6520	N/A	N/A			
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	N/A	N/A			
Pinellas	Ben Gamla Charter School	52-7321	N/A	N/A			
Monroe	Key West Montessori Charter School	44-0351	N/A	N/A			

ESP

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S.

Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).

Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please

2014

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	747/91%	A	\$2,824,936	48%	No
Dade	Mater Academy East Charter School	13-3100	627/87%	A	\$2,431,290	48%	No
Dade	Mater Academy East Charter Middle School	13-6009	355/96%	C	\$691,613	28%	No
Dade	Mater Academy East Charter High School	13-7037	355/93%	B	\$300,020	12%	No
Dade	Mater Academy of International Studies	13-1017	560/97%	A	\$570,624	13%	No
Dade	Mater Academy Middle School of International Studies	13-6047	150/93%	A	\$223,174	19%	No
Dade	Mater Academy High School of International Studies	13-7024	25/92%	B	\$423,645	224%	No
Dade	Mater Academy Middle School	13-6012	1,351/83%	A	\$2,786,060	29%	No
Dade	Mater Academy High School	13-7160	1,709/81%	A	\$3,092,787	24%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	238/74%	A	\$441,918	26%	No
Dade	Mater Gardens Academy Elementary School	13-0312	570/52%	A	\$129,966	3%	No
Dade	Mater Gardens Academy Middle School	13-6042	231/55%	A	\$84,830	5%	No
Dade	Mater Lakes Academy Middle School	13-6033	792/77%	A	\$1,630,634	31%	No
Dade	Mater Lakes Academy High School	13-7018	1,007/73%	A	\$3,218,282	45%	No
Dade	Mater Academy (Miami Beach)	13-5047	537/69%	B	\$771,702	17%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	17/82%	C	\$36,522	24%	No
Dade	Mater Grove Academy	13-5045	134/39%	A	\$238,986	24%	No
Dade	Mater Brickell Preparatory School	13-5046	171/25%	A	\$214,693	17%	No
Dade	Mater Academy at Mt. Sinai	13-5054	105/57%	N/A	\$191,116	18%	No
Dade	iMater Academy	13-5384	389/95%	B	\$75,244	2%	No
Dade	iMater Academy Middle School	13-6014	541/86%	C	\$310,487	9%	No
Dade	iMater Preparatory Academy High School	13-7090	201/82%	C	\$115,111	8%	No
Dade	Mater Academy Virtual Middle School	13-6997	16/56%	N/A	\$6,294	11%	No
Dade	Sports Leadership and Management Charter Middle School	13-6015	441/83%	C	\$58,001	2%	No
Dade	Sports Leadership and Management Charter High School	13-7016	265/85%	C	\$149,664	8%	No
Dade	Ben Gamla Charter School	13-5022	241/34%	A	\$70,870	4%	No
Dade	City of Hialeah Educational Academy	13-7262	571/89%	A	\$494,184	12%	No
Dade	Doral Academy	13-3030	1,140/39%	A	\$3,807,527	39%	No
Dade	Just Arts and Management Middle School	13-6083	100/41%	A	\$123,415	15%	No
Dade	Doral Academy of Technology	13-3029	186/43%	A	\$677,361	51%	No
Dade	Doral Academy Charter Middle School	13-6030	1,321/58%	A	\$3,089,055	32%	No
Dade	Doral Academy Charter High School	13-7020	1,384/60%	B	\$141,204	1%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	331/51%	A	\$103,635	4%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	245/99%	C	-\$50,032	-2%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	25/12%	A	\$97,670	52%	No
Dade	International Studies Charter Middle School	13-6045	299/64%	A	\$280,960	14%	No
Dade	International Studies Charter High School	13-7007	405/60%	A	\$201,304	17%	No
Dade	International Studies Virtual Academy	13-6017	N/A	N/A			No
Dade	Miami Children's Museum Charter School	13-4000	307/41%	A	\$1,687,875	75%	No
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/50%	A	\$1,592,406	30%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	604/57%	A	\$602,808	14%	No
Dade	Pincrest Preparatory Academy High School	13-7053	412/67%	A	\$471,723	16%	No
Dade	Pincrest Academy South Campus	13-0342	732/61%	A	\$1,340,997	20%	No
Dade	Pincrest Palm Academy	13-4634	18/0%	N/A	\$6,987	5%	No
Dade	Pincrest Academy (North Campus)	13-5048	415/62%	A	\$447,185	13%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	22/73%	A	\$14,106	10%	No
Dade	Pincrest Cove Academy	13-5049	715/53%	A	\$495,063	9%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	571/59%	B	\$495,667	11%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	230/67%	A	\$487,286	32%	No
Dade	Somerset Academy (Silver Palms)	13-0332	631/81%	A	\$100,385	2%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	345/78%	A	\$287,250	11%	No
Dade	Somerset Academy High School (South Campus)	13-7038	30/73%	A	\$102,599	51%	No

Dade	Somerset Preparatory Academy at Silver Palms	13-4012	640/82%	B	\$100,385	2%	No
Dade	Somerset City Arts Academy	13-2012	315/62%	C	\$174,426	6%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	28/64%	A	\$105,126	55%	No
Dade	Somerset Oaks Academy	13-3033	69/57%	N/A	\$114,845	23%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	475/16%	A	\$897,039	21%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	115/8%	A	\$216,837	29%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	445/76%	B	\$1,041,118	29%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	184/78%	A	\$268,177	22%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	79/75%	C	\$64,060	12%	No
Dade	Somerset Gables Academy	13-5008	294/10%	A	\$414,716	13%	No
Dade	Somerset Academy Bay	13-5062	218/12%	A	\$184,773	7%	No
Dade	Somerset Academy Bay Middle School	13-6128	25/16%	A	\$13,708	7%	No
Dade	Somerset Preparatory Academy Sunset	13-5002					
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Broward	Somerset Academy	06-5141	938/31%	A			No
Broward	Somerset Academy Middle School (Country Palms)	06-5151	870/33%	A	\$406,144	7%	No
Broward	Somerset Academy High School	06-5221	1,030/40%	A	\$886,551	12%	No
Broward	Somerset Arts Conservatory	06-5396	129/39%	A	\$919,127	106%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	670/57%	A	\$2,740,540	48%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	449/65%	A	\$853,029	27%	No
Broward	Somerset Academy Miramar South	06-5054	78/41%	N/A	\$421,597	70%	No
Broward	Somerset Academy (Davie)	06-5211	144/45%	A	\$921,834	77%	No
Broward	Somerset Academy East Preparatory	06-5391	289/78%	A	\$1,148,905	48%	No
Broward	Somerset Academy Hollywood	06-5387	80/81%	F	\$55,240	7%	No
Broward	Somerset Academy Hollywood Middle School	06-5419	15/80%	A	\$4,733	5%	No
Broward	Somerset Academy Village	06-5004	284/94%	C	\$794,251	33%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	128/91%	C	\$242,720	22%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	786/97%	D	\$1,000,581	16%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	192/97%	C	\$240,495	18%	No
Broward	Somerset Academy Neighborhood School	06-5021	504/74%	A	\$1,453,590	12%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	337/72%	A	\$364,722	16%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	251/76%	B	\$146,198	8%	No
Broward	Somerset Pines Academy	06-5030	477/65%	B	\$604,299	17%	No
Broward	Somerset Academy Pompano	06-5388	159/79%	F	\$50,735	4%	No
Broward	Somerset Academy Pompano Middle School	06-5413	23/96%	B	\$36,031	20%	No
Broward	Ben Gamla Charter School	06-5410	579/47%	B	\$110,354	2%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	75/69%	A	\$1,737	0%	No
Broward	Ben Gamla South Broward	06-5392	386/49%	B	\$3,525	0%	No
Broward	Ben Gamla Preparatory School	06-5204					
Broward	Ben Gamla Preparatory Charter High School	06-5182					
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	28/50%	C	\$26,451	14%	No
Broward	Ben Gamla Charter High School	06-5005	123/41%	C	\$4,150	1%	No
Orange	Cornerstone Charter Academy	48-0133	892/3%	A	\$1,092,169	16%	No
Orange	Cornerstone Charter High School	48-0146	314/0%	A	\$216,744	10%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	209/50%	A	\$159,511	10%	No
Orange	Pincrest Creek Academy	48-0203	231/0%	F	\$39,561	2%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	259/51%	C	\$50,287	2%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	136/46%	B	-\$39,931	-4%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	21/52%	F	\$21,832	9%	No
Duval	Somerset Preparatory Academy	16-5501	211/55%	F	\$186,117	35%	No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	281/21%	A	\$186,081	9%	No
Palm Beach	Somerset Academy Boca	50-3413	284/24%	B	\$221,279	10%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	23/13%	A	\$180	0%	No
Palm Beach	Somerset Academy Middle School	50-4012	546/20%	B	-\$7	0%	No
Palm Beach	Somerset Academy Canyons High School	50-4013	118/23%	B	\$64,568	6%	No
St. Lucie	Somerset College Preparatory Academy	56-0712	211/43%	A	\$24,920	2%	No
Monroe	Key West Collegiate School	44-0382	72/35%	C	\$49,567	8%	No
Osceola	Mater Brighton Lakes	49-0163					
Dade	Excelsior Language Academy of Hialeah	13-5029	N/A	N/A			
Dade	Excelsior Academy High School	13-7054	N/A	N/A			
Brevard	Odyssey Charter School	05-6507	N/A	N/A			
Brevard	Palm Bay Community Charter	05-6519	N/A	N/A			
Brevard	Palm Bay Municipal Charter High School	05-6520	N/A	N/A			
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	N/A	N/A			
Pinellas	Ben Gamla Charter School	52-7321	N/A	N/A			
Monroe	Key West Montessori Charter School	44-0351	118/4%	A			

ESP

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please
2013							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	750/57%	A	\$3,660,198	66%	No
Dade	Mater Academy East Charter School	13-3100	622/86%	A	\$2,021,696	67%	No
Dade	Mater Academy East Charter Middle School	13-6009	331/83%	C	\$722,068	34%	No
Dade	Mater Academy East Charter High School	13-7037	371/80%	A	\$5,513	0%	No
Dade	Mater Academy of International Studies	13-1017	506/88%	D	\$148,241	4%	No
Dade	Mater Academy Middle School of International Studies	13-6047	131/78%	A	\$29,014	3%	No
Dade	Mater Academy High School of International Studies	13-7024	32/81%	A	\$320,569	118%	No
Dade	Mater Academy Middle School	13-6012	1,424/81%	A	\$2,865,856	30%	No
Dade	Mater Academy High School	13-7160	1,654/80%	A	\$3,173,447	28%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	189/72%	A	\$1,730,681	134%	No
Dade	Mater Gardens Academy Elementary School	13-0312	617/31%	A	\$23,415	1%	No
Dade	Mater Gardens Academy Middle School	13-6042	185/28%	A	\$61,380	4%	No
Dade	Mater Lakes Academy Middle School	13-6033	721/74%	A	\$1,457,501	33%	No
Dade	Mater Lakes Academy High School	13-7018	926/74%	A	\$2,936,826	51%	No
Dade	Mater Academy (Miami Beach)	13-5047	528/60%	B	\$426,730	10%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	18/72%	N/A	\$17,640	6%	No
Dade	Mater Grove Academy	13-5045	105/50%	B	\$165,712	24%	No
Dade	Mater Brickell Preparatory School	13-5046	154/27%	C	\$72,751	5%	No
Dade	Mater Academy at Mt. Sinai	13-5054	42/36%	N/A	\$163,255	33%	No
Dade	iMater Academy	13-5384	N/A	N/A			No
Dade	iMater Academy Middle School	13-6014	N/A	N/A			No
Dade	iMater Preparatory Academy High School	13-7090	N/A	N/A			No
Dade	Mater Academy Virtual Middle School	13-6997	N/A	N/A			No
Dade	Sports Leadership and Management Charter Middle School	13-6015	N/A	N/A			No
Dade	Sports Leadership and Management Charter High School	13-7016	26/96%	N/A	\$89,259	43%	No
Dade	Ben Gamla Charter School	13-5022	243/21%	A	\$54,190	3%	No
Dade	City of Hialeah Educational Academy	13-7262	451/88%	A	\$91,177	3%	No
Dade	Doral Academy	13-3030	931/35%	A	\$2,404,538	31%	No
Dade	Just Arts and Management Middle School	13-6083	93/44%	B	\$196,932	26%	No
Dade	Doral Academy of Technology	13-3029	202/46%	A	\$462,681	33%	No
Dade	Doral Academy Charter Middle School	13-6030	931/57%	A	\$2,969,656	59%	No
Dade	Doral Academy Charter High School	13-7020	1,273/56%	A	\$163,741	2%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	307/53%	A	\$116,267	6%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	250/69%	C	\$57,844	2%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	26/15%	N/A	\$90,322	51%	No
Dade	International Studies Charter Middle School	13-6045	262/66%	A	\$52,451	3%	No
Dade	International Studies Charter High School	13-7007	356/62%	A	\$12,912	1%	No
Dade	International Studies Virtual Academy	13-6017	N/A	N/A			No
Dade	Miami Children's Museum Charter School	13-4000	302/24%	B	\$1,454,488	71%	No
Dade	Pinecrest Preparatory Academy Charter School	13-0600	650/47%	A	\$1,867,187	53%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	694/60%	A	\$723,225	17%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	329/60%	A	\$512,044	25%	No
Dade	Pinecrest Academy South Campus	13-0342	750/59%	A	\$1,455,516	25%	No
Dade	Pinecrest Palm Academy	13-4634	N/A	N/A			No
Dade	Pinecrest Academy (North Campus)	13-5048	419/66%	A	\$221,850	7%	No
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	19/74%	N/A	\$4,488	2%	No
Dade	Pinecrest Cove Academy	13-5049	639/51%	A	\$220,853	5%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	175/49%	A	\$148,938	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	222/50%	A	\$359,633	26%	No
Dade	Somerset Academy (Silver Palms)	13-0332	637/84%	A	\$187,858	4%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	343/80%	A	\$403,913	17%	No
Dade	Somerset Academy High School (South Campus)	13-7038	4/100%	N/A	\$71,115	261%	No

Dade	Somerset Preparatory Academy at Silver Palms	13-4012	612/85%	B	\$187,858	4%	No
Dade	Somerset City Arts Academy	13-2012	296/30%	C	\$132,946	5%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	38/24%	C	\$68,963	30%	No
Dade	Somerset Oaks Academy	13-3033	54/24%	N/A	\$46,073	8%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	476/15%	A	\$598,933	15%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	131/18%	A	\$147,518	19%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	315/73%	B	\$551,280	22%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	134/75%	A	\$200,615	25%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	41/78%	N/A	\$15,896	3%	No
Dade	Somerset Gables Academy	13-5008	231/4%	N/A	\$321,017	14%	No
Dade	Somerset Academy Bay	13-5062	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	N/A	N/A			No
Dade	Somerset Preparatory Academy Sunset	13-5002					No
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Broward	Somerset Academy	06-5141	895/36%	A			No
Broward	Somerset Academy Middle School (Country Palms)	06-5151	868/32	A	\$419,022	8%	No
Broward	Somerset Academy High School	06-5221	853/36	A	\$702,884	12%	No
Broward	Somerset Arts Conservatory	06-5396	163/37%	A	\$695,169	69%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	722/63%	A	\$2,490,987	13%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	391/68%	A	\$512,017	20%	No
Broward	Somerset Academy Miramar South	06-5054	79/57%	N/A	\$208,570	37%	No
Broward	Somerset Academy (Davie)	06-5211	149/36%	A	\$778,162	72%	No
Broward	Somerset Academy East Preparatory	06-5391	297/80%	A	\$942,097	42%	No
Broward	Somerset Academy Hollywood	06-5387	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	302/89%	C	\$715,931	32%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	161/87%	D	\$91,322	7%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	788/91%	C	\$463,756	8%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	144/80%	B	\$115,339	13%	No
Broward	Somerset Academy Neighborhood School	06-5021	468/66%	B	\$227,621	2%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	338/69%	C	\$98,938	5%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	224/73%	B	\$73,426	4%	No
Broward	Somerset Pines Academy	06-5030	429/59%	C	\$356,210	12%	No
Broward	Somerset Academy Pompano	06-5388	145/78%	N/A	\$33,887	3%	No
Broward	Somerset Academy Pompano Middle School	06-5413	N/A	N/A			No
Broward	Ben Gamla Charter School	06-5410	578/47%	A	\$807	0%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	70/66%	A	\$7,627	2%	No
Broward	Ben Gamla South Broward	06-5392	453/32%	C	\$51,061	2%	No
Broward	Ben Gamla Preparatory School	06-5204					
Broward	Ben Gamla Preparatory Charter High School	06-5182					
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	18/28%	N/A	\$5,305	5%	No
Broward	Ben Gamla Charter High School	06-5005	100/34%	C	\$12,482	1%	No
Orange	Cornerstone Charter Academy	48-0133	832/17%	B	\$1,068,034	18%	No
Orange	Cornerstone Charter High School	48-0146	233/17%	A	\$25,236	2%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	173/40%	A	\$132,842	10%	No
Orange	Pincrest Creek Academy	48-0203	123/44%	N/A	\$72,529	8%	No
Duval	Somerset Academy (Eagle Campus)	16-1251	276/41%	B	\$2,062	0%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	135/36%	A	\$21,369	2%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	22/45%	N/A	\$24,760	13%	No
Duval	Somerset Preparatory Academy	16-5501	N/A	N/A			No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	281/14%	A	\$231,291	11%	No
Palm Beach	Somerset Academy Boca	50-3413	165/19%	N/A	\$119,765	9%	No
Palm Beach	Somerset Academy Boca Middle	50-4041	N/A	N/A			No
Palm Beach	Somerset Academy Middle School	50-4012	N/A	N/A			No
Palm Beach	Somerset Academy Canyons High School	50-4013	N/A	N/A			No
St. Lucie	Somerset College Preparatory Academy	56-0712	112/58%	C	\$16,458	2%	No
Monroe	Key West Collegiate School	44-0382	52/38%	N/A	\$42,059	9%	No
Osceola	Mater Brighton Lakes	49-0163					
Dade	Excelsior Language Academy of Hialeah	13-5029	551/88%	A			
Dade	Excelsior Academy High School	13-7054	104/81%	C			
Brevard	Odyssey Charter School	05-6507	758/62%	A			
Brevard	Palm Bay Community Charter	05-6519	N/A	N/A			
Brevard	Palm Bay Municipal Charter High School	05-6520	N/A	N/A			
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162					
Pinellas	Ben Gamla Charter School	52-7321	44/32%	N/A			
Monroe	Key West Montessori Charter School	44-0351	N/A	N/A			

ESP

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.34

Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).

Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please

2012

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	750/79%	A	\$7,700,050	147%	No
Dade	Mater Academy East Charter School	13-3100	546/79%	A	\$1,816,205	45%	No
Dade	Mater Academy East Charter Middle School	13-6009	334/93%	C	\$643,190	30%	No
Dade	Mater Academy East Charter High School	13-7037	290/82%	B	\$106,659	5%	No
Dade	Mater Academy of International Studies	13-1017	453/90%	C	\$462,003	13%	No
Dade	Mater Academy Middle School of International Studies	13-6047	123/85%	A	\$112,041	13%	No
Dade	Mater Academy High School of International Studies	13-7024	100/83%	A	\$296,577	47%	No
Dade	Mater Academy Middle School	13-6012	1,454/80%	A	\$4,526,614	49%	No
Dade	Mater Academy High School	13-7160	1,317/79%	A	\$4,077,088	40%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	210/74%	A	\$2,364,166	92%	No
Dade	Mater Gardens Academy Elementary School	13-0312	549/51%	A	\$107,442	3%	No
Dade	Mater Gardens Academy Middle School	13-6042	254/65%	A	\$68,620	4%	No
Dade	Mater Lakes Academy Middle School	13-6033	579/76%	A	\$1,026,652	30%	No
Dade	Mater Lakes Academy High School	13-7018	1012/72%	B	\$2,324,047	41%	No
Dade	Mater Academy (Miami Beach)	13-5047	477/68%	A	\$232,588	6%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	17/82%	N/A			No
Dade	Mater Grove Academy	13-5045	126/64%	N/A	\$51,051	5%	No
Dade	Mater Brickell Preparatory School	13-5046	19/42%	N/A			No
Dade	Mater Academy at Mt. Sinai	13-5054	N/A	N/A			No
Dade	iMater Academy	13-5384	N/A	N/A			No
Dade	iMater Academy Middle School	13-6014	N/A	N/A			No
Dade	iMater Preparatory Academy High School	13-7090	N/A	N/A			No
Dade	Mater Academy Virtual Middle School	13-6997	N/A	N/A			No
Dade	Sports Leadership and Management Charter Middle School	13-6015	N/A	N/A			No
Dade	Sports Leadership and Management Charter High School	13-7016	N/A	N/A			No
Dade	Ben Gamla Charter School	13-5022	163/29%	A	\$304	0%	No
Dade	City of Hialeah Educational Academy	13-7262	394/90%	A	\$153,265	6%	No
Dade	Doral Academy	13-3030	795/37%	A	\$2,801,640	47%	No
Dade	Just Arts and Management Middle School	13-6083	N/A	N/A			No
Dade	Doral Academy of Technology	13-3029	109/40%	A	\$197,102	23%	No
Dade	Doral Academy Charter Middle School	13-6030	1,241/58%	A	\$2,005,491	25%	No
Dade	Doral Academy Charter High School	13-7020	1,163/60%	A	\$949,682	11%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	225/54%	A	\$704,352	49%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	279/89%	D	\$159,554	7%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	26/12%	N/A	\$53,993	32%	No
Dade	International Studies Charter Middle School	13-6045	225/67%	A	\$62,462	4%	No
Dade	International Studies Charter High School	13-7007	353/56%	A	\$38,578	2%	No
Dade	International Studies Virtual Academy	13-6017	N/A	N/A			No
Dade	Miami Children's Museum Charter School	13-4000	263/49%	A	\$1,243,800	70%	No
Dade	Pinecrest Preparatory Academy Charter School	13-0600	650/43%	A	\$1,258,446	27%	No
Dade	Pinecrest Preparatory Academy Charter Middle School	13-6022	772/59%	A	\$578,141	12%	No
Dade	Pinecrest Preparatory Academy High School	13-7053	228/52%	C	\$346,109	25%	No
Dade	Pinecrest Academy South Campus	13-0342	349/58%	A	\$629,658	12%	No
Dade	Pinecrest Palm Academy	13-4634	N/A	N/A			No
Dade	Pinecrest Academy (North Campus)	13-5048	389/70%	A	\$142,091	5%	No
Dade	Pinecrest Academy Middle School (North Campus)	13-6003	15/80%	N/A	\$7,199	5%	No
Dade	Pinecrest Cove Academy	13-5049	432/58%	A	\$2,513	0%	No
Dade	Somerset Academy (Miami-Dade)	13-0520	546/57%	A	\$159,511	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	227/54%	A	\$304,650	22%	No
Dade	Somerset Academy (Silver Palms)	13-0332	623/82%	A	\$282,124	6%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	366/82%	A	\$494,331	20%	No
Dade	Somerset Academy High School (South Campus)	13-7038	5/100%	N/A	\$85,648	221%	No

Dade	Somerset Preparatory Academy at Silver Palms	13-4012	479/82%	A	\$282,124	6%	No
Dade	Somerset City Arts Academy	13-2012	243/52%	B	\$118,820	6%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	18/61%	N/A	\$70,062	39%	No
Dade	Somerset Oaks Academy	13-3033	18/39%	N/A	\$30,194	21%	No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	456/14%	A	\$504,433	13%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	116/15%	A	\$81,818	12%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	316/73%	B	\$440,096	19%	No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	114/72%	B	\$185,352	27%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	20/70%	N/A	\$1,516	1%	No
Dade	Somerset Gables Academy	13-5008	75/1%	N/A			No
Dade	Somerset Academy Bay	13-5062	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	N/A	N/A			No
Dade	Somerset Preparatory Academy Sunset	13-5002					No
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Broward	Somerset Academy	06-5141	886/35%	A			No
Broward	Somerset Academy Middle School (Country Palms)	06-5151	842/38%	A			No
Broward	Somerset Academy High School	06-5221	755/43%	A	\$37,014	1%	No
Broward	Somerset Arts Conservatory	06-5396	91/47%	A	\$421,087	75%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	811/62%	A	\$2,260,864	37%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	357/67%	A	\$388,429	17%	No
Broward	Somerset Academy Miramar South	06-5054	N/A	N/A	\$2,260,864	37%	No
Broward	Somerset Academy (Davie)	06-5211	141/40%	A	\$695,352	67%	No
Broward	Somerset Academy East Preparatory	06-5391	299/82%	A	\$689,025	31%	No
Broward	Somerset Academy Hollywood	06-5387	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	348/83%	C	\$619,330	25%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	141/84%	C	\$111,142	10%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	687/85%	C	\$195,071	4%	No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	114/73%	F	\$30,101	3%	No
Broward	Somerset Academy Neighborhood School	06-5021	441/60%	A	\$80,856	1%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	317/67%	B	\$25,966	5%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	213/54%	A	\$101,535	6%	No
Broward	Somerset Pines Academy	06-5030	380/64%	C	\$325,297	11%	No
Broward	Somerset Academy Pompano	06-5388	N/A	N/A			No
Broward	Somerset Academy Pompano Middle School	06-5413	N/A	N/A			No
Broward	Ben Gamla Charter School	06-5410	531/50%	A	-\$213,516	-5%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	50/64%	B	\$23,990	5%	No
Broward	Ben Gamla South Broward	06-5392	344/34%	C	-\$108,119	-5%	No
Broward	Ben Gamla Preparatory School	06-5204					No
Broward	Ben Gamla Preparatory Charter High School	06-5182					No
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	18/28%	N/A	-\$217	0%	No
Broward	Ben Gamla Charter High School	06-5005	40/38%	N/A	\$1,763	1%	No
Orange	Cornerstone Charter Academy	48-0133	738/18%	A	\$600,136	12%	No
Orange	Cornerstone Charter High School	48-0146	201/22%	A	\$9,231	1%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	135/51%	B	\$190,032	16%	No
Orange	Pincrest Creek Academy	48-0203	N/A	N/A			No
Duval	Somerset Academy (Eagle Campus)	16-1251	231/32%	A	\$33,131	2%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	111/35%	B	\$120,904	15%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	N/A	N/A			No
Duval	Somerset Preparatory Academy	16-5501	N/A	N/A			No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	195/7%	N/A	-\$13,088	-1%	No
Palm Beach	Somerset Academy Boca	50-3413	N/A	N/A			No
Palm Beach	Somerset Academy Boca Middle	50-4041	N/A	N/A			No
Palm Beach	Somerset Academy Middle School	50-4012	N/A	N/A			No
Palm Beach	Somerset Academy Canyons High School	50-4013	N/A	N/A			No
St. Lucie	Somerset College Preparatory Academy	56-0712	N/A	N/A			No
Monroe	Key West Collegiate School	44-0382	30/38%	N/A	\$3,502	1%	No
Osceola	Mater Brighton Lakes	49-0163					No
Dade	Excelsior Language Academy of Hialeah	13-5029	577/92%	B			No
Dade	Excelsior Academy High School	13-7054	64/95%	B			No
Brevard	Odyssey Charter School	05-6507	625/66%	N/A			No
Brevard	Palm Bay Community Charter	05-6519	N/A	N/A			No
Brevard	Palm Bay Municipal Charter High School	05-6520	N/A	N/A			No
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	5/0%	N/A			No
Pinellas	Ben Gamla Charter School	52-7321	N/A	N/A			No
Monroe	Key West Montessori Charter School	44-0351	N/A	N/A			No

ESP

ESP			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrad	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1),
2011							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Mater Academy	13-0100	738/77%	A	7,149,599	123%	No
Dade	Mater Academy East Charter School	13-3100	537/88%	A	1,580,822	36%	No
Dade	Mater Academy East Charter Middle School	13-6009	330/88%	C	534,073	22%	No
Dade	Mater Academy East Charter High School	13-7037	246/80%	B	180,630	8%	No
Dade	Mater Academy of International Studies	13-1017	376/88%	C	446,609	14%	No
Dade	Mater Academy Middle School of International Studies	13-6047	114/34%	A	30,426	4%	No
Dade	Mater Academy High School of International Studies	13-7024	60/78%	N/A	137,131	19%	No
Dade	Mater Academy Middle School	13-6012	1,297/81%	A	4,142,879	44%	No
Dade	Mater Academy High School	13-7160	1446/80%	A	3,832,251	34%	No
Dade	Mater Performing Arts & Entertainment Academy	13-7014	175/77%	A	2,191,607	163%	No
Dade	Mater Gardens Academy Elementary School	13-0312	544/60%	A			No
Dade	Mater Gardens Academy Middle School	13-6042	97/51%	B	79,611	7%	No
Dade	Mater Lakes Academy Middle School	13-6033	531/68%	B			No
Dade	Mater Lakes Academy High School	13-7018	597/67%	B	1,688,559	39%	No
Dade	Mater Academy (Miami Beach)	13-5047	267/67%	B	37,192	2%	No
Dade	Mater Academy High School (Miami Beach)	13-7025	N/A	N/A			No
Dade	Mater Grove Academy	13-5045	N/A	N/A			No
Dade	Mater Brickell Preparatory School	13-5046	N/A	N/A			No
Dade	Mater Academy at Mt. Sinai	13-5054	N/A	N/A			No
Dade	iMater Academy	13-5384	N/A	N/A			No
Dade	iMater Academy Middle School	13-6014	N/A	N/A			No
Dade	iMater Preparatory Academy High School	13-7090	N/A	N/A			No
Dade	Mater Academy Virtual Middle School	13-6997	N/A	N/A			No
Dade	Sports Leadership and Management Charter Middle School	13-6015	N/A	N/A			No
Dade	Sports Leadership and Management Charter High School	13-7016	N/A	N/A			No
Dade	Ben Gamla Charter School	13-5022	79/46%	N/A	4,199	1%	No
Dade	City of Hialeah Educational Academy	13-7262	330/81%	A	98,852	4%	No
Dade	Doral Academy	13-3030	771/35%	A	3,225,836	50%	No
Dade	Just Arts and Management Middle School	13-6083	N/A	N/A			No
Dade	Doral Academy of Technology	13-3029	N/A	N/A			No
Dade	Doral Academy Charter Middle School	13-6030	1,000/53%	A	1,860,517	27%	No
Dade	Doral Academy Charter High School	13-7020	973/57%	A	17,717	0%	No
Dade	Doral Performing Arts and Entertainment Academy	13-7009	91/63%	A	494,020	72%	No
Dade	Theodore R. and Thelma A. Gibson Charter School	13-2060	261/89%	D	1,950	0%	No
Dade	Integrated Science and Asian Culture Academy	13-2004	25/24%	N/A	22,405	8%	No
Dade	International Studies Charter Middle School	13-6045	187/74%	A	75,335	6%	No
Dade	International Studies Charter High School	13-7007	353/51%	A	229,573	9%	No
Dade	International Studies Virtual Academy	13-6017	N/A	N/A			No
Dade	Miami Children's Museum Charter School	13-4000	244/49%	N/A	1,339,478	73%	No
Dade	Pincrest Preparatory Academy Charter School	13-0600	650/41%	A	1,775,438	34%	No
Dade	Pincrest Preparatory Academy Charter Middle School	13-6022	822/49%	A	399,183	7%	No
Dade	Pincrest Preparatory Academy High School	13-7053	163/50%	B	233,954	21%	No
Dade	Pincrest Academy South Campus	13-0342	750/53%	A	498,548	8%	No
Dade	Pincrest Palm Academy	13-4634	N/A	N/A			No
Dade	Pincrest Academy (North Campus)	13-5048	340/67%	A	100,889	4%	No
Dade	Pincrest Academy Middle School (North Campus)	13-6003	N/A	N/A			No
Dade	Pincrest Cove Academy	13-5049	N/A	N/A			No
Dade	Somerset Academy (Miami-Dade)	13-0520	527/54%	A	153,993	4%	No
Dade	Somerset Academy Middle School (Miami-Dade)	13-6004	174/46%	A	291,211	24%	No
Dade	Somerset Academy (Silver Palms)	13-0332	948/80%	N/A	496,376	7%	No
Dade	Somerset Academy High School (Miami-Dade)	13-7042	286/81%	A	692,019	31%	No
Dade	Somerset Academy High School (South Campus)	13-7038	17/82%	N/A	105,205	56%	No

Dade	Somerset Preparatory Academy at Silver Palms	13-4012	N/A	N/A	496,376	7%	No
Dade	Somerset City Arts Academy	13-2012	209/33%	A	28,373	2%	No
Dade	Somerset Academy Middle School (Country Palms)	13-6043	10/10%	N/A	29,985	29%	No
Dade	Somerset Oaks Academy	13-3033	N/A	N/A			No
Dade	Somerset Academy Elementary School (South Miami Campus)	13-2007	425/14%	A	402,182	9%	No
Dade	Somerset Academy Middle School (South Miami)	13-6053	73/8%	A	47,509	10%	No
Dade	Somerset Academy Charter Elementary School (South Homestead)	13-0339	292/67%	A			No
Dade	Somerset Academy Charter Middle School (South Homestead)	13-6013	104/65%	A	168,647	23%	No
Dade	Somerset Academy Charter High School (South Homestead)	13-7034	N/A	N/A			No
Dade	Somerset Gables Academy	13-5008	57/2%	N/A	23,497	3%	No
Dade	Somerset Academy Bay	13-5062	N/A	N/A			No
Dade	Somerset Academy Bay Middle School	13-6128	N/A	N/A			No
Dade	Somerset Preparatory Academy Sunset	13-5002					
Dade	Somerset Academy Virtual Middle High School	13-6016	N/A	N/A			No
Broward	Somerset Academy	06-5141	862/31%	A			No
Broward	Somerset Academy Middle School (Country Palms)	06-5151	795/27%	A			No
Broward	Somerset Academy High School	06-5221	703/36%	A	738,552	14%	No
Broward	Somerset Arts Conservatory	06-5396	76/36%	A	331,080	61%	No
Broward	Somerset Academy (Miramar Campus)	06-5405	695/55%	A	2,475,131	40%	No
Broward	Somerset Academy Middle School (Miramar Campus)	06-5406	396/55%	A	595,337	20%	No
Broward	Somerset Academy Miramar South	06-5054	N/A	N/A			No
Broward	Somerset Academy (Davie)	06-5211	142/42%	A	627,236	55%	No
Broward	Somerset Academy East Preparatory	06-5391	232/73%	A	391,536	19%	No
Broward	Somerset Academy Hollywood	06-5387	N/A	N/A			No
Broward	Somerset Academy Hollywood Middle School	06-5419	N/A	N/A			No
Broward	Somerset Academy Village	06-5004	306/81%	C	339,736	12%	No
Broward	Somerset Academy Village Charter Middle School	06-5002	92/87%	C	8,652	1%	No
Broward	Somerset Preparatory Academy Charter School at North Lauderdale	06-5003	440/81%	D			No
Broward	Somerset Preparatory Academy Charter High School at North Lauderdale	06-5006	50/71%	N/A	8,466	2%	No
Broward	Somerset Academy Neighborhood School	06-5021	78/13%	N/A	1,394,864	17%	No
Broward	Somerset Preparatory Academy Charter Middle School	06-5441	73/79%	A	103,880	19%	No
Broward	Somerset Academy Charter High School (Miramar Campus)	06-5007	N/A	N/A			No
Broward	Somerset Pines Academy	06-5030	270/63%	C	118,567	5%	No
Broward	Somerset Academy Pompano	06-5388	N/A	N/A			No
Broward	Somerset Academy Pompano Middle School	06-5413	N/A	N/A			No
Broward	Ben Gamla Charter School	06-5410	566/47%	A	8,262	0%	No
Broward	Ben Gamla Charter School (North Campus)	06-5001	19/47%	N/A	13,714	7%	No
Broward	Ben Gamla South Broward	06-5392	223/29%	C	5,258	0%	No
Broward	Ben Gamla Preparatory School	06-5204					
Broward	Ben Gamla Preparatory Charter High School	06-5182					
Broward	Ben Gamla Charter School (Hallandale Campus)	06-5025	N/A	N/A			No
Broward	Ben Gamla Charter High School	06-5005	N/A	N/A			No
Orange	Cornerstone Charter Academy	48-0133	696/5%	B	232,832	4%	No
Orange	Cornerstone Charter High School	48-0146	162/11%	N/A	263,527	21%	No
Orange	Pincrest Preparatory Charter School (Orlando Campus)	48-0155	60/57%	N/A	24,711	3%	No
Orange	Pincrest Creek Academy	48-0203	N/A	N/A			No
Duval	Somerset Academy (Eagle Campus)	16-1251	198/30%	N/A	92,538	5%	No
Duval	Somerset Academy Charter Middle School (Eagle Campus)	16-1261	84/31%	A	83,172	11%	No
Duval	Somerset Academy High School (Eagle Campus)	16-1381	N/A	N/A			No
Duval	Somerset Preparatory Academy	16-5501	N/A	N/A			No
Palm Beach	Ben Gamla Charter School Palm Beach	50-3941	N/A	N/A			No
Palm Beach	Somerset Academy Boca	50-3413	N/A	N/A			No
Palm Beach	Somerset Academy Boca Middle	50-4041	N/A	N/A			No
Palm Beach	Somerset Academy Middle School	50-4012	N/A	N/A			No
Palm Beach	Somerset Academy Canyons High School	50-4013	N/A	N/A			No
St. Lucie	Somerset College Preparatory Academy	56-0712	N/A	N/A			No
Monroe	Key West Collegiate School	44-0382	N/A	N/A			No
Osceola	Mater Brighton Lakes	49-0163					
Dade	Excelsior Language Academy of Hialeah	13-5029	623/92%	B			
Dade	Excelsior Academy High School	13-7054	34/94%	N/A			
Brevard	Odyssey Charter School	05-6507	565/52%	B			
Brevard	Palm Bay Community Charter	05-6519	739/77%	C			
Brevard	Palm Bay Municipal Charter High School	05-6520	44/77%	N/A			
Orange	Pincrest Preparatory Charter High School (Orlando Campus)	48-0162	7/0%	N/A			
Pinellas	Ben Gamla Charter School	52-7321	N/A	N/A			
Monroe	Key West Montessori Charter School	44-0351	N/A	N/A			

ATTACHMENT EE

**DRAFT CONTRACT BETWEEN
SCHOOL AND ESP**

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

BETWEEN

PINECREST ACADEMY INC.

AND

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

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CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT

This Agreement to provide Educational Services and Support to Charter Schools is by and between PINECREST ACADEMY, INC. (“CharterSchoolCorp”) on behalf of the charter schools identified on Exhibits B and C (“School”) and ACADEMICA DADE LLC, for those schools identified on Exhibit B, attached hereto, and; ACADEMICA BROWARD LLC, for those schools identified on Exhibit C, attached hereto, (“Service Provider”).

WHEREAS, CharterSchoolCorp **operates a network of public charter schools and** has contracts (collectively, the “Charters”) with certain public school districts in Florida (“Sponsor”) to operate School, each of which is identified on Exhibits B and C;

WHEREAS, the School is governed by the Board of Directors of CharterSchoolCorp (the “Board”), an independent Board of Volunteers;

WHEREAS, the Board has complete control over the School, its academic programs, staffing needs, and curricula;

WHEREAS, CharterSchoolCorp desires academic support and related services to ensure that its School is operated in accordance with the requirements of its Charter, all State and Federal laws, as well as all applicable local, municipal and/or county ordinances;

WHEREAS, Service Provider is an educational service provider established to provide professional services and related support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the Board is faithfully and effectively implemented and to ensure the autonomy and governing authority of the Board;

WHEREAS, the Board is responsible for the management and operation of the School in accordance with the Charter and Florida law;

WHEREAS, Service Provider’s officials are familiar with governmental agencies and requirements needed to establish and operate public charter schools including the Schools, as well as the requirements of the Charter, of all State and Federal authorities, and of the local municipal and/or county government(s) which may be applicable to the operation of the School;

WHEREAS, Service Provider’s officials are familiar with the various local, state and/or federal funding sources for charter school programs and have successfully obtained grants and other forms of revenue and financing for various charter school programs;

WHEREAS, Service Provider works with networks of charter schools and has found there are benefits to establishing charter school cooperatives and sharing best-practices and resources, including methods of reporting, record-keeping and accountability systems; and

WHEREAS, CharterSchoolCorp and Service Provider enter into this Agreement for the purpose of having Service Provider provide the academic support services and related administrative services identified in this Agreement to the School;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals: The foregoing recitals are true, correct and incorporated herein by this reference.

2. Engagement

CharterSchoolCorp engages Service Provider to provide the support and administrative service set forth herein to the School (all schools on Exhibits B and C). Service Provider accepts such engagement pursuant to the terms of this Agreement. CharterSchoolCorp’s entire network is identified on Exhibits B and C. The parties may add or remove schools from the list of schools receiving Service Provider’s services by amending Exhibits B and C in a writing signed by both parties.

3. Duties

As authorized by the Board, Service Provider will coordinate the educational and administrative services required to support the School. Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider’s services will include: identification of potential school-sites; assistance with staff recruitment; assistance with human resource coordination; regulatory compliance; legal and corporate upkeep; and assistance with the maintenance of the books and records of the School and CharterSchoolCorp as well as bookkeeping, budgeting and financial forecasting. The Board will review all recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board, and in compliance with the State and Charter requirements for record keeping. In addition, Service Provider will ensure that designated on-site School staff receive proper training by the Sponsor's appropriate departments for student/school record keeping through its designated Management Information Services (MIS) programs and proper training regarding public records.

6. Bookkeeping

The Service Provider will work with and serve as liaison to any accounting firm selected by the Board to ensure the accuracy and timeliness of the financial reporting, record keeping, and audits required by the Charter and State law.

7. Staff Administration

CharterSchoolCorp or Board and/or its delegate will make all hiring decisions for the School and CharterSchoolCorp in accordance with law. Service Provider shall not be considered a delegate of CharterSchoolCorp or Board for this purpose. Service Provider will assist the Board in the identification, solicitation, and/or recruitment of qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals to be employed at or by School. School employees shall not be employees of Service Provider. School employees shall only be removed, dismissed, or transferred with approval of the Board or its delegate. The Board shall decide whether to use a professional employee management company and the method of human resource management, if any.

The teachers employed by the School will be certified as required by Chapter 1002.33, Florida Statutes. Skilled selected non-certified personnel may also be employed by or at the School to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. At the request of the Board, Service Provider will, assist in the preparation of employment contracts for review and approval by the Board or its delegate. Upon

Boardrequest, Service Provider will propose a professional employer organization to the Board which can perform the human resource outsourcing services for the School. If the Board, in its discretion, approves a professional employer organization and/or human resource outsourcing provider, Service Provider will assist in the coordination of these services. Service Provider will act as the liaison for the School vis-à-vis the professional employer organization. All School based employees will be employees of CharterSchoolCorp, and shall be assigned to the School, and may only be removed, dismissed, or transferred with approval of CharterSchoolCorp, the Board and/or its delegate.

8. Financial Projections and Financial Statements

Service Provider will prepare and present to the Board in a timely manner for review and approval annual budgets and financial forecasts for the School. The School will use the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting, and/or other applicable guidelines as a means of codifying all transactions pertaining to financial operations as required by law and the Charter. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. Service Provider will timely prepare, for the review and approval of the Board, any required regular unaudited financial statements including a statement of revenues and expenditures and changes in fund balances, in accordance with generally accepted accounting principles to be delivered to the Sponsor. These financial statements will be provided in advance of the deadline for submission of such reports to the Sponsor. CharterSchoolCorp will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the annual audited financial¹³² reports. The reports shall include a complete set of financial statements and notes prepared in accordance with the Charter and generally accepted accounting principles, for inclusion in the School's annual financial statements, and formatted by revenue source and expenditures, and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be Fernando Zulueta. An alternate contact person shall be Maggie Fresen.

10. Grant Solicitation

In consultation with the Board, and with Board approval, Service Provider will solicit grants available for the funding of the School from the various government, private and institutional sources which may be available. Such grants may include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If authorized by the Board, Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

If authorized by the Board, Service Provider will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as authorized by the Board, Service Provider will coordinate the solicitation of other available state, federal, or local government funds earmarked for schools and/or facilities development, improvement, or acquisition, as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of any Annual Report(s) required by the Charter or by law for the School. The Report will be submitted to the Board for approval, Service Provider will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

Upon the approval of the Board, Service Provider will coordinate a student assessment methodology, independent from State and/or Sponsor required assessments, and retain on behalf of CharterSchoolCorp professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for Board approval.

15. School Board Representation

Service Provider will serve as a liaison with the Sponsor and its officials on behalf of the School. Service Provider's representatives will attend required meetings and public hearings; will facilitate

communications between the School and the Sponsor; and, will present or advocate positions reviewed and approved by the Board.

16. Governmental Compliance

Service Provider will advise CharterSchoolCorp and School regarding compliance with state regulations and reporting requirements of the School. For those schools listed on Exhibit B, Service Provider will advise the CharterSchoolCorp and School regarding compliance with the Sponsor's Disclosure, Verification and Affirmation of Fulfillment of Board Requirements Form, a current version of which is attached as Exhibit A. For those schools listed on Exhibit C, Service Provider will advise the CharterSchoolCorp and School regarding compliance with any similar requirements of the Sponsor regarding Disclosure, Verification and Affirmation of Fulfillment of Board Requirements. Service Provider will also advise CharterSchoolCorp and School regarding the School's compliance with its Charter, the terms of which are incorporated by reference.

17. Charter Renewal Coordination

Service Provider will advise CharterSchoolCorp regarding the renewal of the Charter, coordinate the renewal with the Sponsor, and assist the Board and School to complete the renewal process on a timely basis. Service Provider will negotiate the terms of the renewal Charter with the Sponsor, inform the Board of the progress of those negotiations, notify the Board of any renewal provisions which modify or alter the terms of the existing Charter, and obtain Board approval of any negotiating strategy and of the terms of the renewal Charter.

18. Curriculum Development

As authorized by the Board, Service Provider shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

19. Pre-School, After-Care, Early Drop-Off

Service Provider shall identify and/or develop Pre-School, After-Care, and/or Early Drop-Off programs that may be offered as services ancillary to, but separate from the operations of the School. These programs are not encompassed by the Charter. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Service Provider to do so. In furtherance of that, Service Provider will retain the necessary operators to provide the underlying services to the parents and students desiring them. Service

Provider will coordinate the provision of those services directly where applicable and establish agreements to reimburse the School for the use of the facilities, utilities, cleaning services and other costs consumed or incurred by those uses. Service Provider and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. All terms and conditions for these programs, including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. School-Site Identification

Service Provider shall coordinate with the Board for the purpose of identifying CharterSchoolCorp's school-site and facilities needs from year-to-year. Service Provider shall assist the Board in identifying potential new school sites and potential expansion of existing sites and facilities. Service Provider may identify and solicit investors to acquire and/or develop school sites and facilities for lease or use by CharterSchoolCorp. Where such investors are related to Service Provider or its principals, such relationship will be disclosed to the Board. At the Board's request, Service Provider shall recommend qualified professionals, who the Board may retain, in the fields of school design, architecture, and engineering, as well as professionals in the areas of development and construction, for the expansion, design, development, and/or construction of new and/or existing school sites.

21. Systems Development

Service Provider will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services. All such systems must be reviewed and approved by the Board.

TERM OF AGREEMENT

22. Initial Term

Unless otherwise terminated as provided in Section 24, the term of this Agreement shall be five (5) years, commencing July 1, 2017 through June 30, 2022 ("Initial Term"), except as otherwise set forth for any specific school on Exhibit B or C. The Commencement Date shall be deemed to be July 1 of the initial year of the Agreement, although the parties recognize that Service Provider has provided services to the Board in connection with the School and Charter before this date.

At the conclusion of the final term of this Agreement, CharterSchoolCorp shall have the option to renew this contract with Service Provider.

23. Renewal

At the expiration of the Initial Term, or any Renewal Term thereafter, this Agreement shall be renewed for an additional Renewal Term of five (5) years unless terminated by the Board pursuant to Section 24. Service Provider agrees to renew this Agreement at CharterSchoolCorp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by CharterSchoolCorp, after 60 days written notice of such breach and demand for cure.

24. Termination

- A. In the event of a breach of this Agreement by either party, the non-breaching party shall give the other party written notice of such breach and sixty (60) days to cure such breach. "Breach" shall be defined as a material breach of this Agreement by Service Provider or CharterSchoolCorp; the failure of Service Provider to provide educational support and related services sufficient to operate the School in a manner that complies with the standards of the Sponsor; any debarment of or similar action against Service Provider by any governmental entity; or any action or conduct by Service Provider or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the health, safety or welfare of students. If the Sponsor terminates or materially changes the Charter, either CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.
- B. If the Sponsor materially changes a part of the Charter, the CharterSchoolCorp or Service Provider may upon thirty (30) days written notice terminate any corresponding part of this Agreement without penalty or liability of any kind to either party.
- C. Termination rights established in this section 24 shall apply equally to each school listed on Exhibits B and C. CharterSchoolCorp may terminate this Agreement in its entirety, for any individual school, or for any number of Schools listed on Exhibits B and C.
- D. Either party may terminate this Agreement, in its entirety or for any individual school or group of schools listed on Exhibits B and C, at any time and for any reason, and without cause, upon

providing the other party 90 days' written notice of termination. In the event of termination of this Agreement, in whole or in part, for any reason, the compensation to be paid by CharterSchoolCorp to Service Provider under this Agreement shall be pro-rated.

COMPENSATION

25. Service Fee

CharterSchoolCorp shall pay Service Provider a "Service Fee" of four hundred fifty dollars (\$450) per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided CharterSchoolCorp receives such funds. The Service Fee shall be payable in equal monthly installments, provided that CharterSchoolCorp shall have no obligation to pay such Service Fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The Service Fee may be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year to year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the Service Fee below the initial level of four hundred fifty dollars (\$450) per student FTE per annum as stated above. Service Provider, in its discretion, may waive any annual adjustment and, upon request, will provide such documentation as may be reasonably requested by CharterSchoolCorp to support any waiver of an annual adjustment.

26. Additional Services

Service Provider may provide additional services not covered under this Agreement as requested and approved the Board in writing. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, upon written approval and at the expense of CharterSchoolCorp, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

27. Reimbursement of Costs

Service Provider may be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider, in its discretion, may defer some or all of the service fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

29. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider shall disclose the relationship to the Board.

30. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider, its officers, directors, employees, agents, or assigns. Service Provider agrees to provide, upon request of the Board, certificates evidencing such insurance and naming CharterSchoolCorp, and its Board as additional insured. In the event CharterSchoolCorp and/or School shall, without fault on its part, be made a party to any litigation commenced by or against Service Provider, whether founded in tort, contract, or otherwise, then Service Provider shall protect and hold CharterSchoolCorp and/or School, as applicable, harmless and shall pay all costs, expenses, and attorney's fees incurred by School in connection with such litigation including any appeals. CharterSchoolCorp and School shall carry liability insurance and indemnify the Service Provider for acts or omissions of CharterSchoolCorp and School, its officers, directors, employees, agents, or assigns. School agrees to provide, upon request of the Service Provider, certificates evidencing such insurance and naming Service Provider as additional insured. In the event Service Provider shall, without fault on its part, be made a party to any litigation commenced by or against School, whether founded in tort, contract, or otherwise, then School shall protect and hold Service Provider harmless and shall pay all costs, expenses, and attorney's fees incurred by Service Provider in connection with such litigation including any appeals.

Notwithstanding the above, nothing in this provision shall operate to release either the Service Provider or the School from its own affirmative duties with respect to this Agreement, and neither party is obligated to indemnify the other party for the other party's wrongful or tortious conduct. Notwithstanding any other term in this Agreement, this Agreement and all provisions contained herein shall be subject to and

governed by Section 768.28, Florida Statutes, as amended, and by the School's rights and protections under that statute.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state, without regard to its conflicts of laws rules. Any action arising from this Agreement, shall be brought in a court in Miami-Dade County, Florida.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Service Provider
6340 Sunset Drive
Miami, Florida 33143

Pinecrest Academy Inc.
14302 SW 42nd Street
Miami, FL 33175
Attn: President

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Pinecrest Academy Inc. held on the _____ day of _____ 2017. At that meeting, the undersigned Director or officer of CharterSchoolCorp was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

PINECREST ACADEMY INC

By: _____

Date: _____

Judith C. Marty, Governing Board Chair

ACADEMICA DADE LLC

ACADEMICA BROWARD LLC

By: _____

Date: _____

Fernando Zulueta, Authorized Signor

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1022.33(9)(n));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1022.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2) (F.S. Section 1022.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any, (F.S. Section 1022.33(9)(j)(2));
5. monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1022.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1022.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1022.33(9)(k));
8. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" under s. 1008.34(2) (F.S. Section 1022.33(9)(n));
9. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contract Section III, C);
10. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. (F.S. Section 1022.33(12)(g)(3));
11. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contract Section I, B, (19)); (Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
12. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contract Section VI, C);
13. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the

Exhibit A

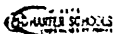
14. instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1022.33(12)(g)(4));
15. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1022.33(24)(b));
16. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1022.33(25)(a));
17. complying with and following the provisions of the school's corporate by-laws (Contract Section II, C (21));
18. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contract Section VI, E);
19. being fingerprinted by the Sponsor within thirty (30) days of appointment to the governing board (Contract Section VI, G);
20. acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contract Section VI, G);
21. not being an employee of the school while a member of the governing body (Contract Section VI, L);
22. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contract Section VI, M);
23. ensuring that governing board meetings take place locally and in a physical location and facility that is easily accessible to the school's parents, students and employees, are publicized in advance to the school community and are open to the public pursuant to Fla. Stat. § 286.011 (the Sunshine Law) (Contract Section VI, O);
24. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contract Section VI, R);
25. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Rule 6Gx13-4A-1.18, Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (Contract Section VII, C);
26. striving affirmatively to provide equal opportunity in employment (Contract Section VIII, A, 2).
27. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Operations for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes Section 1002.33 and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete.

Signature

Date



ATTACHMENT FF

ADDITIONAL SUPPLEMENTAL MATERIALS

SCHOOL SAFETY AND SECURITY PLAN

EMERGENCY LOCKDOWN PROCEDURES

LOCKDOWN PROCEDURES - During times of emergency, the primary responsibility of all School personnel is to provide for the personal safety of students, isolate the problem area/areas, and help keep the school under control. A comprehensive Crisis Management Plan has been created to guide staff through a wide variety of situations. If an emergency should occur, all personnel will be notified of the situation through an announcement on the public address system: “CODE RED”. After hearing the “Code Red” signal, all personnel shall adhere to the following guidelines:

Teachers (other than those assigned specific duties):

- Take a quick look in the hallways and remove any students from the hallways
- Close and lock all classroom doors, and turn off the lights.
- Maintain order and calm within the classroom.
- Do not permit students to leave the classroom FOR ANY REASON.
- Request that students move away from windows, and if necessary, sit in a crouched position away from any source of danger.
- Staff and students in bathroom facilities should lock the door, if possible, or move to the nearest secure area.
- Staff and students located in open areas should immediately report to the nearest secured area.
- All staff and students remain in **LOCK DOWN** mode until the **ALL CLEAR** announcement is made.
- Follow directions of emergency personnel and school administrators throughout emergency period.

Security

Security is responsible for specified assigned areas. Each security caring for his/her specified area shall perform the following tasks:

- Immediately check and monitor bathrooms.
- Lock and close all doors leading into the building.
- Move throughout their specified area in the building, collecting and disposing of articles, which might be used for weapons (bottles, boards, etc.)
- When the disturbance is over, immediately begin to clean up the affected area.

Other Staff

- The Counselor should lock the Guidance’s Office
- Office personnel are responsible for locking their doors.

Receptionist / Secretary

Upon the advice of the principal or designee:

- Handle incoming (rumor control) calls from the parents, press, and community.
- Notify the Schools of choice office and/or Police Department.

FIRE DRILL

We will be conducting a fire drill on a monthly basis. At the commencement of school, please review with your students the evacuation map. Please post the evacuation map on the wall of your classroom. Should you not have this evacuation map, please contact administration immediately.

It is imperative that the following procedures be implemented while conducting the fire drill.

- Signal the students to prepare to evacuate.
- Exit the room in an orderly manner.
- Evacuate quickly but do not permit running, shoving, or excessive talking.
- Check to see that everyone has departed the room.
- Close the classroom door. DO NOT lock the door.
- Take a hard copy of your grade book or a class list with you.
- Monitor the halls as you follow the evacuation route.
- Guide the students in a quiet and orderly manner to the assigned assembly areas.
- If crossing the street, please make sure to be aware of any traffic issues and assist crossing.
- Classes that evacuate to the P.E. field must walk all the way to the rear and sides of the field according to assigned position, away from the school building.
- Wait for the “ALL CLEAR” signal prior to returning to the building.
- Take attendance once you have returned to your room.

TORNADO DRILL

As required by the State, we will be conducting one tornado drill during the school year. Please review the tornado drill procedures with your students. It is imperative that the following procedures be implemented while conducting our tornado drill.

- At school, follow the drill. Take shelter in an inside room, hallway, storage closet or stairwell. Avoid windows or any area with large amounts of glass.
- Avoid any area with a wide, unsupported roof. That includes auditoriums, cafeterias, gymnasiums, theaters or central courts at malls. Go to interior rooms with no windows.
- Instruct students to seek cover where floors and walls meet and place themselves in a protected position with their heads and faces covered by their hands and arms.
- Close windows and outside doors on all sides of the building. Classes located on the field must evacuate into the locker rooms/classrooms or enclosed interior corridors.
- Signal the students to prepare to evacuate.
- Evacuate quickly but do not permit shoving or excessive talking.
- Check to see that everyone has come in.
- Monitor the surroundings as you follow the evacuation route.
- Guide the students in a quiet and orderly manner to the assigned assembly area.
- Wait for the “ALL CLEAR” signal prior to returning to the field.
- Take attendance once you have returned to your room or field.

PROTECTION OF FACILITIES/TECHNOLOGY/PROPERTIES

At all times it is critical that we ensure the protection of the entire facility and attached properties. This is achieved through maintenance and monitoring of 24-hour security systems, security cameras, installing secured perimeter fencing and building gates.

As such:

- Administration, Custodial, Security and Faculty will each have responsibilities regarding the security of the facility within their individual responsibilities.
- All security staff will have routine staffing locations and physically monitor building and property.
- All gates and doors are to be kept closed during the day and locked nightly.
- All parking lots to be closed and gated nightly.
- All alarm systems to be armed nightly. Select Administrative Team Members will be available on a 24-hour period to deal with any Burglar/Fire Alarm issues.
- All support equipment is to be stored in assigned areas and locked nightly.
- Regular landscaping to be scheduled to ensure against any safety-storm issues.
- All technology and its corresponding equipment is to be inventoried, maintained and locked nightly. In addition, throughout the school year, software/Anti-Virus protections are to be updated.
- In the event of any weather related threats all faculty and staff will be trained on procedure to secure all equipment and materials that fall under their responsibility.

The cooperative effort of all security personnel is to provide the highest quality of services for student, faculty, staff and visitors. Although assigned specific duties, all security staff members are expected to monitor student activity in promoting and maintaining a safe learning environment and ensure that appropriate standards of conduct are followed throughout the school year.

Security personnel will:

- Monitor the school grounds in the order to keep unauthorized intruders out of the building.
- Assist teachers by removing disruptive students from the learning environment.
- Assist in keeping the flow of students moving during change of class.
- Supervise students in hallway.
- Assist in the maintenance of a safe school environment.
- Keep the doors of unused rooms or areas locked.
- Communicate with administration regarding personal injury, property loss, disruption of the educational process, and related activities.
- Assist personnel in reporting and maintaining incident logs and offer suggestions for reducing or eliminating problems.
- Perform other duties as assigned by the assistant principal over security.



SCHOOL-WIDE STEM CHALLENGE
The True Story of the Three Little Pigs



PROBLEM: How can we build a house that poor wolf will not blow down with his sneezes?

Who?	What?	When?
Mr. Lleo and the Morning Announcement Crew	Records read aloud of <i>The True Story of the Three Little Pigs</i>	Already completed and on website
Kinder through 3 rd Grade Classroom Teachers and 4 th and 5 th Grade Science Teachers	1) Introduce the Engineering Design Process with a focus on problem solving 2) Show Mr. Lleo's video of students reading <i>The True Story of the Three Little Pigs</i> (can be found on our school website) 3) Students complete lab sheet with design process and sketches of houses (you may create your own or use the ones in share point)	Oct. 3 rd through 12 th
Ms. Perez during PLTW and Classroom Teachers* that do not have PLTW on their schedule	Students will create prototypes of the houses as follows: K/1 st house cut outs with construction paper and straws 2/3 3-D geometric figures with gummies and toothpicks 4/5 straw and Lego bricks	Oct. 16 th through 20 th
Ms. Perez during PLTW	Ms. Perez will test the houses with 5 th grade and videotape. <i>Please note that 5th grade students will have to create the three types of houses so that the we continue with a fair test of only changing one variable (materials used for houses).</i>	Oct. 23 rd through 27 th
Mr. Lleo during Morning Announcements	The testing of the houses will be shown during morning announcements and will be uploaded to the school's website.	Oct. 30 th through 31 st
Kinder through 3 rd Grade Classroom Teachers and 4 th and 5 th Grade Science Teachers	Finalize the Engineering Design Process. Place student work in STEM binder.	Nov. 1 st through 3 rd

* Classroom teachers that do not have PLTW during the first quarter, can arrange for Ms. Rosales's students to help your students build the houses but the introduction, and design process must be done prior. Please let me know so that I can coordinate with our schedules.

STEM CHALLENGE

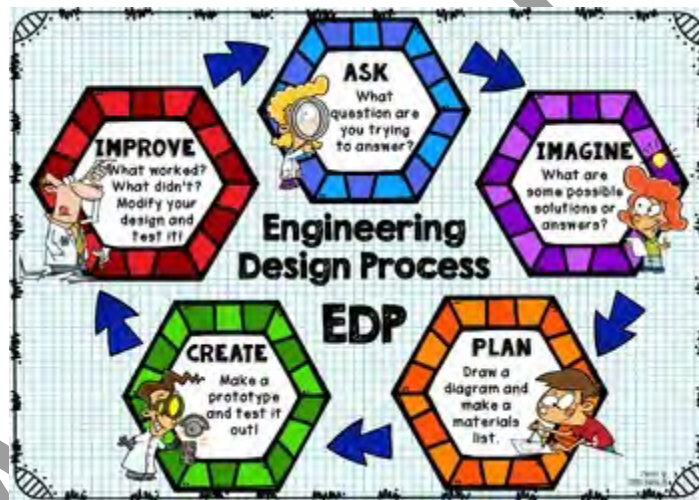
As a reminder, for a lesson to be considered a STEM LESSON, it must include all four components as follows:

Science - Students are learning about structures and the properties of materials.

Technology - Students are viewing book read aloud by 5th graders recorded and uploaded onto our websites. To take a step further, students can research the materials being used online.

Engineering - Students are utilizing the Engineering Design Process before, during, and after the testing.

Math – Depending on the grade level, students can count the objects per house, they can find the area or volume, they can measure the heights of the houses, and so forth.



Use the Engineering Design Process...many posters vary.

Sample Houses



On the next page, is one tool that can be used for this challenge but you can use others.

Name: _____

STEM Challenge

Ask

Imagine

Plan

○	
○	
○	



Create

Improve

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