



**FLORIDA CHARTER SCHOOL APPLICATION**

**Proposed Start-up Charter School for 2015 or 2016:**

Plato Academy Charter School K-8 (Location to be Determined) – Standard Application

**Submittal Date: August 1, 2014**

## APPLICATION COVER SHEET

**NAME OF PROPOSED CHARTER SCHOOL:** Plato Academy Charter School (Location to be determined) (Standard Application)

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Plato Academy Schools Corporation

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:** Steve Christopoulos

**TITLE/RELATIONSHIP TO NONPROFIT:** Education Service Provider

**MAILING ADDRESS:** 2560 Gulf to Bay Blvd., Clearwater, FL 33765

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**E-MAIL ADDRESS:** SteveC@SuperiorSchools.com

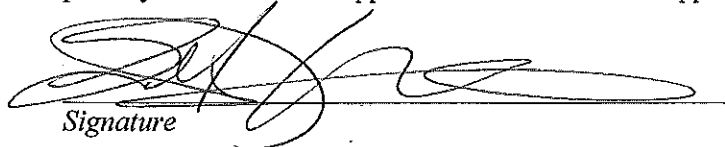
**NAME OF EDUCATION SERVICE PROVIDER:** Superior Schools Corporation

**NAME OF PARTNER/PARENT ORGANIZATION:** n/a

**Projected School Opening:** August 2015 or August 2016

School Year	Grade Levels K-8	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-3	Up to 288	Up to 728
Second Year	K-7	Up to 640	Up to 728
Third Year	K-8	Up to 728	Up to 728
Fourth Year	K-8	Up to 728	Up to 728
Fifth Year	K-8	Up to 728	Up to 728

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

  
*Signature*

Steve Christopoulos  
*Printed Name*

President & CEO  
*Title*

August 1, 2014  
*Date*

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- Exhibit “A”: Plato Academy School Corporation - Articles of Incorporation
- Exhibit “B”: Plato Academy School Corporation - IRS 501(c)(3) Determination Letter
- Exhibit “C”: Plato Academy School Corporation – Bylaws
- Exhibit “D”: Plato Academy School Corporation - Conflict of Interest Policy
- Exhibit “E”: Staffing Plan
- Exhibit “F”: Management Agreement and Addendum
- Exhibit “G”: Revenue Projection of the Initial 5 Years of the Charter
- Exhibit “H”: Annual Budget Projection for the Initial 5 Years of the Charter
- Exhibit “I”: Start-Up Budget Projection
- Exhibit “J”: Action Plan

## INTRODUCTION

The proposed Plato Academy Charter School (K-8) (hereinafter may also be referred to as Plato Academy) will be governed by the Board of Directors of Plato Academy Schools Corporation, a Florida not-for-profit corporation recognized by the IRS as a 501(c)(3) entity. The Board of Directors is referred herein as the "Governing Board," "Board" or "Directors."

### **Guiding Principles:**

Plato Academy (K-8) will be organized and operated in accordance with the Guiding Principles set forth in the Florida Charter School Statute, §1002.33:

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

The Guiding Principles above will be included into the school's program, with a primary focus to teach students to become life-long learners.

Although this application is not an official replication application, the new school will replicate the existing Plato Academy schools that are operated in Pinellas County. The Governing Board and the Plato Academy Palm Harbor staff will work in close partnership with the new Plato Academy principal, teachers, and staff to challenge students to pursue their personal quest for excellence by engaging them in a rigorous academic program and offering them opportunities to educate the mind, the heart, the body, and human spirit, just as has been done at the Plato Academy Palm Harbor school. The School will share the same instructional method, policies, and procedures as that of the other Plato Academy schools and the staff will undergo the same extensive training and orientation that the teachers and staff undergo at all the Plato Academy schools.

Plato Academy is proud to already have four of its six schools designated as Florida High-Performing Charter Schools, that are as follows:

Plato Academy Clearwater K-8  
Plato Academy Largo K-8  
Plato Academy Palm Harbor K-8  
Plato Academy Seminole K-8

Additionally, all Plato Academy Schools are SACS accredited and continue conducting rigorous internal reviews looking for all ways to continuously improve student performance.

One of the Board's main objectives is to provide as many students as possible the opportunity of the same high quality education offered currently at the Plato Academy schools in Pinellas County. The new school will receive guidance, expertise, and financial and academic support from the Board. Because the Board and staff would be opening the new school under the same instructional model, the proposed Plato Academy School will implement the same best practices and quality standards that have proven effective



in raising student achievement annually for all student populations as evidenced in the Plato Academy data reported by the Florida Department of Education.

The new school will adopt the same mission of the other Plato Academy schools which is to assist students in achieving their fullest potential by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging, and enthusiastic environment fostered by a commitment and cooperative effort among the school, students, parents, and community. Plato Academy's mission and programs similarly include the development and fostering of critical-analytical thinking skills and the engagement of students in Socratic discussions where teachers shall focus on giving students higher-order questions - not answers. Socratic teaching is the oldest and still most powerful teaching tactic to foster critical thinking. The current Plato Academy School shall adopt this method of delivery of instruction throughout the curriculum.

With the support of parents and community, the new Plato Academy school shall maintain a structured, nurturing, disruption-free learning environment, and encourage optimum achievement for all students. The Board will replicate and embrace Plato Academy's concept and practices of progressive education in developing the whole child—the creative personality—a pedagogy that assists students in achieving their fullest potential. Critical thinking and Socratic discussions shall assist students in achieving their full potential by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging, and enthusiastic environment fostered by a commitment and cooperative effort between the school, students, parents, and community.

The Board believes that a creative personality and successful citizenship are of paramount importance in achieving high academic standards. A student's desire to be challenged by tapping into his or her unique abilities with motivating, engaging instruction in a safe, successful learning environment will instill the love for learning; one that fosters a philosophy that encourages critical and analytical thinking skills through the use of the Socratic Principles of Thinking, one that inspires students to become productive and contributing citizens in their communities, and one that promotes throughout a student's learning experience the *The Four Socratic Cardinal Virtues: Wisdom, Discipline, Courage, and Justice*. Indeed, the Greek philosopher Plato of whom our school's name has been adopted, believed that although knowledge can be attained by each child, each student must also acquire leadership skills, develop character-building traits, and engage in Socratic Dialectics (the Socratic Method of discussion and exploration that develops critical thinkers) with teachers, peers, and citizens in surrounding communities in order to have an empathic understanding of his or her world view.

The new Plato Academy School shall work in partnership with parents to challenge students to pursue their personal quest for excellence by engaging them in a rigorous academic program and offering them opportunities to educate the mind, the heart, the body and human spirit. We believe that each child has an inherent curiosity and a commitment to learning and that each child has a unique intelligence, unique capability, and unique learning style. With this in mind, and with consistent efforts to build relationships with the parents and families of our students, our students over the years have challenged themselves to the highest levels of their abilities with an education that addresses their individual styles, thus fostering within them a lifelong love of learning.

**The new Plato Academy School shall adopt the following educational program commitments pursuing academic excellence:**

*Plato Academy is a transformational culture* in which the institution continuously evolves and improves because each stakeholder (students, teachers, leaders, parents, and community members) is challenged to actively engage in learning to broaden perspective and to realize potential.

*Plato Academy is a community of caring and celebration* in which each student's journey matters, and we celebrate personal growth, teamwork, and commitment to the greater community. Our school becomes more than an educational institution: it is a close-knit family that adheres to the proverb: "It takes a whole village to raise a child."

*Plato Academy fosters the spirit of achievement* through a rigorous academic standard-based curriculum. This is enriched by our athletics, arts, music, technology, and other co-and extra-curricular programs.

*Plato Academy cultivates an ethos of character development* through our deep commitment to educating the mind, heart, body, and human spirit of each student in our community. We focus on four tenets throughout the entire school: **wisdom, discipline, courage, and justice.**

The new school shall introduce and expose students to a new culture that is one of the oldest in the world. Introducing modern and classical Greek history, life, language, and education will provide students the unique opportunity to broaden their horizons, participate in activities that may be new to them, and expand their English vocabulary by gaining knowledge of the Greek origin of words. The hope is that learning the Greek Language will assist in enhancing the vocabulary base of each student, which will assist in improving reading, writing, and critical thinking skills. Evidence of the accomplishment of this aspect of our mission can be supported by the state assessment data in both reading and writing at all grade levels.

For many years, Plato Academy Greek program has established an environment of learning with an alternate perspective or world view emphasis in multicultural academic subject areas: reading, writing, math, science, social studies, literature, art, music, and the Greek culture. Likewise, this new school's students shall be immersed in this culture and lifestyle of learning, a life-long love for reading, experimenting, problem solving, and independent thinking and questioning in order to appreciate the world around them, but most importantly to acquire the ability to make confident, informed and intelligent decisions, as well as own or claim ownership of each positive and negative outcome. Indeed, the study of Greek as a second language shall allow students an opportunity to explore the Greek culture as an integral part of both ancient history and contemporary society.

In the past three years, the FCAT scores of the Plato Academy schools (indicated below) have shown that the existing design has been both effective and successful in providing a high-level educational alternative. Like the existing Plato Academy schools, the new Plato Academy school will provide an innovative and rigorous standards-based curriculum to develop each student's full potential with an emphasis on reading, writing, math, science, and social studies.

**Below is a congratulatory letter to the Plato Academy Clearwater School Principal from the Pinellas County Public Schools Superintendent, John A. Stewart – Dated June 11, 2012**

“Congratulations to you and your staff for returning FCAT scores in reading and mathematics that are among the most improved in the district. Your school is one of seven Pinellas middle schools that achieved between a 19- and a 39-percentage point overall gain since last year, exhibiting improvement at all three grade levels. Your commitment to improving student achievement is commendable and an example to all of us that it CAN be done.

Keep up the good work and know that I appreciate everything you are doing for Pinellas County students.” - *Dr. John A. Stewart, Pinellas County Public Schools Superintendent*

### **2014 Plato Academy FCAT Highlights**

#### **1st Place in Pinellas County**

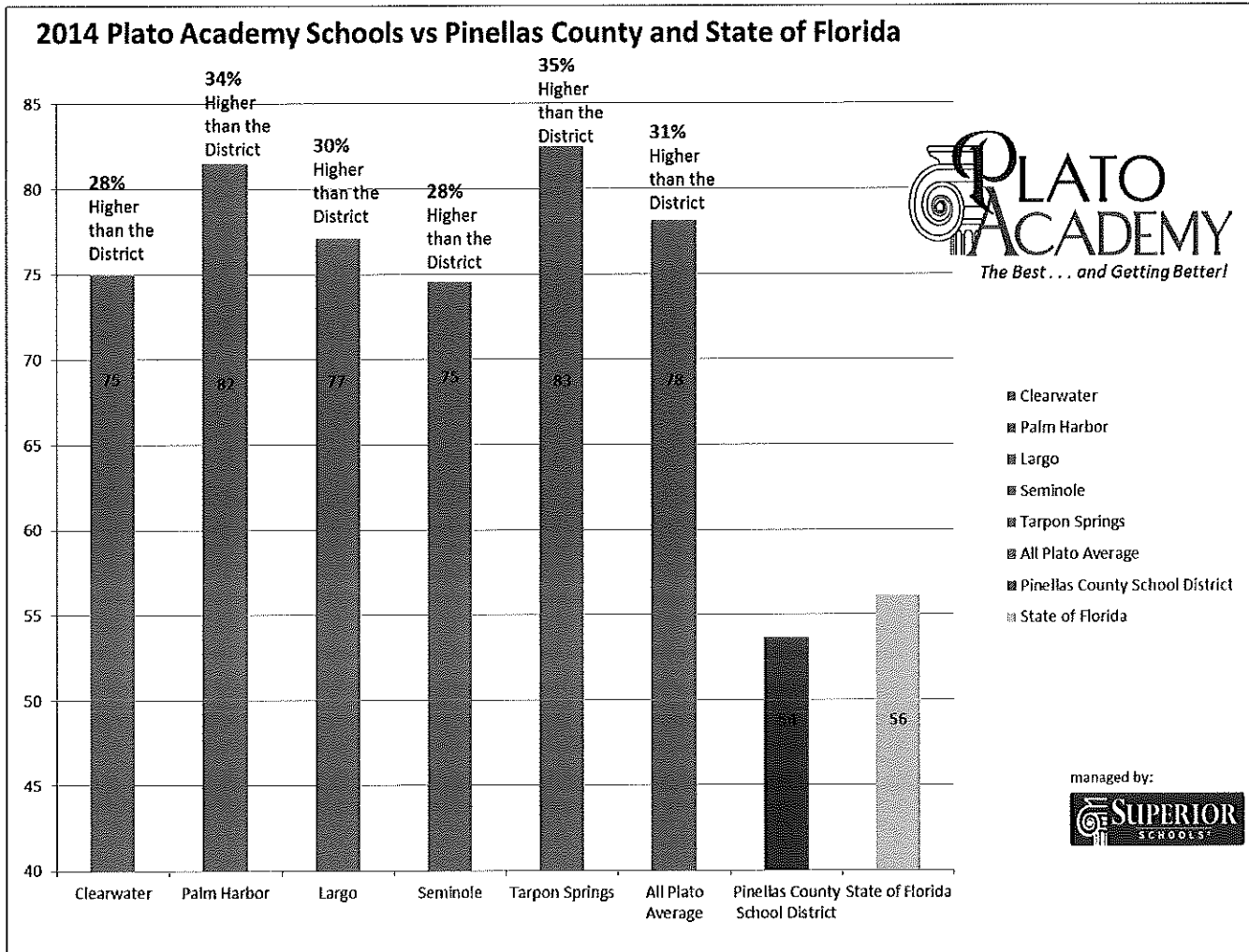
3rd Grade Math-Plato Academy Seminole  
 4th Grade Math- Plato Academy Clearwater  
 5th Grade Reading- Plato Academy Palm Harbor  
 6th Grade Reading- Plato Academy Tarpon Springs  
 6th Grade Math- Plato Academy Palm Harbor  
 7th Grade Math- Plato Academy Largo  
 8th Grade Reading- Plato Academy Clearwater  
 8th Grade Math- Plato Academy Largo  
 8th Grade Science- Plato Academy Clearwater

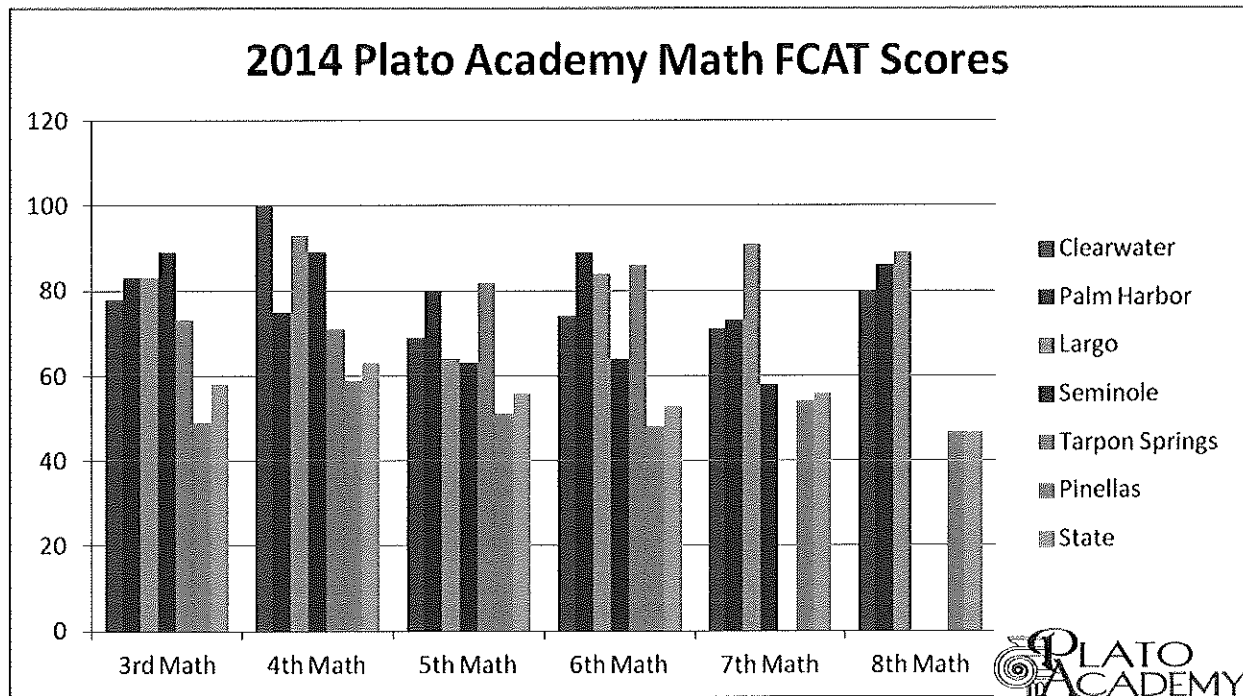
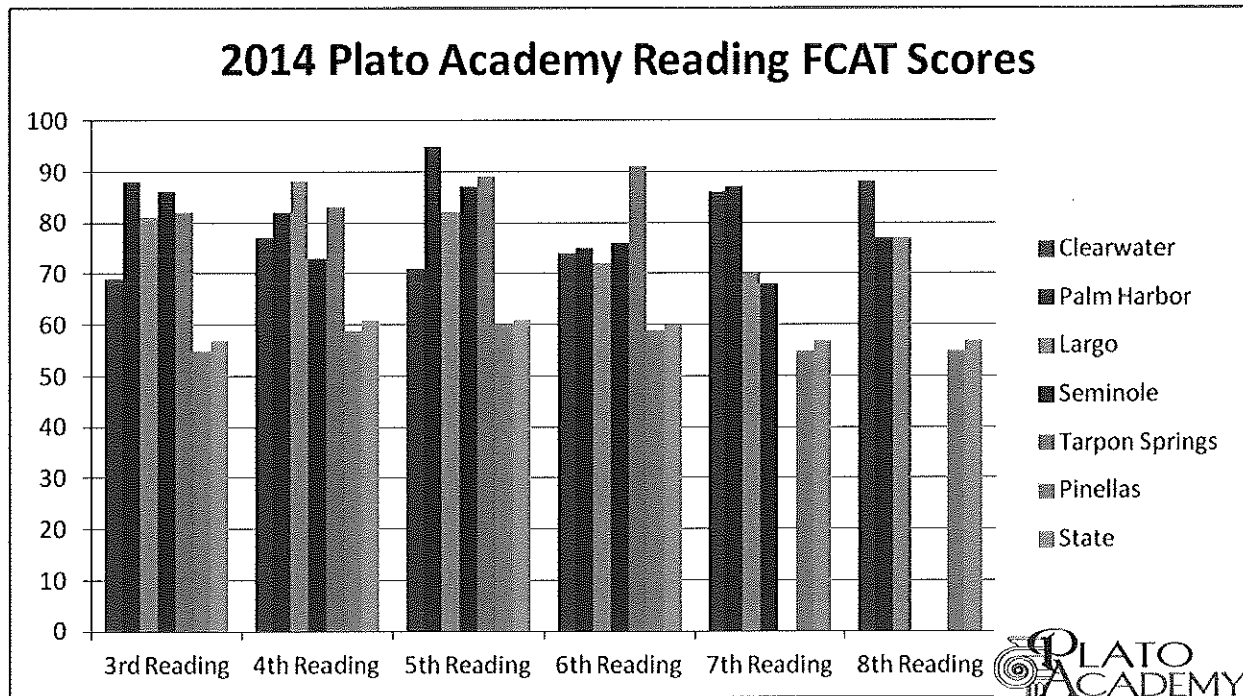
#### **2nd Place in Pinellas County**

4th Grade Writing- Plato Academy Largo & Plato Academy Tarpon Springs  
 5th Grade Science- Plato Academy Palm Harbor  
 6th Grade Math- Plato Academy Tarpon Springs  
 8th Grade Math- Plato Academy Palm Harbor  
 8th Grade Writing- Plato Academy Palm Harbor

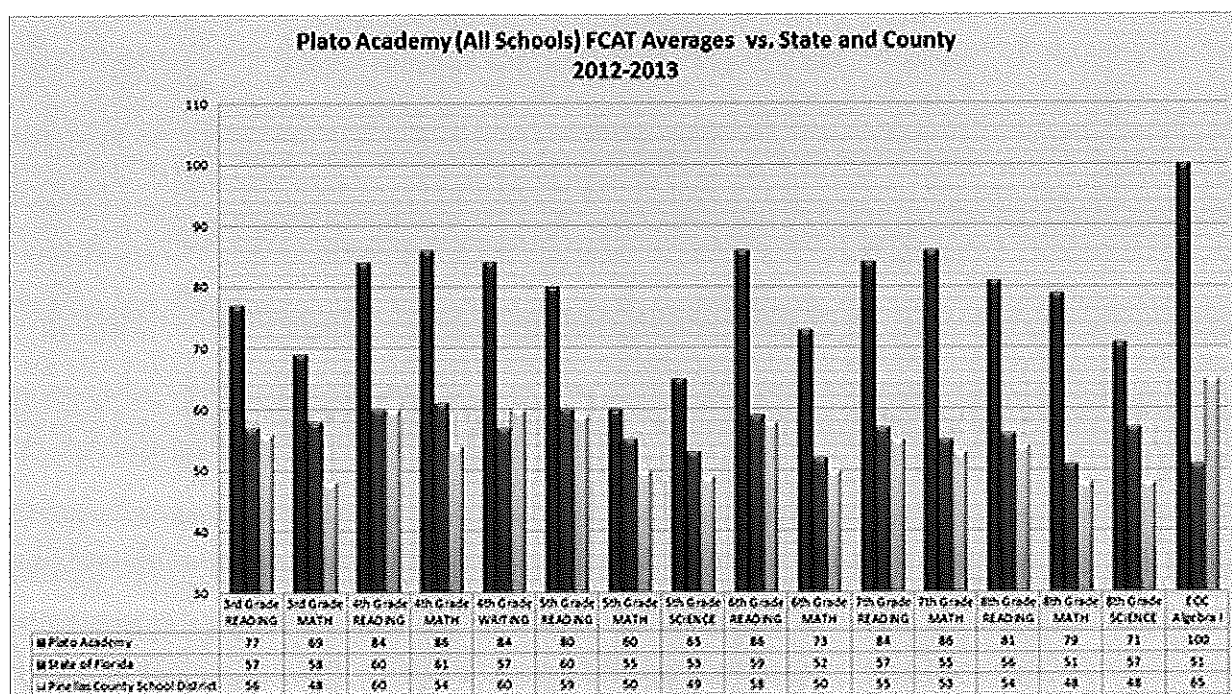
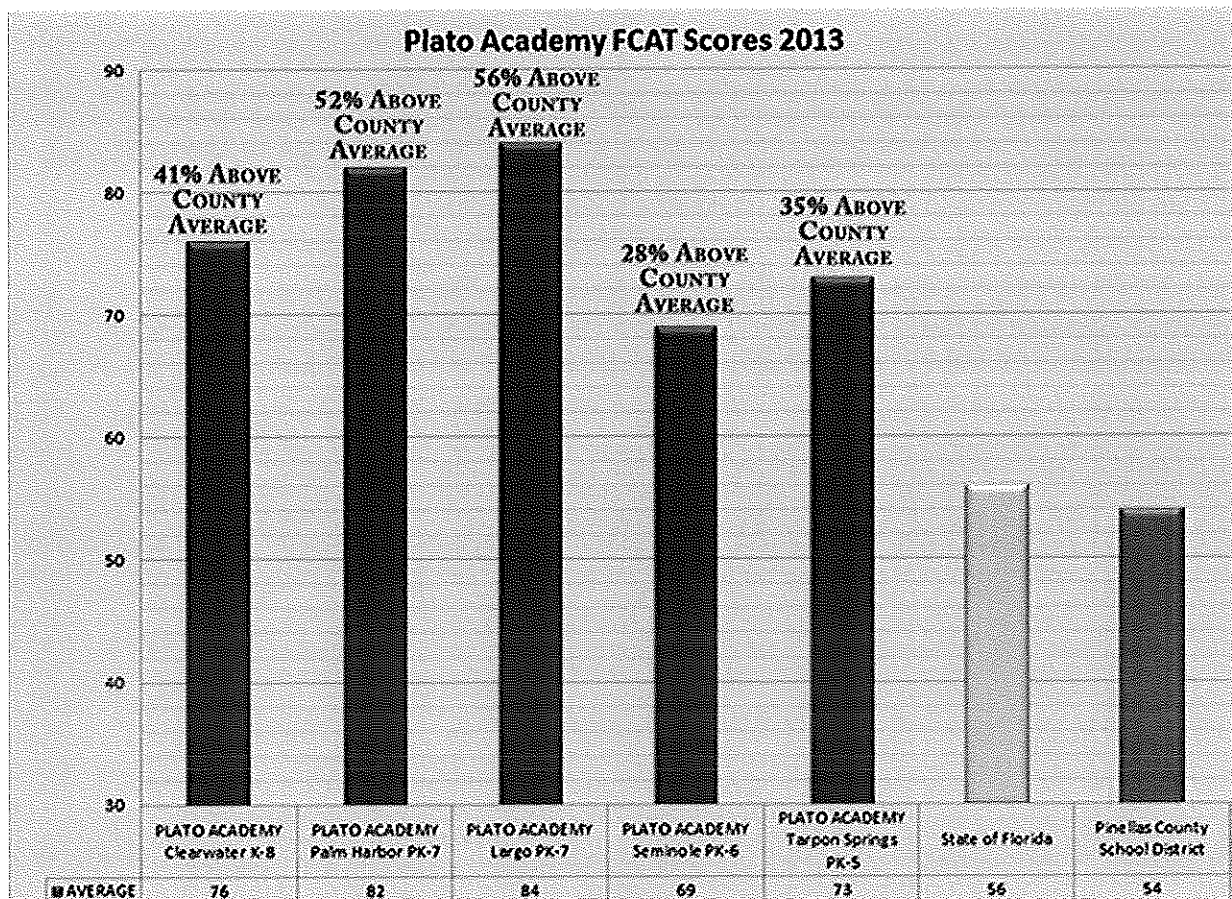
#### **3rd Place in Pinellas County**

3rd Grade Reading- Plato Academy Palm Harbor  
 3rd Grade Math- Plato Academy Palm Harbor  
 4th Grade Math- Plato Academy Largo  
 5th Grade Reading- Plato Academy Tarpon Springs  
 6th Grade Math- Plato Academy Largo  
 7th Grade Reading- Plato Academy Palm Harbor

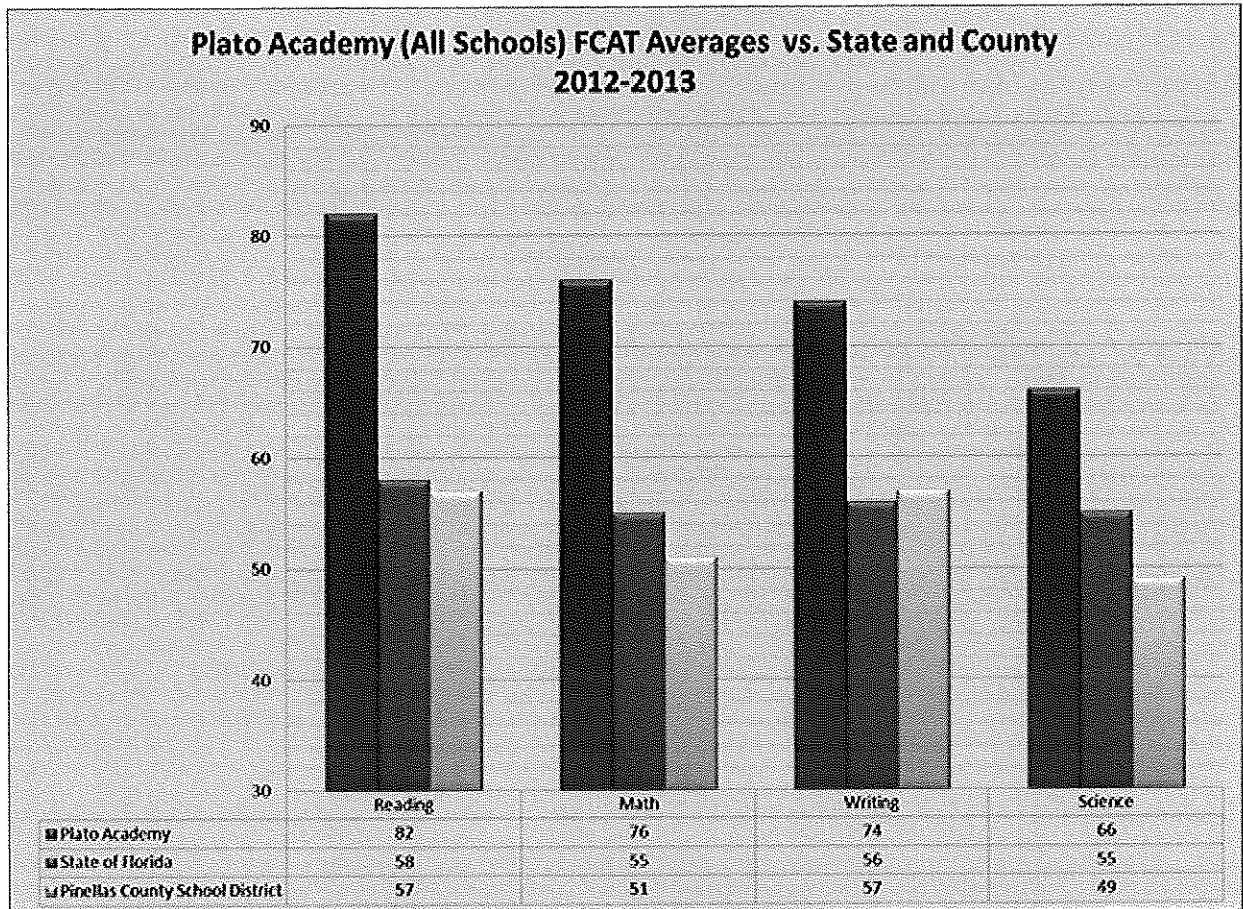




**2013 Plato Academy FCAT Highlights**







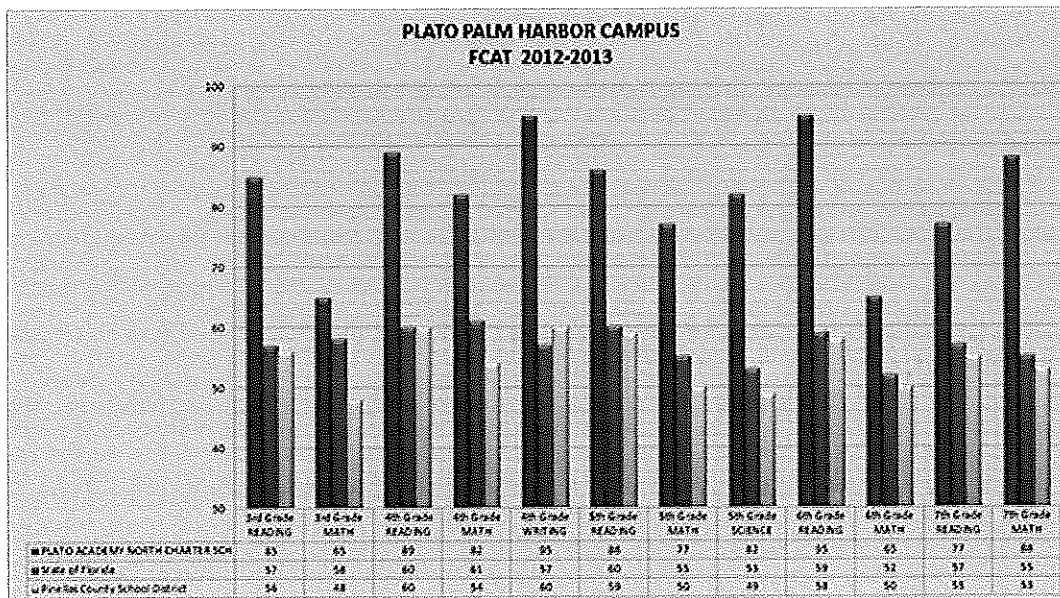
**A Closer Look: Data-Driven Decision Making Steers Plato Academy Students to the Top of their Class in the County**

Plato Academy Schools have a strong tradition of striving for and achieving excellence. Plato Academy uses a system-wide approach to ensure all students reach their full potential. In helping each student succeed, all five of our schools continuously find themselves competing for the number one spot with regards to the percentage of students performing at grade level or above. At all grade levels and in all subject areas tested on the FCAT, each Plato Academy School ranked in the top-10 in the county 80% of the time, consistently outperforming the vast majority of nearly 100 schools. See graphs below for evidence of Plato Academy’s winning system.

## School-by-School: Plato Academy Rankings and 2013 FCAT Performance Highlights

### *2012-13 - Plato Academy Palm Harbor K-7*

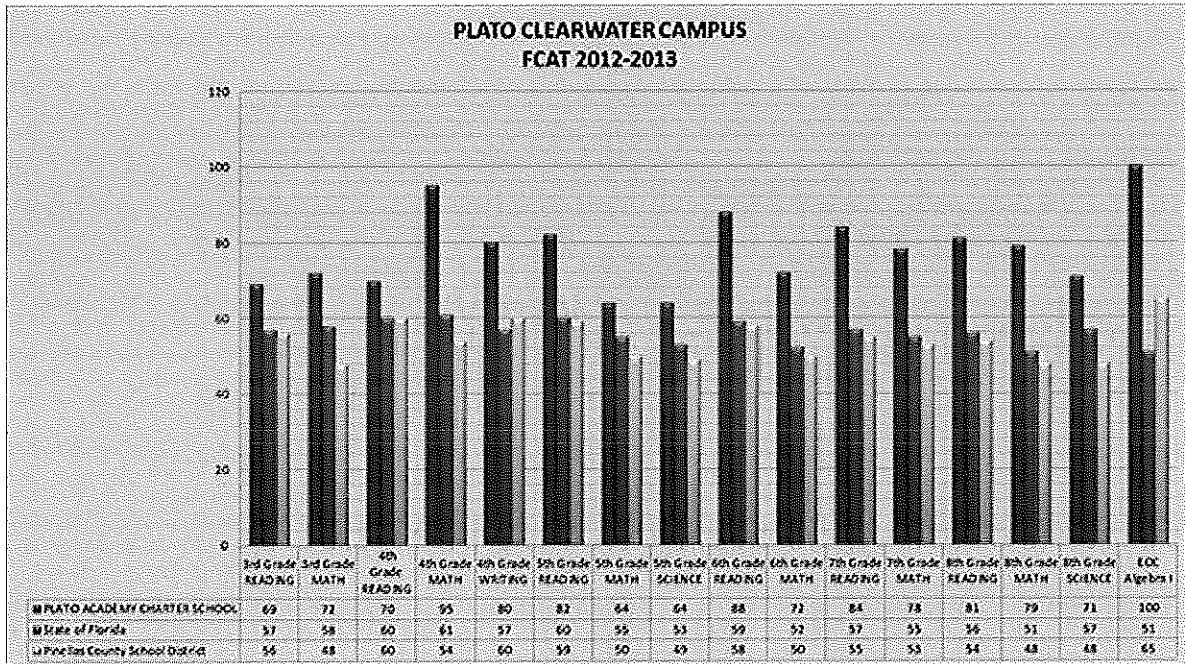
4th Graders scored **first** in the county in Writing  
 4th Graders scored **fourth** in the county in Reading  
 5th Graders scored **third** in the county in Reading  
 5th Graders scored **third** in the county in Science  
 6th Graders scored **first** in the county in Reading  
 7th Graders scored **fifth** in the county in Reading  
 7th Graders scored **second** in the county in Math





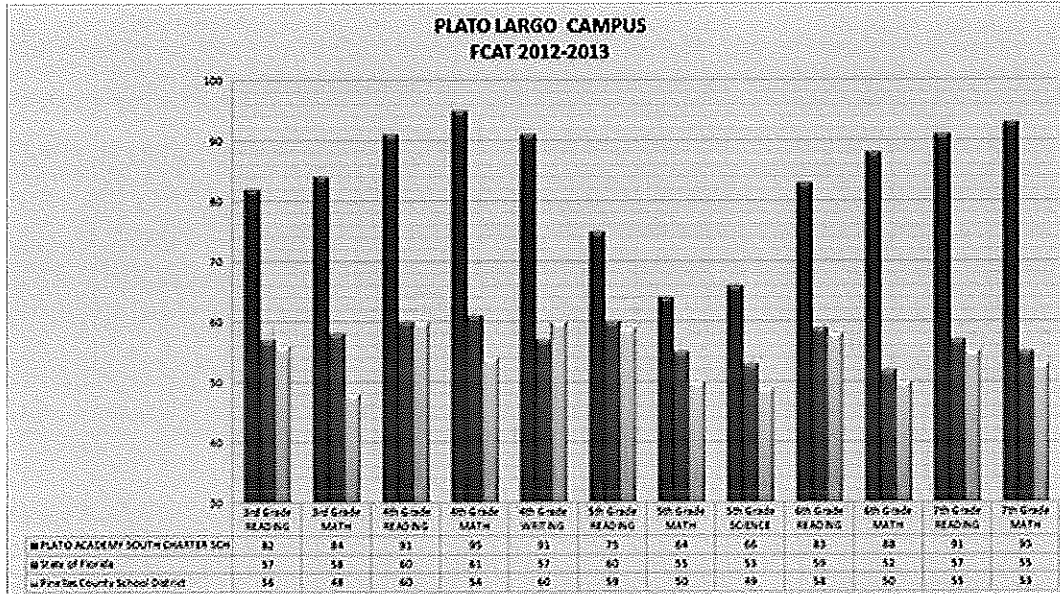
*2012-13 - Plato Academy Clearwater K-8-*

4th Graders scored **first** in the county in Math  
 5th Graders scored **fifth** in the county in Reading  
 6th Graders scored **fifth** in the county in Math  
 6th Graders scored **third** in the county in Reading  
 7th Graders scored **second** in the county in Reading  
 8th Graders scored **second** in the county in Math  
 8th Graders scored **second** in the county in Science  
 8th Graders scored **first** in the county in Reading  
 8th Graders scored a perfect **100%** on the Algebra EOC Exam!



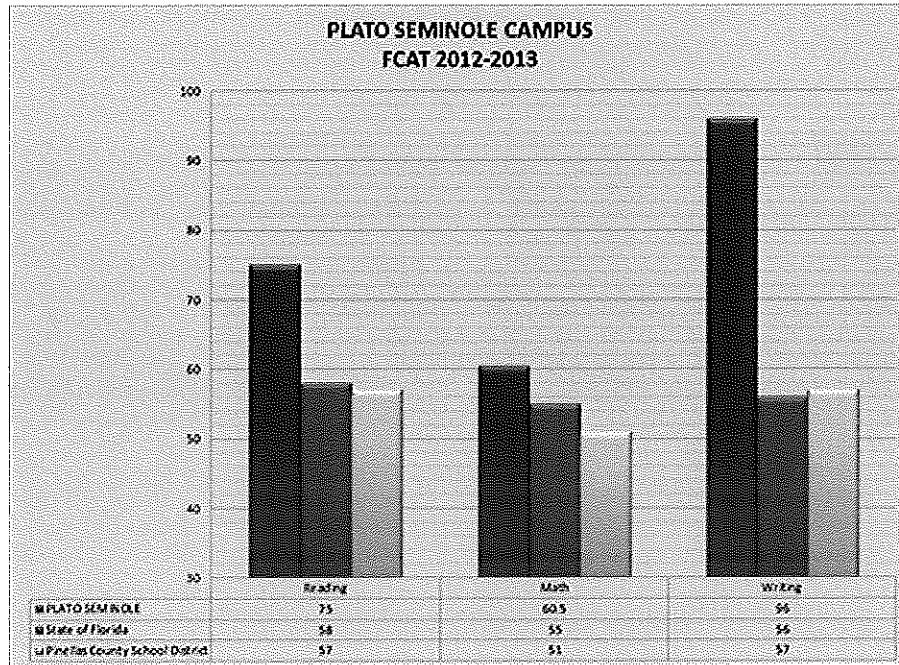
*2012-13 - Plato Academy Largo K-7*

3rd Graders scored **second** in the county in Math  
 4th Graders scored **second** in the county in Math  
 4th Graders scored **second** in the county in Reading  
 6th Graders scored **fifth** in the county in Reading  
 6th Graders scored **first** in the county in Math  
 7th Graders scored **first** in the county in Reading  
 7th Graders scored **first** in the county in Math



*2012-13 - Plato Academy Seminole K-6*

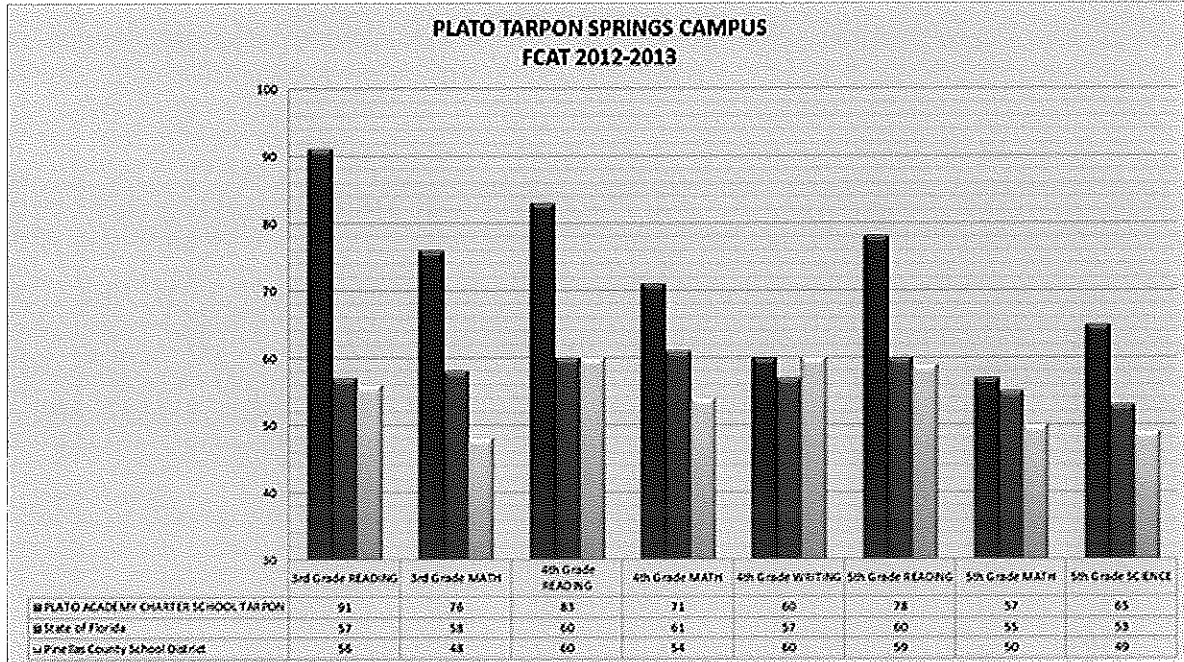
3rd Graders scored **fourth** in the county in Math  
 4th Graders scored **second** in the county in Writing  
 4th Graders scored **third** in the county in Reading



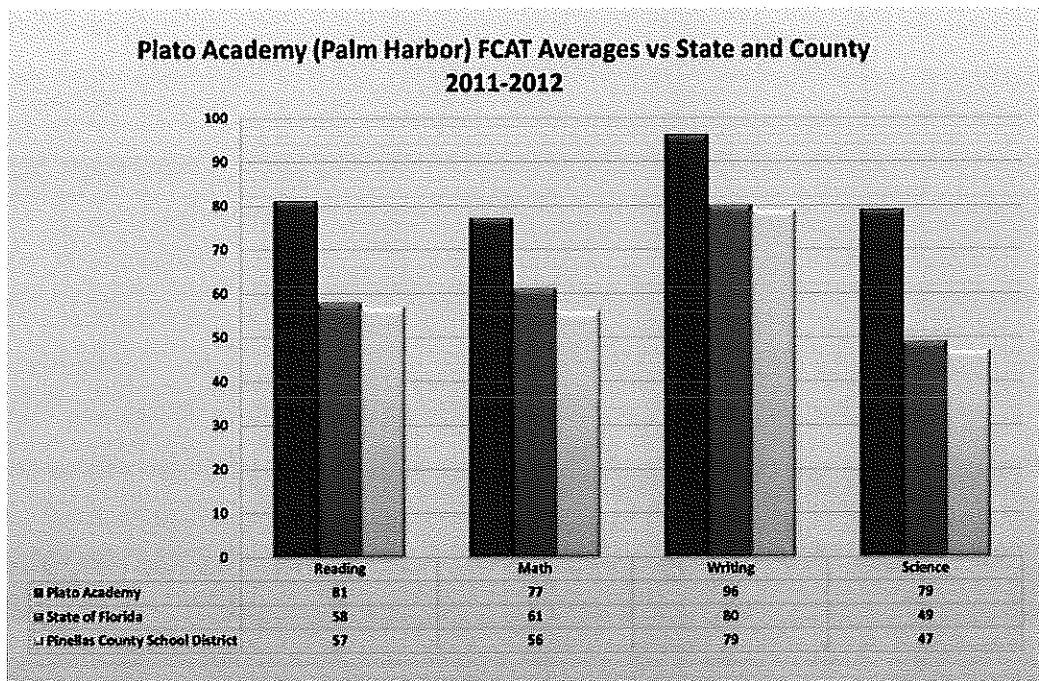
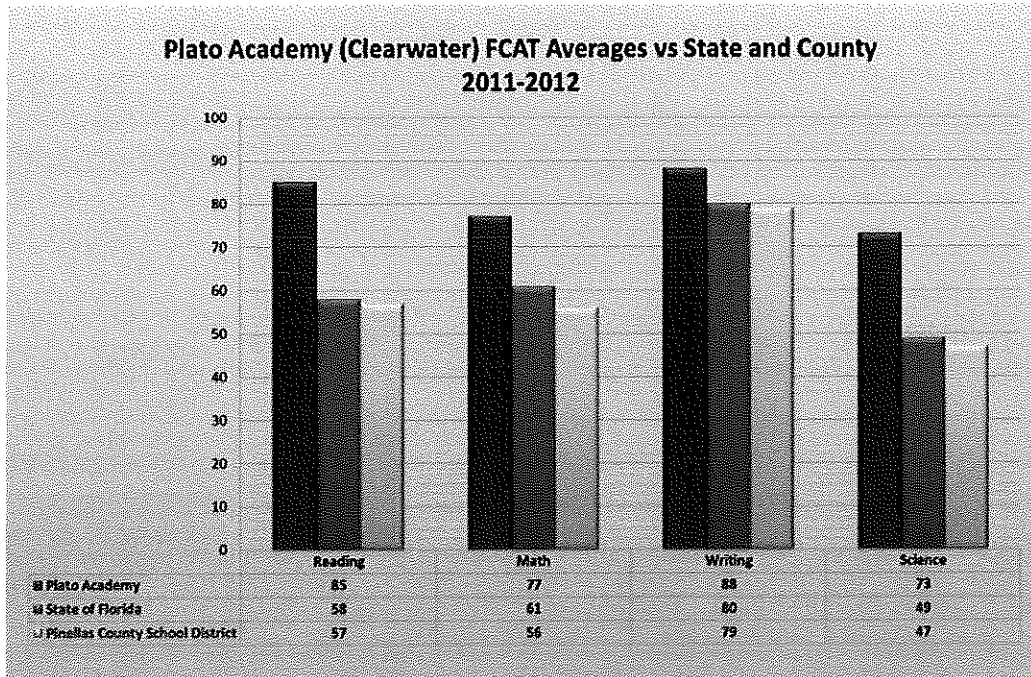
*2012-13 - Plato Academy Tarpon Springs K-5*

3rd Graders scored **second** in the county in Reading

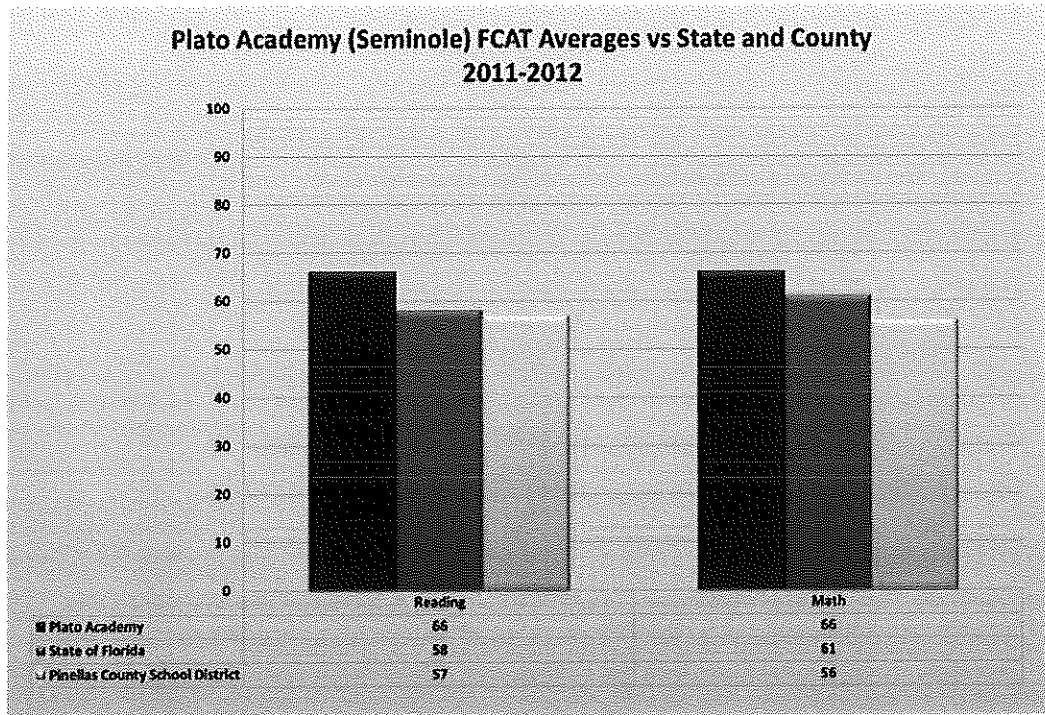
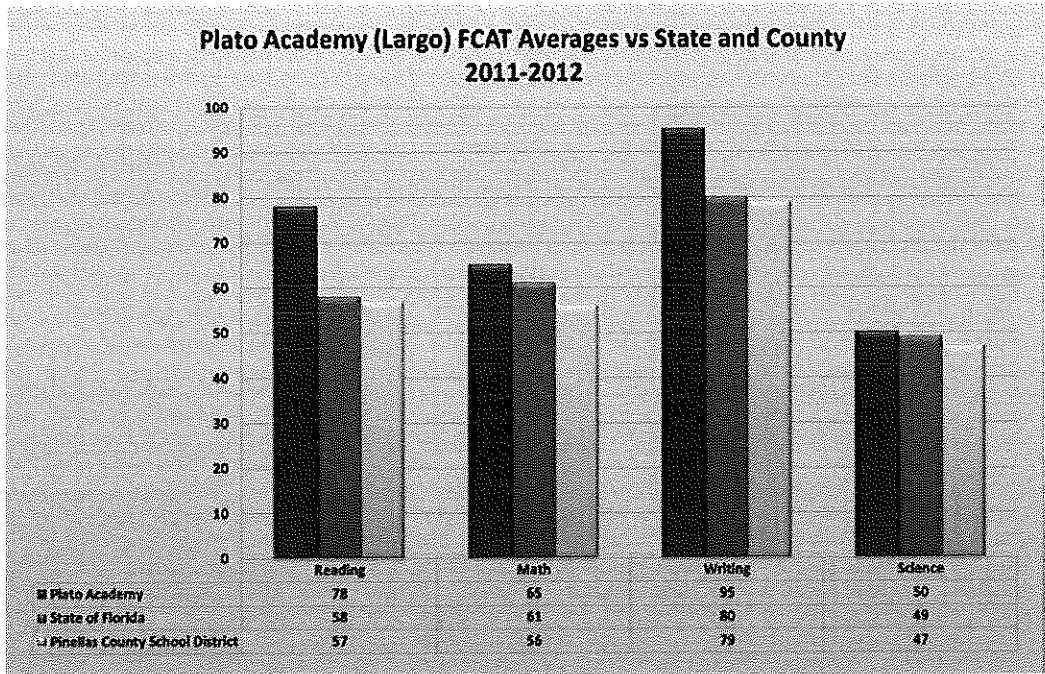
3rd Graders scored **fourth** in the county in Math

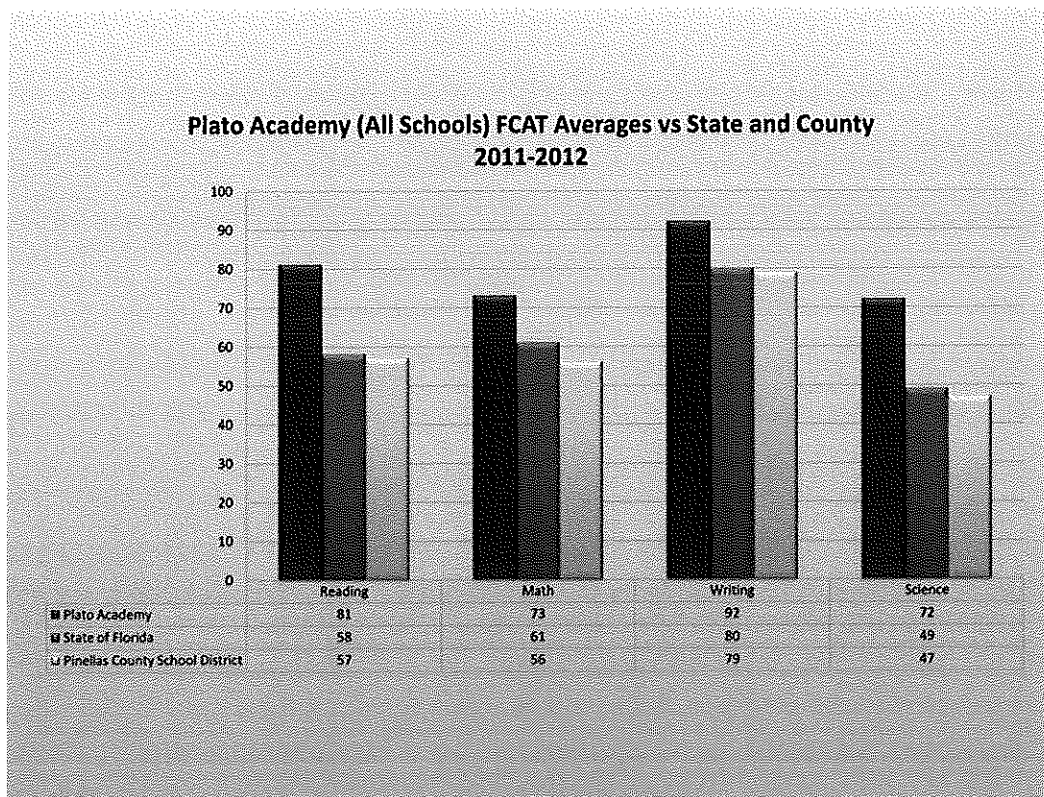


**Previous Years' FCAT Highlights**









**2011-2012 FCAT Highlights**

Plato Academy Schools averaged **24 points higher** than the county average in Reading  
 Plato Academy Clearwater's 6th & 8th Graders each scored **first** in the county in Reading  
 Plato Academy Clearwater's 7th Graders scored **second** in the county in Reading  
 Plato Academy Palm Harbor's 5th Graders scored **second** in the county in Reading

Plato Academy Schools averaged **17 points higher** than the county average in Math  
 Plato Academy Clearwater's 8th Graders scored a **perfect 100%**, **first** in the county on the Algebra EOC

Plato Academy Clearwater's 4th Graders scored **first** in the county in Math  
 Plato Academy Largo's 6th Graders scored **first** in the county in Math  
 Plato Academy Palm Harbor's 6th Graders scored **third** in the county in Math

Plato Academy Schools averaged **25 points higher** than the county average in Science  
 Plato Academy Clearwater's 8th Graders scored **second** in the county in Science  
 Plato Academy Palm Harbor's 5th Graders scored **third** in the county in Science

Plato Academy Schools averaged **13 points higher** than the county average in Writing  
 Plato Academy Palm Harbor's 4th Graders scored **second** in the county in Writing  
 Plato Academy Largo's 4th Graders scored **third** in the county in Writing

<b>FCAT 2010-11 RESULTS Plato Academy - Clearwater</b>			
<b>Reading</b>	3	100%	74%
	4	95%	72%
	5	98%	69%
	6	93%	65%
	7	91%	68%
	8	75%	54%
<b>Math</b>	3	100%	73%
	4	91%	69%
	5	80%	61%
	6	76%	55%
	7	86%	58%
	8	70%	59%
<b>Science</b>	5	76%	47%
	8	70%	42%
<b>Writing</b>	4	100%	98%
	8	100%	97%

**FCAT 2011 RESULTS Largo and Palm Harbor**

**Plato Palm Harbor and Largo Highlights:**

Palm Harbor Reading  
Grade 3 – 95%

Palm Harbor Math  
Grade 3 – 95%

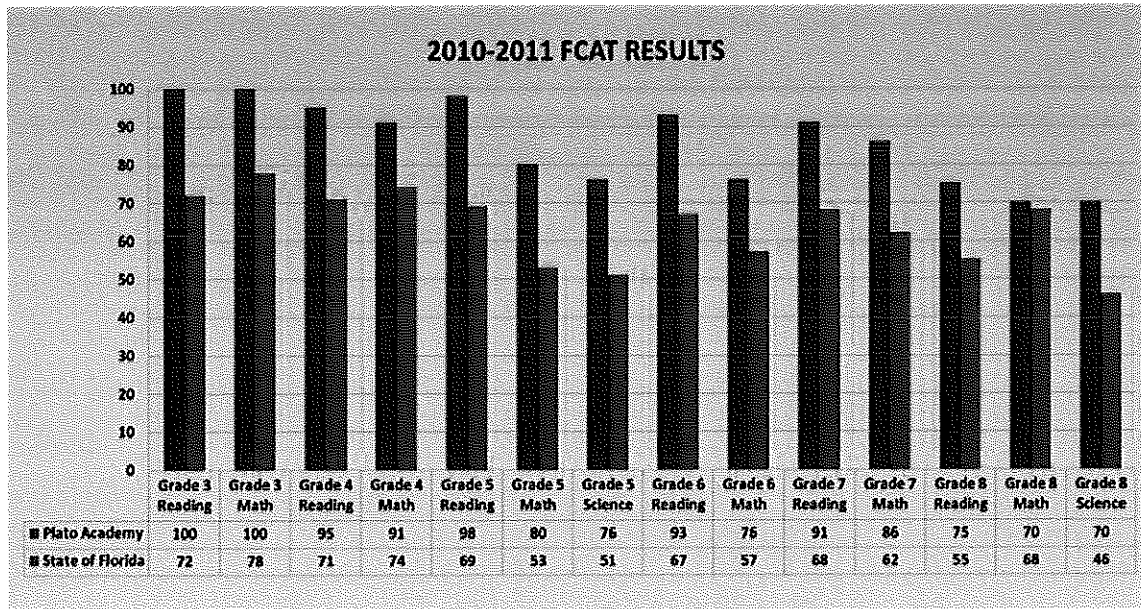
Largo Reading  
Grade 3 – 100%

Largo Reading  
Grade 3 – 100%

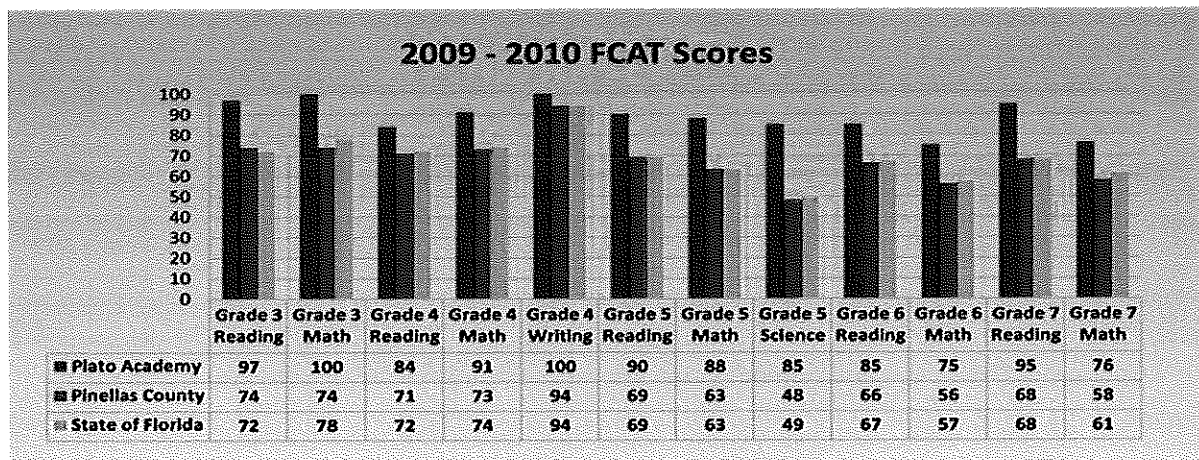
**2010-2011 FCAT HIGHLIGHTS**

Plato Academy continued to outpace the county yet again. Last year’s Plato Academy FCAT score averages were 20 percentage points ahead of the Pinellas County schools. In the 2010-2011 school year we were 21.25 percentage points ahead of the Pinellas County Schools.





- In 2010-2011, Plato Academy students continued to improve on their past successes by scoring an astonishing average of 23 percentage points above the State of Florida average!
- Our Third Grade Math and Reading achieved perfect 100% scores!
- Our Fifth Graders scored an amazing 98% in reading, 29 points above the state average!
- Our Sixth Graders scored a superb 93% in reading, 26 points above the state average!



- In 2009-2010, Plato Academy students continued to improve on their past successes by scoring an astonishing average of 21 percentage points above the Pinellas County Public Schools!
- Our Third Grade Math and Fourth Grade Writing achieved perfect 100% scores!
- Our Seventh Graders scored a 95% in Reading, the highest of all the Pinellas County schools!
- Our Fifth Grade Science scored an 85%, the second highest score in all of the Pinellas County school

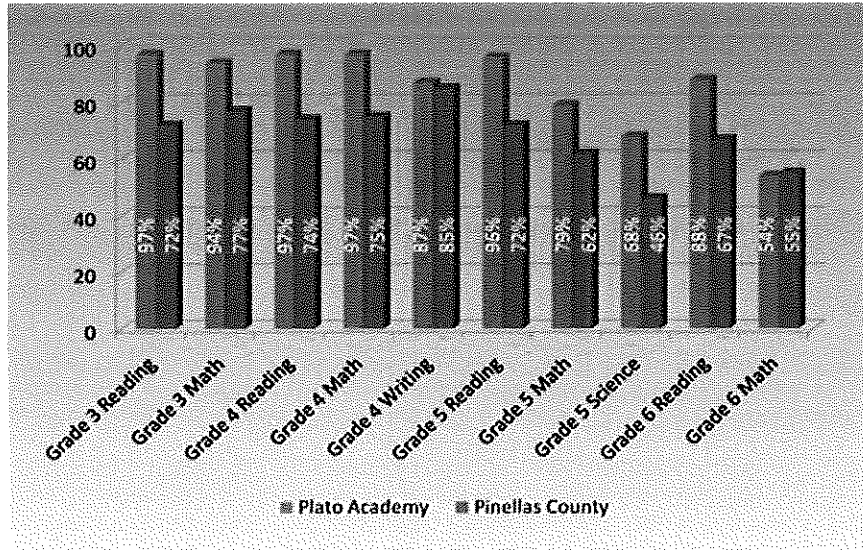
Below is a congratulatory letter from Pinellas County Public Schools Superintendent, Dr. Julie Janssen – Dated July 1<sup>st</sup>, 2010.

"Dear Plato Academy Staff,

Congratulations to you on your success on the 2010 FCAT. Your students posted outstanding gains this year in two areas, with a 17 percentage point gain in fifth-grade science and a 21 percentage point gain in

sixth-grade math. Their achievement is an outstanding accomplishment, and an indication of what can happen when a good team pulls together. I am extremely proud of you, and I am grateful for what you do every day for our children. Best of luck for continued success in the coming school year." - Julie Janssen, Pinellas County Public Schools Superintendent

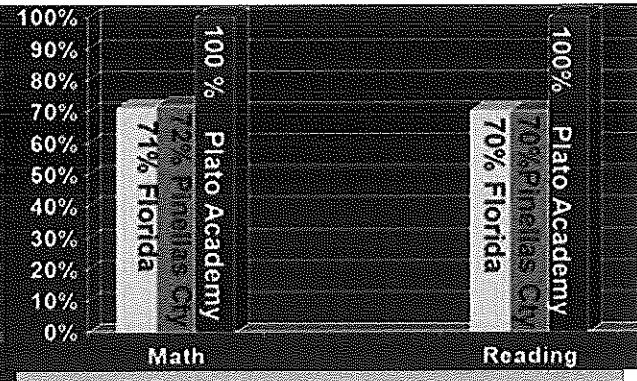
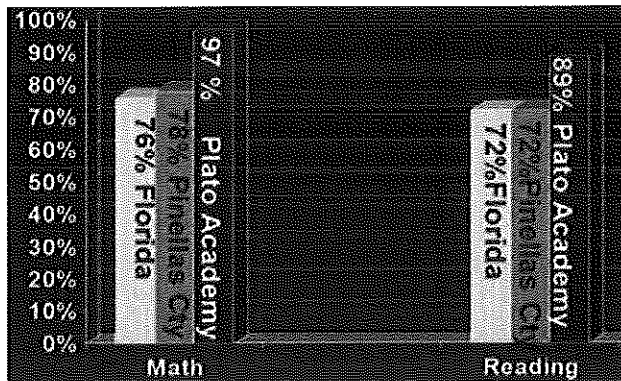
**FCAT Scores 2008-2009**



- In 2008-2009, our Fifth Graders scored 96% in Reading, the highest of all 87 elementary schools in Pinellas County!
- Our Fourth Graders scored 97% in both Reading & Math - the second highest score in Pinellas County!
- Our Third Graders also scored 97% in Reading, again being the second highest score out of all the elementary schools in Pinellas County.

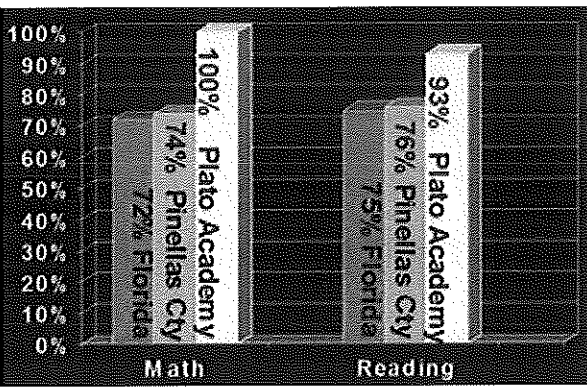
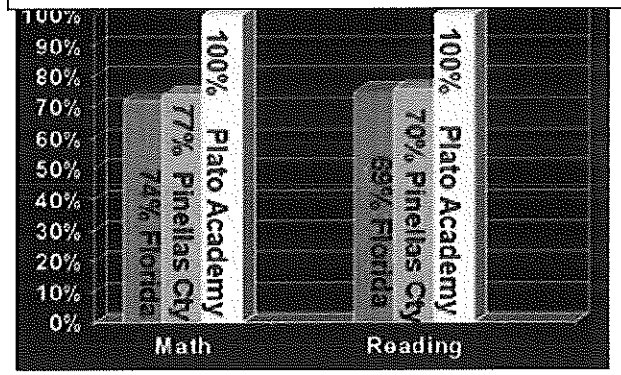
FCAT Scores 2007-2008 3rd Grade

FCAT Scores 2007-2008 4th Grade



Plato Academy 3rd graders once again scored among the highest in the State of Florida with 97% in Math, and 89% in Reading.

Plato Academy 4th graders scored the highest out of all the elementary schools in the State of Florida, soaring to a perfect score of 100% in both Reading and Math



- Plato Academy scored the highest out of the 1,989 schools in Florida; soaring to a perfect score of 100% in both Math and Reading.

- Only 7 schools including Plato Academy out of the 1,989 schools in Florida scored 100% in Math.
- 3rd highest Reading score out of the 92 schools in Pinellas County.

Plato Academy is a high achieving school that is meeting the benchmarks required by the county (local district) and state. FCAT scores have shown the accomplishments of the students and that the mission statement and philosophy along with the curriculum are enabling the students to reach high academic scores.

The research-based learning system that is being used at Plato Academy schools will be replicated at the proposed Plato Academy (K-8) with similar results of success. The teachers would come in knowing that they will be required to take comprehensive training every summer, and throughout the school year. In addition, the 2006 - 2013 school fiscal audits clearly have shown financial viability and school operations accountability success.

**SECTION II:****EDUCATIONAL PLAN****Section 1: Mission, Guiding Principles and Purpose****I.A Provide the mission statement for the proposed charter school.**

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

**Mission**

The mission of Plato Academy is to assist students in achieving their full potential by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging, and enthusiastic environment fostered by a commitment and cooperative effort among the school, students, parents, and community.

**Guiding Principles**

In order for Plato Academy to accomplish its mission, the development of the whole child is imperative. A creative personality and successful citizenship are paramount in achieving high academic standards. A student's desire to be challenged by tapping into his or her unique abilities with motivating, engaging instruction in a safe, successful learning environment will instill the love for learning—one that will foster Plato Academy's philosophy that encourages critical and analytical thinking skills through the use of the Socratic Principles of Thinking and Aristotle's Modes of Persuasion, and one that will inspire students to reach their fullest potential by becoming confident, productive, contributing citizens within their communities.

Additionally, Plato Academy believes that an exemplary school must have a hard-working, passionate team of employees, parents, and community members committed to academic excellence and continuous school improvement. It is also necessary to maintain an atmosphere of high academic standards that meet the needs of individual students in all subject areas. We will continuously monitor students' academic progress to ensure increased student performance in all academic areas.

**Purpose**

Plato Academy's purpose is to provide families in the district with another outstanding academic choice for their children. Plato Academy will challenge students to pursue their personal quest for excellence by engaging them in a rigorous academic program and offering them opportunities to educate the mind, the heart, the body, and the human spirit. Students will acquire a well-rounded academic education in a stimulating environment focused on preparing them to develop, foster, and enhance their maximum potential in all subject areas. Educational success can be fully realized only when the student-teacher-parent-community relationship is operating in harmony. Plato Academy intends to form partnerships with all stakeholders that will enable our students to reach their highest potential intellectually, socially, emotionally, and physically.

Plato Academy holds that each child has an inherent curiosity and commitment to learning and that each child has a unique intelligence and learning style. Teaching to our students' current levels and

according to their learning styles and interests inspires them to strive toward their highest levels of performance while, just as importantly, fostering within them a life-long love of learning.

Plato Academy has a responsibility provide parents and students with a unique program that engages and motivates students to invest in their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner. A passion for continuous improvement of student performance is the hallmark of Plato Academy stakeholders and programs. With instruction offered in English and Greek, and the integration of technology across all core subject areas, will learn to utilize the Socratic principles of thinking as they reflect, plan, infer, interpret, and apply the knowledge that they acquired in research, design, and real-life applications.

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

At Plato Academy, we believe that an exemplary school must have a working team of employees, parents, and community members dedicated to establishing and maintaining a culture of high academic and behavioral expectations. Plato Academy will provide an exceptionally high quality, thus truly viable, choice to parents that will help each student thrive, reaching her or his full potential.

As a school of choice, emphasizing Greek language learning and the use of cutting edge technology that will serve students in grades k-8 and still retain a small-school size and culture, Plato Academy will—like its sister schools—ensure intelligent, individualized instruction within a family k-8 environment. In order to better serve low-performing students, Plato Academy will utilize conscientious interventions and robust parent communication systems to create, gather, and interpret data from multiple assessments consistently throughout the school year.

***1.B.1 Describe how the school will meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.***

Plato Academy's educational program will support its mission of meeting high standards in student achievement in the following ways:

- (a) Instilling/developing a culture that embraces academic excellence through the delivery of the curricula that will be enhanced by the integration of the Socratic Method of Instruction and Aristotle's Modes of Persuasion with other forms of innovative and balanced instructional methods such as: project-based instruction, computer enrichment and integration, contextual (theory and application) learning, direct instruction, self-directed learning, collaborative learning, facilitative learning, and experiential learning. The pursuit of academic excellence will be initiated and facilitated by Plato Academy administration, highly qualified educators, and support staff. In addition, the quality and cooperative partnership among the tetrad—student-teacher-parent-community—will positively enhance the school culture, as it seeks to attain academic excellence.
- (b) Data Driven Instruction: A robust selection of student assessments and portfolios, including state assessment programs, norm-referenced tests (SAT 10), unit tests developed locally, classroom-based assessments, and school climate surveys to be completed by parents, students, and staff will be utilized in consistent and regular fashion for the evaluation of teaching and learning processes and for continuous school improvement.

- (c) High Behavior Expectations: Plato Academy will help students develop self-confidence, self-respect, and self-control through cooperative learning, the development of conflict resolution skills, and the expectation of taking responsibility for one's actions. The academic environment will promote high expectations of each student in the pursuit of excellence (e.g., through participation in academic competition) and skills needed for life-long learning (e.g., through effective computer and media skills to use the global information highway).
- (d) Educating the Whole Child: Plato Academy will educate the whole child by providing a rigorous education in all subject areas as well as the arts, music, and humanities. The school will contextualize learning, encouraging student awareness of local and community needs in addition to national and global issues. Striving for academic excellence will be the expected norm for all students while paying keen attention to and celebrating the unique qualities and interests of each child.
- (e) Plato Academy offers parents small class sizes and highly qualified teachers well-equipped and trained in the rigorous philosophy of the schools. Plato Academy teachers are passionate about and engaged in what they are teaching and this enthusiasm will inspire and engage our students, giving them a challenging curriculum and teachers who can make mastery of it a positive experience.
- (f) Parents will view Plato Academy as an academic, administrative, and financially viable educational choice to entrust their beloved children within the public school system. Our parents will be encouraged to support school events and activities, including volunteer opportunities and participating in student support services. Plato Academy will engage parents and guardians as active partners in achieving school improvements and education accountability.
- (g) Plato Academy will ensure positive parental communications through effective forms of school-to-home and home-to-school communications that address school programs and student progress/achievements, including teacher web pages, student/teacher/parent email communication systems, and Engrade—a continuously updated student grading system that allows for remote viewing of student success and encourages healthy dialogue between the home and school.

Our goal at Plato Academy is to inform parents about what other alternatives there are for their children's education. Most parents are aware of only two choices for their children's education--public school and private school educational systems. Indeed, some children are unable to function or unable to reach their fullest potential because the educational method that they are being exposed to may provide minimal influence on academic and/or social success.

At Plato Academy we believe that each child is unique. And when provided with the right type of educational environment and instructional methodology, he or she will flourish.

***1.B.2 Describe how the school will promote enhanced academic success and financial efficiency by aligning responsibility with accountability.***

Plato Academy will implement a coordinated assessment program (including whatever testing regime currently in use at the state level) that provides reliable individual student test results that allow students, teachers, and school district to evaluate the level at which the students are performing in regard to state standards. The student performance data will be the first accountability indicator for Plato Academy students. The required data or indicators by Florida law will be incorporated into the annual school progress plan. Indicators of the school success will be as following:

- School performance according to Florida’s school grading system (A, B, C, D, F);
- Increase in student performance on the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT)—or whatever state assessment system is in place at the time— in all subject areas will be at a rate equal to or exceeding the performance levels of the comparable students in the county or district and schools throughout the state at the same grade levels;
- Annual performance gains in student reading, mathematics, science, and writing levels;
- Learning gains in reading for students reading below grade level on the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (or otherwise developmental scale score);
- A safe, supportive school environment as determined by student, teacher, and parent surveys;
- Student, parent and teacher satisfaction with Plato Academy ;
- The principal will oversee the academic success of the school by monitoring assessment data, and knowledge of what instruction is being taught, so that he/she can analyze what areas in the curriculum need to be further developed and enhanced. This information will be shared with the teachers at regularly scheduled staff meetings, and weekly grade level planning meetings. This ability to be able to use the tools necessary for our school without having to rely on the school district is advantageous to us both academically and economically. Money and resources will not be wasted on supplies that our teachers find unnecessary. Our educators will have at their disposal the best supplies that they require in order to teach to high academic standards;
- The Board or their assignee will oversee the business and operational success of the school by monitoring the accounting and financial records so that he/she can analyze what areas of operations need to be worked on. Financial reports will be prepared by the school CPA (certified public accountant) to be presented to the Board of Directors. The Principal will remain the school Chief Executive Academic Officer and will concentrate on the academic success of the school; and
- Plato Academy will have a budgeting and allocation system that provides for student and teacher needs and one that includes checks and balances to stay within the school’s financial goals. As a charter school, Plato Academy will remain responsible and accountable for the use of public funds. The school will be accountable for its results to the School District in both the academic and business operations areas. An annual audit of the school will be conducted annually by an independent Auditor hired by the Board.

Plato Academy utilizes a standards-based curriculum aligned with the Florida State Curriculum Frameworks (Next Generations Sunshine State Standards and Mathematics Florida Standards (MAFS) and Language Arts Florida Standards(LAFS) which incorporates:

- (1) the use of teaching strategies that will reach all students in an all-inclusive, all-embracing environment;
- (2) the use of a research-based curriculum-relevant to life’s experiences (real-life applications); and
- (3) an accountability system that allows the students the opportunity for success. Academic success is measured by proficiency in state and district standards in the subject areas of mathematics, science and technology, language arts and social studies. It is essential that the students take responsibility for their own academic and social growth. Students will be given the guidance



that they need to pursue their educational endeavors and to take ownership of their past and present successes and failures.

The cornerstone of Plato Academy's responsibility and accountability plan is based on three areas:

1. student performance,
2. organizational viability, and
3. alignment of school operation with founding principles and practices.

Plato Academy is driven by a passion for excellence and attention to the quality of our program for all students. We hold high academic and behavioral expectations for all learners.

Plato Academy's ability to promote enhanced academic success and financial efficiency is based pedagogical philosophy of aligning responsibility and accountability. It is believed that educating students through a lead-managing model will enable the students to produce quality work.

Plato Academy will use a system of performance standards based on the school's integrated curriculum framework as a basis of measuring student progress. Each student will have his or her abilities assessed before entering Plato Academy. This assessment will provide baseline data for measuring student progress and immediately developing a learning plan fit to the unique needs of the student to maximize early and ongoing learning gains. This assessment will factor in a student's available, earlier standardized testing, an analysis of student work, behavioral challenges, and psycho-social functioning, and other relevant data. Pertinent data considered upon enrollment would include attendance records, documentation of prior school history, achievement scores, student strengths and weaknesses, and cognitive profile.

Students at Plato Academy will exercise leadership skills, become public speakers, have an understanding of the relevance of education in their academic and social development, and have their needs met in positive and healthy ways to become productive members of the community. Students will engage in community service learning that is integrated into the curriculum delivery model. Plato Academy is based on quality education. Students will be required to relearn and practice information and concepts until mastery is obtained. Content/skill assessments are administered regularly through each school year.

Yearly academic data will be used to evaluate program performance through analysis of scores on standardized tests. Each student's progress as determined by the Student Learning Plan and Student Instructional Intervention and Assessment Plan will be assessed quarterly—or more—to determine overall student performance. A Response to Intervention (RtI) system has been designed and implemented using rubrics to evaluate critical thinking skills in curriculum areas based on performance standards in accordance with the mission of the school. Plato Academy places great emphasis on effective RtI.

***1.B.3 Describe how the school will 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.***

Thanks in part to an open-door policy at all levels of the school, Plato Academy provides parents with regular and timely communication in a variety of formats and encourages feedback with regard to their student's progress through the teacher web page and agenda that goes home every day for the elementary grades and via phone and online communication (email, web, Engrade) for the upper grades. The parent or the teacher may call for a conference whenever they think one is required. The parent or the teacher has the availability to call, write notes, and make a conference request for any teacher or staff member that



they deem necessary to confer with. Parent, student, and staff conferences will be held annually to enhance communication and ownership of educational responsibilities. Parents will be informed of the testing process and testing dates. Testing results will be sent home to parents for discussion or explanation of results and, if necessary, goals will be set to improve students' skills. Teachers will examine results for patterns of success and to identify areas in which improvements are needed (either to the curriculum or to the pedagogical approach as well as student efforts). Plato Academy (grades 4-8) will provide progress reports to parents based on multiple factors, including:

- Class work
- Observations
- Test Data
- District and State Assessments
- Participation
- Ability to use the strategies that have been taught

Plato Academy's positive school-to-home and home-to-school communications will provide the parent and the teacher sufficient information on their student's accomplishments. Plato Academy has a policy to showcase students' achievements at times when families can participate and encourage families to visit the school at all times. All this will allow for parents to know what level their child is performing at.

Teachers will consistently assess the students, so they will immediately know when a student falls behind, and, when needed, will immediately initiate intervention strategies to remedy learning deficits. Plato Academy's policy is to notify the parent whenever a problem arises with academic achievement, giving our parents sufficient information on their child's progress.

In Addition:

Each student's records from previous schools will be secured and reviewed for baseline data. Each student's cumulative records from the school(s) previously attended will be examined by student services personnel in order to determine the student's successes, strengths, and weaknesses experienced, during his or her prior educational experience.

Based on the information collected from this informal diagnosis process, the teacher, parent(s), and the student will set appropriate goals for the student. Student grades and progress will be available and provided to parents and students.

Screening and identification will be completed by the end of each school year for the following year. Teacher-parent-student conferences will be held throughout the year to review the goals that were set for the student, to monitor the student's progress, and to set new goals for the student.

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

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

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

**1.C.1 Describe how the school will improve student learning and academic achievement**

It has been clearly stated by researchers that technology will have the greatest impact on student learning when integrated into the curriculum to achieve clear, measurable educational objectives (Hawkins, Panush, & Spielvogel, 1996). In order for meaningful, sustainable school improvement to occur, school reform initiatives that involve technology need to coordinate five issues -- leadership, core vision, professional development, time, and assessment (Honey, 2001). It is clear that technology tools and

resources must become an integral part of both the teaching and learning processes if they are to have an impact on student achievement.

We believe at Plato Academy that before planning for technology to be effectively integrated into our curriculum, it is crucial to develop a clear set of goals, expectations, and criteria for improvements in student learning. Additionally, it is important to establish and support an ongoing staff development program tied to criteria for improvements in student learning. Then, specific curricula, practices, skills, attitudes, and policies that can be enhanced through the use of technology can be identified. Pending issues mentioned elsewhere, with instruction offered in English and Greek, and the integration of technology across all core subject areas, students will learn to utilize the Socratic principles of thinking as they reflect, plan, infer, interpret and apply the knowledge that they acquired in research, design, and real-life applications.

As students learn Greek as a second language, and successfully utilize and integrate technology in their subject areas, they will be encouraged to participate in Socratic discussions where teachers focus on giving students questions – rather than answers. They will then in turn be asked to validate their beliefs or findings through research and design.

Indeed, integration without purpose or motivation can fall short of its mission on improving or enhancing student achievement. A shift has taken place in recent years from teaching students how to use technology to focusing on using technology to support content. Technology can no longer be looked at in isolation but rather as part of a carefully planned program of school change as it relates to student achievement. Technology can broaden the range of students' choices as they learn. Students routinely use technology tools to find information, collect, organize and interpret data, and present results. In addition, technology offers teachers options for adapting instruction to special student needs.

The following strategies are ways technology will be used to support improved academic achievement at Plato Academy:

1. Plato Academy teachers will use technology in support of student learning in key content areas by linking to existing school initiatives. Support early literacy initiatives with technologies that incorporate reading, writing, speaking, and listening.
2. Plato Academy teachers will work within specific content areas to integrate technology rather than making technology a separate subject area.
3. Plato Academy educators and administration can use technology tools to collect, organize, analyze, disaggregate, and report on student achievement data. Student achievement data is complex, but it offers a tremendous opportunity to identify strengths and weaknesses in curriculum and instruction when properly analyzed and synthesized. Data organization and manipulation tools such as spreadsheets, relational databases, and automated student information systems can assist in this task. Plato Academy administrators will involve teachers in the process of looking at student performance data to inform curriculum and instruction decisions and practices.
4. Technology integration at Plato Academy will be used to support different learning styles and meet the needs of all learners.

#### Professional Development: Increased Teacher Capacity

Plato Academy's technology integration and the use of the Socratic method of instruction and Aristotle's modes of persuasion will play an important role in curriculum planning, development, delivery, assessment, and administration.

At Plato Academy, we believe that professional development is essential to ensure that our teachers are able to choose the most appropriate technologies and instructional strategies to meet district curriculum goals and student learning needs. Unfortunately, we come to the realization that the primary reason teachers do not use technology is a lack of experience with the technology itself (Wenglinsky, 1998). At Plato Academy we will support our teachers' efforts and provide them with opportunities to learn and to use technology effectively in the integration of their material. As a result, when properly trained and supported, our teachers can effectively use technology to find content-based resources, deliver instruction, and support and enhance the curriculum.

1. Plato Academy will support content-based professional development with curricula and teaching strategies that integrate technology, particularly in areas identified by the school as areas of concern or focus. For example, professional development focused on "writing across the curriculum" will be supported with technology tools such as graphical organizers (Inspiration) and portable writing devices. This strategy necessitates cooperation and common planning and goal setting between curriculum directors, support personnel, technology directors, and staff. We will consider providing a variety of flexible and on-going professional development formats and options (online, after school, summer, staff meetings, and release days).
2. Plato Academy will allocate appropriate hardware, software, and support resources to encourage the capacity-building process. The school will develop teacher leaders to integrate on-site technical and instructional support for the integration of technology. One possible strategy will involve using technology integration specialists to support teachers. Training, materials, and modeling will show how technology can be used to support curriculum, making the push for technology and the push for standards complementary rather than competing mandates on teachers. We will consider creating professional development centers (real or virtual) in our school where teachers can meet to learn, practice, and share new ideas and strategies.
3. Experience has shown us the importance of creating school conditions that support and encourage teachers as they work to develop basic technology skills and integration strategies. We will consider providing in-school time for professional development, collegial sharing, curriculum planning, and teacher experimentation. We will provide teachers easy access to reliable, Internet-connected teacher workstations/presentation stations in their classroom. Likely strategies will include making laptops available to teachers for at-home use, ensuring that Plato Academy's software may be used by teachers at home for curriculum planning, and allowing teachers to access our computer servers and networks from outside of school.
4. We believe that Plato Academy's goals and expectations support our teachers in their integration efforts. Aligning our teacher evaluation systems and hiring practices with the system technology goals and vision will support technology integration into our curriculum.

Additional methods that Plato Academy will utilize in order improve student learning and academic achievement:

- Set high expectations for all students to realize their highest academic potential especially in mathematics, science, technology and language arts education and provide the means to students to reach their potential,
- Match or surpass the average student academic performance in the School District in all required public accountability tests in all disciplines,
- Provide exemplary academic curricula with innovative and proven instructional methods to give each student the chance to be prepared for attending a college of their choice,
- Provide continuous progress monitoring toward student success,

- Seek and establish sound and mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for our students,
- Actively seek all opportunities to participate in academic competitions,
- Promote respect and awareness of cultural diversity in all students by providing a culturally sensitive curriculum and educational programs,
- Ensure that parents from diverse racial and ethnic groups and under-served neighborhoods in our community are provided with a tangible opportunity of choice to enroll in our charter school.

Plato Academy will enhance learning with the following practices:

- a clear set of objectives, based on overall goals, standards, and expectations
- required demonstration of each standard for completion/credit
- differentiated instruction matched to the needs of each learner
- ongoing coaching toward mastery
- greater value placed on the quality of the learning than on the speed of learning
- forgiveness and coaching until goals or standards met
- incremental development of skills and understandings
- context embedded, ongoing practice
- a focus on each individual objective for mastery
- celebration mastery of standards

Following these characteristics, the students at Plato Academy will be prepared to live the life of successful, high achieving adults in our ever-changing world.

With the use of Smart Boards in the classroom, teachers will be able to reinforce the curriculum with interactive activities that correlate to state standards and increase academic achievement. The Smart Boards will bring three critical aspects of student learning:

- Learner Motivation
  - Students enjoy technology and being able to interact with the Smart Board that will motivate them and keep them on task (CONTEXT)
- Knowledge Retention
  - The lessons will be memorable because students are engaged and motivated, causing greater learning-retention rates (CONTENT)
- Student Engagement
  - The teacher will be able to use digital resources with the entire class with dynamic, high-level student interaction (PROCESS)

These aspects will improve our student achievement, which in turn will improve student assessment results.

***1.C.2 Describe how the school will increase learning opportunities for all students with a special emphasis on low-performing students and reading.***

Plato Academy will increase learning opportunities for all students, with special emphasis on assisting low performing students by providing the following:

- Instructional Approaches
  - Exemplary Computer-enhanced Support
  - Project-based Instruction
  - Contextual Learning (Real-life Context)
  - Direct Instruction
  - Higher Order Thinking
  - Self-directed Learning
- Supporting and Stimulating Student Comprehension
  - Improving Motivation
  - Encouraging Family Involvement
  - Improving Student Attendance
- Plato Academy will provide effective skills enhancement that is frequent, regular and of sufficient duration for intensified instruction for the low-performing student. Instruction practices we believe make a difference include:
  - Assessment is meaningful, practical, efficient, and ongoing
  - Assessment data drives instructional practices
  - Pupil-to-teacher ratio is kept very small
  - Instruction is fast-paced, yet differentiated to meet student needs
  - Activities completed at home extend student opportunities for mastery
  - Implementing the Reading First Initiative with fidelity
  - Requiring that every student read every day as required by the teacher at home at his or her independent level
  - Identifying and sharing Best Practices in Reading and intensified reading instruction
  - Developing special programs, including peer coaching, tutoring, and computer programs
  - Student-centered activities produced by the Florida Center for Reading Research and Just Read, Florida
  - Confident and competent teachers believe in their early intervention programs as well as their students' ability to learn
  - Students will have an opportunity to interact with highly visual, interactive Smart Boards

Plato Academy has many learning methods that will help students at all levels, but will be especially helpful to low-performing students. One of the best and most important learning methods is motivation. When students are motivated, they are more willing to listen and learn. This leads to the next method:

engagement. In order for real learning to occur, students need to be engaged in the skills and standards that they need in order to learn. Other innovative methods are self-reflection and assessment prompts. Plato Academy is committed to using highly effective methods to ensure high student achievement in all students.

Students whose reading scores fall below the acceptable County Schools' proficiency levels may be recommended to enroll in an intensive reading program. The school will use exemplary reading intervention, including but not limited or bound to, programs such as Study Island, Zaner-Bloser, Spelling Connections, and Raz for Kids to improve reading and increase reading achievement. The indicated programs address the five areas of reading instruction identified by Reading First as being critical to the development and mastery of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. These programs are highly structured and individualized and offer students step-by-step progression. In addition, the identified programs address the reading/language arts curriculum for nonreaders, second language learners, students with special education needs, and below average readers. The students who are reading at or above the proficiency levels will be taught literature. The advanced students will be encouraged to take upper level courses through a consultation with the teacher, student and parent.

***1.C.3 Describe how the school will encourage the use of innovative learning methods.***

As noted previously, Plato Academy will enhance the instruction in all disciplines by effectively executing the following instructional approaches:

- Instructional Approaches
  - Exemplary Computer-enhanced Support
  - Project-based Instruction
  - Contextual Learning (Real-life Context)
  - Direct Instruction
  - Higher Order Thinking
  - Self-directed Learning
- Supporting and Stimulating Student Comprehension
  - Improving Motivation
  - Encouraging Family Involvement
  - Improving Student Attendance

The innovation of Plato Academy will be the use of exemplary curriculum delivered through a variety of proven instructional methods, while setting high academic expectations for all students and providing them with the means to reach their goals. The core curriculum will incorporate and be aligned with the Florida Next Generation Sunshine Standards, Florida Standards, (including any and all state-mandated curriculum and testing regimes) and will provide rigorous core courses customized to meet specific students' needs. Whenever it is deemed necessary by Plato Academy administration, new elements will be introduced to any and all courses offered. Also, other innovative instructional approaches will be utilized (The Socratic Method of Instruction and Aristotle's Modes of Persuasion). The methods for supporting and stimulating student comprehension will be explained throughout the application and shall

demonstrate how Plato Academy will meet the statutory purposes of charter schools as mentioned in Section 1002.33 (2), Florida Statutes.

Plato Academy teachers will instruct students using the Socratic Method of inquiry developmentally appropriate competencies for reading, math, writing, science, and social studies. Plato Academy will engage their students in Socratic discussions and Aristotle's mode of persuasion that develops the student's ability to master the requirements for Benchmarks and Florida Next Generation Sunshine State Standards, as well as Florida Standards (MAFS, LAFS and any other state standard revisions)

Plato Academy is expected to ensure learning for all students and this can be accomplished with successful strategies for learning-centered classrooms. Plato Academy teachers believe that students develop knowledge and expertise by interacting with others to co-construct their learning; they organize their environment in ways that provide multiple sources of information, flexible seating arrangements, and a variety of forums to work with others. This environment includes not only the physical space, but also access to resources, flexible grouping patterns and the use of time, through:

- ❖ Use of resources
- ❖ Forums for student work
- ❖ Use of time

This learning-centered classroom philosophy enables teachers to use assessment as an integral part of instruction. Assessment includes both self- and peer-assessment as well as teacher-driven assessment.

Plato will use a process that significantly impacts:

- ❖ Instructional practices
- ❖ Curriculum design and use
- ❖ Classroom assessment practices
- ❖ System support and assessment practices
- ❖ Communications systems

Our plan will ensure comprehensive support delivered in deliberate, differentiated fashion, ensuring effective instruction, support, and involvement of all staff members.

***1.C.4 Describe how the school will require the measurement of learning outcomes.***

Specified measurement of learning outcomes is needed to evaluate what the students have not mastered, so that the teacher will know what instruction is necessary. This program will be consistent with the Pupil Progressive Plan of the District and the standards necessary for the Florida Next Generation Sunshine State Standards and Florida Standards (including any state-mandated curriculum changes or testing regimes). Plato Academy teachers use an ongoing assessment policy, which assesses students' knowledge regularly. This program provides our teachers with valid, reliable, and timely information for them to modify instruction, select appropriate classroom activities, monitor student progress, and use assessment results effectively. The goal is to inform teachers about the effectiveness of their teaching and the progress being made by students. A variety of assessments will be used at Plato Academy to give the teachers a better understanding of what the students have mastered or not mastered yet. Teachers will use assessment strategies to assist in assuring each student continuous progress in all academic areas.

In addition, rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of measuring learning outcomes. Students will learn to understand that

assessment is a part of the process of continuous improvement. Continuous assessment of student performance is an integral component of the individual's learning.

Continuous improvement of student performance results from a culture wherein all stakeholders do all they can every day to help children reach their full potential. Plato Academy educational environment will be constructed in a manner that instills in the students the belief that learning is continuous and that errors or mistakes are not red marks on a paper signifying failure, but are check-in points to show the way toward continuous improvement. At Plato Academy, failure is viewed as a natural part of the learning processes, a necessary aspect of constant growth and development. Each student will be challenged to reach toward and beyond what they believe themselves capable. And, if they fall short, if they fail, Plato Academy has the culture and supports in place to lift that child up and try again.

Plato Academy's assessment methods are based on the following beliefs:

- In order to have a complete picture of a student's achievement, varied assessments must be used.
- Assessments for individual students should focus on a student's progress towards a proficiency standard rather than comparing a student's performance against other students.
- There should be a close relationship between a desired student outcome and the means used to assess it.
- Assessing what students do with knowledge is as important as assessing what knowledge they have.
- Assessment should promote and support reflection and self-evaluation on the part of the students, staff, and parents, driving more intelligent instruction and focusing practice opportunities.
- Assessment data should be used to communicate and celebrate student success

Plato Academy assessment procedure will provide valid, reliable, and timely information to teachers so they can modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results effectively. The purpose is to inform teachers about the effectiveness of their teaching and the progress made by the students in order to ensure their continuous progress.

In accordance with the No Child Left Behind (NCLB) law (and any state level regime such as AMOs), Plato Academy will demonstrate "adequate yearly progress (AYP)" toward state learning standards for all groups of students (including economically disadvantaged students, all racial and ethnic groups, students with disabilities, and limited English proficient students).

Classroom assessments will include, but are not limited to, teacher-constructed tests, completed assignments, observations and ratings of performance, portfolios of student work, text-based assessments, computer-assisted assessment, FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), norm and criterion referenced tests, Lexiles, Fair, district common assessments, Study Island, and other methods appropriate for the evaluation of level of benchmark mastery.

**Table A.** Identifies the specific instruments that will be used to assess student performance in the core subject areas.

Each student's performance in various assessment formats will be recorded electronically and in a student progress folder. This folder will contain the student's achievement levels on entering the school and his or her progress towards the Florida Next Generation Sunshine State Standards and Florida Standards MAFS and



LAFS and any further state standard revisions. At the end of each semester and/or grading period, a progress summary report for each student will be inserted in the student's portfolio folder which shall identify his or her progress, areas of growth on the content, information, concepts, and skills within each class, as well as areas requiring instructional intervention through the RtI (Response to Intervention) process.

Table A: *Specific instruments to assess the student performance in core subject areas*

Subject Matter	Types of Instruments Utilized To Assess Student Performance
Language Art: Writing/Reading	Varied writing assignments, portfolios, exhibitions, standardized tests, SAT-10 FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), teacher-developed assessments, Study Island, Zaner-Bloser, Spelling Connections, Write to
Social Sciences	Essays, multiple-choice exams, portfolios, exhibitions, standardized tests, FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), teacher-developed assessments, Study Island, Common Assessments SAT-10
Science	SAT-10 Projects, portfolios, exhibitions, standardized tests, FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), teacher-developed assessments, Study
Mathematics	SAT-10 Projects, portfolios, exhibitions, standardized tests, FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), teacher-developed assessments, Study
Art/Music/PE	Portfolios, exhibitions, art/music history exams, teacher-made tests Physical Fitness assessment (SPARK)
Foreign Languages	Oral and written examinations, cultural performances, standardized tests, teacher-developed assessments

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

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

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

#### ***1.D.1 Create innovative measurement tools***

Plato Academy (K-8) will create innovative measurement to expand upon the child's multiple intelligence using the Socratic method of inquiry, which focuses on giving students questions and not giving answers. As the teachers listen to student-discussions they will be able to assess each student's understanding of the standards that are being taught. One tool that Plato Academy (K-8) teachers will use is an assessment checklist for each student and as they master the skills and benchmarks needed for that particular grade, they will be marked "complete" on each student's individual assessment sheet. Another measurement will be to have the students utilize the subject matter skills, information, or concepts and do a project independently or in a team.

In each subject area, each educator will provide a problem or question-centered (critical and abstract thinking) curriculum which will be organized into units that address concept or ideas through a series of "investigations or inquiries." Each investigation contains problems for teachers and students to explore. As

students explore a series of connected or integrated problems, they develop a profound understanding of important language (linguistic), mathematical, scientific, historical, philosophical, psychological, and sociological concepts that are embedded within the problems or questions of investigation. The curriculum uses the Socratic teaching methodology as a teaching skill or tool of instruction when conducting including lectures, class discussions, manipulatives, and structured inquisitive or exploratory teams.

During class, students will be actively working on guided investigations, much like “investigative labs,” to further develop an understanding of concepts and problem solving skills. The program strategies emphasize proactive learning and group work; students are introduced to problem solving, communication, and reasoning through experiments and real-world applications. Concepts are developed through guided instruction, individual and team-work, tactile and kinesthetic activities, data collection, class work, and homework. Students are encouraged to develop a positive attitude towards the acquisition of knowledge in all subject (areas) disciplines, to become more aware of their own thinking about problems, and to describe their efforts, both orally and in writing.

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

Like all the schools in the country, Plato Academy is a school of choice that parents can opt for their child’s education. Our education offers parents a curriculum and personalization that other schools may be limited to offer. We offer Greek as a second language and our Greek teachers are experienced and certified by the Greek Government. The Greek Government pays for their salaries and benefits as a “Good Will” program, in order to spread this most ancient and important language outside of Greece, pending community interest, funding, and availability of qualified staff. Plato Academy introduces and exposes our students to a new culture that is one of the oldest in the world. Introducing Greek modern and classical history, life, and education will provide our students the unique opportunity to broaden their horizons, participate in activities that may be new to them, and expand their English vocabulary by gaining knowledge of the Greek origin of words. The hope is that learning the Greek language and culture will assist in increasing the vocabulary base of each student, which will in turn assist each student to improve in the areas of reading, writing, and critical thinking.

The curriculum approach and learning tools utilized at Plato Academy (K-8) are innovative and could serve as a model for other schools to emulate. We believe that our ability to move all students to higher levels of performance and proficiency provides a climate for rigorous competition within the school district. Plato Academy (K-8) will create a competitive atmosphere between traditional public schools in the District and drive all entities to strive for continual improvement.

***1.D.3 Expand the capacity of the public school system***

Plato Academy (K-8) will enable increased classroom space for students and assist in reduction of class sizes as mandated by Florida Law. By allowing the teachers to have smaller classes, it will provide the opportunity to improve their small group instruction with emphasis on struggling students. At the same time the teachers will be able to enrich their curriculum to challenge all students to higher academic success.

By providing the availability of a high-level education alternative to the traditional public school system in the county, Plato Academy (K-8) will provide an innovative and rigorous standards-based curriculum to develop each student’s full potential with special emphasis on reading. Plat Academy (K-8) will offer a curriculum that introduces students to potential career path choices reflecting employment opportunities available in the residential community. This will enable them to have the tools necessary to make good career choices in the future and become self-sufficient, productive citizens.

***1.D.4 Mitigate the education impact created by the development of new residential dwelling units.***

In the school site selection process, Plato Academy (K-8) will identify areas of growth within the county and will give priority to these areas in the selection of the final location. In addition, the site selection process will give priority and heavy consideration to the School Districts plans to offer one specialty school such as a charter, magnet or fundamental school in each of the newly formed county education zones.

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

The Florida Next Generation Sunshine State Standards and National Common Core Standard requires staff development training for all teachers and staff that results in their ability to demonstrate skills using:

- o Traditional and alternative forms of assessment of student learning
- o The principles of continual quality improvement in an instructional setting with their students
- o Technology to manage systems of instruction, record keeping, and reporting systems where appropriate
- o Appropriate strategies for teaching students from diverse cultural backgrounds, with different learning styles, and with special needs
- o Appropriate skills and strategies that promote the creative/critical thinking capabilities of students

All new Plato Academy (K-8) teachers will be required to observe and learn teaching strategies from the teachers at Plato Academy. Plato Academy (K-8) will require that teachers receive a training each year to deepen their knowledge of subject matter and curriculum with the outcome being increased student achievement.

- Teachers are encouraged to participate in workshops that are offered through the county
- Professional workshops on how to use the smart boards that are in each of the classrooms
- Teachers will have the opportunity to attend PEAK Learning Systems at the start of each school year
- Welcoming the employment opportunity for innovative and creative teachers to join a cadre of dedicated staff of individuals who are impassioned with the education of our children.

**Section 2: Target Population and Student Body**

**2.A. Describe the anticipated target population to be served. If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.**

Plato Academy will initially serve children from ages five through thirteen/fourteen in grades K-8 starting in 2015-16 (no more than 18 students per class in grades K-3/ no more than 22 students per class in grades 4-8). Plato Academy will accept all eligible students that reside in the county, and in accordance with federal and state anti-discrimination laws and in accordance with the Florida education Equity Act, Section 10000.05(2) (a). Plato Academy will not discriminate on the basis of race, gender, ethnicity, religion, national or ethnic origin, or disability in the admission of students. The student body will be diverse in its ethnic make-up with particular attention being paid to racial balance so that the school's population is representative of the community. If the number of applicants exceeds the capacity of Plato Academy class, grade level, they will be placed in a lottery. The school may limit the enrollment process to target students who meet reasonable academic standards consistent with the schools mission and purpose. Plato Academy follows the principle of effective learning: the student's ability to understand and interact with what is being presented.

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

**PLATO ACADEMY : Enrollment Projections**

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	Up To 72	Up To 72	Up To 72	Up To 72	Up To 72
1	Up To 72	Up To 72	Up To 72	Up To 72	Up To 72
2	Up To 72	Up To 72	Up To 72	Up To 72	Up To 72
3	Up To 72	Up To 72	Up To 72	Up To 72	Up To 72
4	0	Up To 88	Up To 88	Up To 88	Up To 88
5	0	Up To 88	Up To 88	Up To 88	Up To 88
6	0	Up To 88	Up To 88	Up To 88	Up To 88
7	0	Up To 88	Up To 88	Up To 88	Up To 88
8	0	0	Up To 88	Up To 88	Up To 88
<b>Total</b>	Up To 288	Up To 640	Up To 728	Up To 728	Up To 728

The projected enrollment up to full capacity of 728 students depends greatly upon the availability of adequate facilities. Plato Academy schools enjoy a waiting list of over 9,000 students. There is a strong demand for student placement within Plato Academy schools from families residing within surrounding counties. In fact, over 4% of students currently attending Plato Academy Schools are residents from surrounding counties. An estimated 7% of surrounding-county students are on wait-lists to attend Plato Academy Schools in Pinellas County.

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

Plato Academy student population enrollment projections are based on a very conservative growth model, experience starting and successfully building out 6 other highly successful schools, and current combined wait lists for Plato Academy schools (+9,000). Part of our success is owed to a small-school, slow-growth design that results in all projected seats being filled prior to the first round of FTEs, and most often with substantial wait-lists. Student population projections were developed based on the uniqueness of our programs as well as our quality and outstanding reputation and the current and projected needs of the district families we hope to serve.

Section 3: Educational Program Design

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

Our students attend school from 8:40 am to 3:10 pm daily for 180 days. Plato Academy’s annual calendar corresponds with the school districts calendar. The time breakdown of our daily/weekly class schedule is as follows; each class has an individually tailored schedule

Plato Academy’s philosophy of high academic achievement is such an important part of our structure that we have a balanced, structured, eclectic school day. Our students will attend school from 8:40 am to 3:10 pm daily for 180 day. Plato Academy’s annual calendar will correspond with the school district’s calendar. Plato Academy believes that in today’s society, students must have an opportunity to be exposed to a variety of courses.

The total time allotment of Plato Academy’s daily and weekly class schedule shall consist of:

<u>K-1<sup>st</sup> Grade</u>		
<u>Total Time Allotted</u>	<u>Daily Courses of Instruction:</u>	<u>Activity / Subjects</u>
90 min.		English: Reading (Uninterrupted)
30 min.		Additional: Reading/LA (Enrichment/Intervention)
60 min.		Mathematics
30 min.		Additional: Math (Enrichment/Intervention)
30 min.		Physical Education
30 min.		Social Studies
30 min.		Science/Health
30 min.		Writing
30 min.		Greek Language
<hr/>		
<b>TOTAL:</b>	360 Minutes	

<u>Weekly Courses of Instruction:</u>		
2 X per week 40 min. session = Total 80 min.		Art (Semester-Based)
75-80 min. per week		Computers (Integrated Throughout)
2 X per week 40 min. session = Total 80 min.		Music (Semester-Based)
<hr/>		
<b>TOTAL Per Week:</b>	240 Minutes	

Lunch

5 X per week 20min. – 30 min. session = Total 100-150 min.

2<sup>nd</sup> -5<sup>th</sup> Grade

Total Time Allotted

Activity / Subjects

Daily Courses of Instruction:

90 min.	English: Reading (Uninterrupted)
30 min.	Additional: Reading/LA (Enrichment/Intervention)
60 min.	Mathematics
30 min.	Additional: Math (Enrichment/Intervention)
30 min.	Physical Education
30 min.	Social Studies
30 min.	Science/Health
30 min.	Writing
30 min.	Greek Language

TOTAL: 360 Minutes

Weekly Courses of Instruction:

2 X per week 40 min. session = Total 80 min.	Art (Semester-Based)
75-80 min. per week	Computers (Integrated Throughout)
2 X per week 40 min. session = Total 80 min.	Music (Semester-Based)

TOTAL Per Week: 240 Minutes

Lunch

5 X per week 20min. – 30 min. session = Total 100-150 min.

6<sup>th</sup> - 7<sup>th</sup> - 8<sup>th</sup> Grades

Course Length and Allotted Time

Activity / Subjects

Core Courses of Instruction: (Based on Semester)

45-50 min.	M/J English: Language Arts (Reading/Writing)
45-50 min.	M/J Mathematics
45-50 min.	M/J Science
45-50 min.	M/J Social Studies
45-50 min.	M/J Greek Language
45-50 min.	M/J Art Elective
45-50 min.	M/J Computers/Technology Electives
45-50 min.	M/J Music Electives
45-50 min.	M/J Physical Education
45-50 min.	M/J Health



45-50 min.

Other Electives

20-30 Minutes

Lunch Session**3.B Describe the proposed charter school's educational program.****Overview:**

Plato Academy enjoys the use of the ESP's Educational Model known as SuperiorED. The SuperiorED model has been developed over the past seven years by the ESP and has been used in Plato Academy charter schools where the students have performed exceptionally well using the model. The SuperiorED model uses proven instructional methods and strategies described in this application that ensure academic excellence at every grade level including the Socratic method of instruction, Aristotle's Modes of Persuasion, technology, character education, and sports and recreational instruction.

**Socratic Method-**

We believe the Socratic Method flows succinctly with the new concepts outlined in the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS).

At Plato Academy, the Socratic Method of approach will consist of direct instruction in academic areas using critical thinking across the curriculum. This is the oldest and still remains the most powerful teaching tactic for fostering critical thinking. Within the framework of scientific skepticism, the process of critical thinking involves acquiring information and evaluating it to reach a well-justified conclusion or answer. Part of critical thinking comprises informal logic. Plato Academy believes that critical thinking is important, because it enables a student to analyze, evaluate, explain, and restructure his or her thinking, decreasing thereby the risk of acting on, or thinking with, a false premise.

In the Socratic method of instruction, teachers at Plato Academy focus on providing students with questions - not answers. Teachers model an inquiring, probing mind by continually probing students with questions. Teachers focus on the element of reasoning in a disciplined and self-assessing way.

The Socratic Method is a simply a conversation, a discussion, wherein two or more people assist one another in finding the answers to difficult questions. The Socratic Method is also can be viewed as a dialectic method of inquiry, largely applied to the examination of key moral concepts and first described by Plato in the *Socratic Dialogues*. For this, Socrates is customarily regarded as the father of Western ethics or moral philosophy. It is a form of philosophical inquiry. The practice involves asking a series of questions surrounding a central issue, and answering questions of the others involved. Generally, this involves the defense of one point of view against another and is oppositional. The Socratic Method teaches by using a series of questions and answers which the logical soundness of a definition, or a point of view, or the meaning of a concept, is tested.

Plato Academy teachers select materials in their lessons that contain ideas that are abstract. Indeed, these ideas may, and will, mean different things to different students. There may not be one correct answer, but several interpretations are possible. The students are then encouraged to express their own opinion or belief in a logical, thoughtful, and constructive manner.

The Socratic method of learning is based on logical analysis which develops superb reasoning skills in students. A student's understanding is greater to the degree that his or her account is the one that comes closest to the cause itself.

For example, if a student tells you that the square of the length of the hypotenuse equals the sum of the squares of the lengths of the other two remaining sides (Pythagorean Theorem), he or she would, of course, be correct. But if you ask this student "why" this is so, would he or she be able to give you that answer? If he or she cannot, then he or she has memorized an "answer" that, while possessing certain utility, does not of itself provide understanding of causes or the concept. But if he gives any one of a number of reasoned explanations why the right triangle has the property described, then he demonstrates not only his understanding of causes, but also the ability to communicate that understanding to others. Indeed, conceptual learning based on inquiry provides a student with longevity in the knowledge that is attained, remembered, and above all understood.

Hence, the discussion method facilitates a student's quest for understanding by requiring him or her to answer questions on his or her own, to ponder the validity of what others have said or written, and (not the least of which) to give reasoned support for his or her own opinion to the other students in the group. While the discussion method is a powerful tool, it is by no means the only activity by which people learn.

There are three distinct activities or intellectual skills by which learning takes place:

1. The first type of learning activity is to memorize material, and while memory skills are essential to learning, what one memorizes, one can also forget.
2. The second activity is the development of intellectual skills such as adding, reading, and writing.
3. The third method draws on the foundation of the first. For example, since one learns to read by reading, there are certain rules of phonics which are memorized that assist in the process.

The activity best suited to developing understanding is participation in a principled discussion among other students who challenge one another to think as they all search for truth together. For at Plato Academy we believe that each student does not forget that which the student understands, and when the student understands both the world he or she lives in and his or her true place in it, he or she is then, empowered with the ability to choose rightly for his or her own betterment and the betterment of those around him or her. The students at Plato Academy are eager to participate in classroom discussions, and their verbal skills are outstanding as are their reasoning abilities.

Students are taught:

- a. on the values that hold societies together,
- b. to appreciate the nuances of language,
- c. how to analyze and challenge what they read,
- d. to express their opinions, and
- e. to contrast their ideas with differing or similar ones as expressed by other students.

#### **Aristotle's Process:**

Plato Academy use of the Socratic Method of education of a student will also depend on Aristotle's three-part process training of the mind or modes of persuasion. First, a student absorbs knowledge - information and language mechanics (grammar/structure) - that systematically constructs the foundations for logical reasoning (The Development of the *Logos*). Second, the student develops the skills to utilize the knowledge - information and language mechanics (grammar/structure) - that has been learned in order

to think through arguments or engage in dialects that result in the development of one's unique character or identity (The Development of the *Ethos*). Lastly, through the exposure of various interactions and experiences the student learns to express him or her-self through the use of one's affect, feelings or emotions as distinguished from cognition, thought, or action. As a result, the process of a student's interaction, manipulation, and application of knowledge then, becomes clearly defined (The Development of the *Pathos*).

Throughout each year of a student's education, each student begins a process of development, maintenance, and enhancement of his or her language(s). This process can be characterized as the process of "language acquisition"- not because the student spend years learning the mechanics and structures of reading, conversing, and writing but because these are the years in which the building blocks for all learning are laid. In the elementary school years - the mind is a "tabula rasa" blank slate or a sponge. It is ready to obtain or absorb information (knowledge). Children at this age actually find memorization challenging: rules of phonics and spelling, rules of grammar, poems, the vocabulary of a foreign language, the diverse stories in history and literature, descriptions of plants, animals, and the human body, the facts of mathematics - the list goes on and on.

At Plato Academy, our belief is that students can learn to think analytically, even at an early age. The advancement in technology and styles of learning in today's society has made it possible for students at any educational level to develop, maintain, and enhance his or her ability for self-expression and self-discovery.

The use of Plato Academy teaching methodology assists students to share and utilize their own unique experiences and learn from each other through the development and the use of Aristotle's three modes of persuasion:

1. *Logos*            (*Logic/Knowledge*),
2. *Ethos*            (*Ethics/Skill*), and
3. *Pathos*           (*Emotion/Affect*).

The Socratic Method of Learning and Aristotle's modes of persuasion are more than simply a pattern of learning and thought. These methods are language-focused; learning is mostly accomplished through words, written and spoken, the use of imagery is secondary.

These Methods of Learning, then, have two important aspects. First, it is language focused. And second, it utilizes imagery as a tool for learning. Indeed, our belief is that imagery learning cannot be substituted for language-focused learning, because it follows that the mind must be supplied with language, facts, concepts and images or experiences in order to develop analytical or logical thought (*Logos mode of persuasion*), then given the logical tools or skills for organization of language, facts, concepts and images or experiences that can be utilized in discussion, debates, and/or dialogues (*Ethos mode of persuasion*), and finally equipped to express conclusions through the use of persuasion and emotion (affect) of beliefs (*Pathos mode of persuasion*). But that isn't all. To the Socratic and Aristotelian mind, all knowledge (language and imagery learning) is interrelated. Astronomy (for example) isn't studied in isolation; it is learned along with the history of scientific discovery, which leads into philosophical relationship to science and from there to the intricacies and beliefs of various cultures.

The beauty that exists in the Socratic Method of Learning and Aristotle's modes of persuasion are that they both dwell on one problem, one author, or one epoch long enough to allow even the youngest of student a chance to exercise his or her mind in a scholarly manner to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs. It allows a student to engage in the learning process and retain knowledge that can be comprehended, applied,

analyzed, synthesized, and evaluated throughout one's entire life span. It allows acquired knowledge to be applicable to every day events, rather than memorized and forgotten after each assessment. Mastery gained on a specific area of study should be continuous, not temporary. The love for learning should be a life-long process.

### SOCRATIC METHOD OF QUESTIONING

Questioning has a long and venerable history as an educational and a critical thinking strategy. The goal is to use questions and answers to challenge assumptions, expose contradictions, and lead to new knowledge and wisdom which will eventually become an undeniably powerful approach to analyze experiences and situations that may have positive and/or negative outcomes. Indeed, looking at an opinion, an argument, or an idea through various interpretations can provide knowledge that can last a lifetime.

**Techniques of Effective Questioning:** A question is any sentence that has an interrogative form or function. In an academic classroom setting, a teacher's questions are defined as instructional or investigative cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Questioning should become an intrinsic reaction that is proactive in its initiation, rather than reactive. Questioning must be ongoing. It should happen from within, similar to how a child who without reservation innocently questions because of his or her innate curious nature to learn, but only to have the learning process halted by an adult's impatience in explaining, overprotection of what might be discovered, and/or fear of the power that might be gained through the acquisition of new knowledge. True knowledge allows a student to make an informed decision, rather than an innocent careless choice without forethought. It allows a student to clearly recognize the consequences of his or her choices.

### ARISTOTLE'S MODES OF PERSUASION

The modes of persuasion are devices in rhetoric that classify the student's (speaker's) appeal to the audience. They are: logos, ethos, and pathos. Aristotle's *On Rhetoric* describes the modes of persuasion thus:

Persuasion is clearly a sort of demonstration, since we are most fully persuaded when we consider a thing to have been demonstrated. Of the modes of persuasion furnished by the spoken word there are three kinds. Persuasion is effected through the *speech itself* when we have proved a truth or an apparent truth by means of the persuasive arguments suitable to the case in question (speaker's knowledge, comprehension, application, analysis, synthesis, and evaluation). Secondly, Persuasion is achieved by the speaker's *personal skill and character* when the speech is so spoken as to make us think him credible (speaker's skill acquisition). Thirdly, persuasion may come through the hearers, when the *speech stirs their emotions* (speaker's affect and emotion with what he or she conveys to the audience).

1. The Development of the *Logos Mode of Persuasion* (knowledge acquisition on the subject area)  
*Logos* is logical appeal, and indeed the term *logic* is derived from it.
2. The Development of the *Ethos Mode of Persuasion* (skill acquisition on the subject area)  
*Ethos* is an appeal to authority. It is how well the student (speaker) convinces the audience that he or she is qualified to speak on the particular subject.
3. The Development of the *Pathos Mode of Persuasion* (affect or emotion on the subject area)  
*Pathos* is an appeal to the audience's emotions. It can be in the form of metaphor, simile, and a passionate delivery, or even a simple claim that a matter is unjust. Pathos can be particularly powerful if

used well. Pathos is most effective when the author connects with an underlying value of the student (empathy).

When all three modes of persuasion are used together, a student, speaker, or writer can create very strong arguments, debates, and questions that make an audience think about its own interpretations, values, and beliefs on various concepts, topics, opinion, or the most simplest of ideas.

**BRIDGING THE SOCRATIC METHOD OF LEARNING  
AND  
ARISTOTLE'S MODES OF PERSUASION WITH:  
BLOOM TAXONOMY OF EDUCATIONAL OBJECTIVES**

We have considered a modification from Bloom's Taxonomy of Educational Objectives to Webb's Depth of Knowledge (DOK) model, but we feel that the combination of Socratic Principles of Thinking, Aristotle's Modes of Persuasion, and Bloom's Taxonomy is ideal and have been fully integrated effectively, these theoretical concepts evoke equality of human thought and spirit, recognizing no racial and socio-economic distinction. All add operational guidance to assessments, curriculum, and instructional methods thus, ensuring optimal levels of achievement. Students work hard to learn what is being taught, if they see importance in either learning the content, or in satisfying the needs of others they value.

One of the main reasons that the Socratic Method is successful at Plato Academy is that it requires higher-order thinking. If we compare the mental processes involved in the Socratic method with those of Bloom's Educational Objectives, it is clear that students are working at a higher level of creative thinking when they participate in a Socratic discourse (dialogue or discussion), for example, than when they are passively lectured.

In addition, Bloom's original taxonomy of six levels of knowledge, comprehension, application, analysis, synthesis, and evaluation integrates effectively with the Aristotelian Modes of Persuasion: Logos (logic/knowledge), Ethos (ethics/skill), and Pathos (emotion/affect).

Indeed, the Socratic Method is recognized as best practice in many schools, most notably many prestigious law, medical, and research institutions around the world. The Socratic Method is not merely designed to assist students simply learn facts and memorize lessons; rather it is successful because it focuses more on the "Whys" of information rather than the "Whats."

Bloom's Taxonomy is a convenient way to describe the degree to which we want our students to understand and use concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected. It is critical that we determine the levels of student expertise that we are expecting our students to achieve because this will determine which assessment techniques, class work, homework, and projects are most appropriate for each subject area. Bloom's Taxonomy and the words associated with its different categories can assist in the goal-defining process itself. Thus, Bloom's Taxonomy can be used in an iterative fashion to first state and then refine subject area goals (as they pertain to the Florida Next Generation Sunshine State Standards and Florida Standards—LAFS and MAFS). Bloom's Taxonomy is unique in its framework. It can greatly assist the teacher in its application, to synthesize the Socratic Method of Learning and Aristotle's Modes of Persuasion.

**Bloom's Taxonomy of Educational Objectives for:***For Knowledge-Based Goals (monitoring the Logos training of the mind)*

1. **Knowledge (Remembering: Remembering information):** Exhibits previously learned material by recalling facts, terms, basic concepts and answers.
2. **Comprehension (Understanding: Explain information or concepts):** Demonstrating, Understanding, and Grasping the meaning of information. Explain/restate ideas
3. **Application (Applying: Use information in new ways):** Solving problems by applying acquire knowledge, facts, techniques and rules in a different way. Using learned material in actual/new situations.
4. **Analysis (Analyzing: Distinguish different arts):** Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations
5. **Synthesis (Creating: Creating new ideas):** Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. Rearrange component ideas into new/establish new relationships
6. **Evaluation (Evaluating: Defend concept or idea):** Presenting and defending opinions in making judgments about information based on internal evidence or external criteria, validity of ideas or quality of work based on a set of criteria

**Bloom's Taxonomy of Educational Objectives for:***For Skill-Based Goals (monitoring the Ethos training of the mind)*

1. **Perception:** Uses sensory cues to guide actions
2. **Set:** Demonstrates a readiness to take action to perform the task or objective
3. **Guided Response:** Knows steps required to complete the task or objective
4. **Mechanism:** Performs tasks or objective in a confident, proficient, and habitual Manner
5. **Complex Overt Response:** Performs task or objective in a confident, proficient, and habitual manner
6. **Adaptation:** Performs task or objective as above, but can also modify actions to account for new or problematic situations
7. **Organization:** Creates new tasks or objectives incorporating learned one.

**Bloom's Taxonomy of Educational Objectives for:***For Affective Goals (monitoring the Pathos training of the mind)*

1. **Receiving:** Demonstrates a willingness to participate in the activity
2. **Responding:** Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure
3. **Valuing:** Internalizes an appreciation for (values) the objectives, phenomena, or activity;
4. **Organization:** Begins to compare different values, and resolves conflicts between them to form an internally consistent system of values
5. **Characterization by Value or Value Complex:** Adopts a long-term value system that is "pervasive, consistent, and predictable"

Using this pedagogy, student's learning is enhanced by developing a framework of general logic for reasoning since each subject area taught will be shared by all students who share the same framework, i.e., all students will:

- Share goals and objectives (mastering the subject)
- Share questions and problems (all want solutions)
- Share information and data (which they all can use)
- Share concepts and ideas (which helps them all to organize their data)

- Share common point of view (which enables them all to pursue common goals from a common framework)

At Plato Academy the purpose of teaching, we believe, is not solely to master factual material, but also *to teach the student how to think, and to encourage him/her to think*. Plato Academy teachers or educators will utilize effective processes integrating our Socratic Method of Instruction, Aristotle's Methods of Persuasion, and Blooms Taxonomy of Educational Objectives driven curriculum then delivers it in a fashion and in an environment that empowers learners. Below, we at Plato Academy have indicated and addressed several projected performance goals in the areas of academics, parental involvement, behavior, community, financial viability, as well as other measureable educational outcomes that will be assessed each year for a 5-year projection period.

### **Plato Academy 5 Year Performance Goals:**

The mission of Plato Academy Charter School is to assist our students in achieving their full potential by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging and enthusiastic environment fostered by a commitment and cooperative effort between the school, parents/guardians and community. Not only will Plato students excel academically, but they will be expected to master the skills necessary to succeed in the world outside school. Behavior and manners are also a part of their education at Plato Academy, and we have the responsibility to mold these skills in all facets of their young lives. This will be accomplished through the academic process along with parent and community involvement and all aspects of our students' education, because with everyone working together, our students will be well educated citizens ready to be the leaders and citizens of the world. Indeed, Plato Academy's philosophy is to promote high academic achievement. The standard of seventy percent of students being at grade level or above in reading is baseline data for the first year of school operation. In addition, the school is targeted to serve students residing in an underperforming school zone which has historically had a high percentage of economically disadvantaged students. Plato Academy has a five-year plan for reaching state and district targeted expectations.

### **Academics:**

Indeed, Plato Academy's philosophy is to promote high academic achievement. The standard of seventy percent of students being at grade level or above in reading is baseline data for the first year of school operation. In addition, the school shall be serving student residing in an underperforming school zone which has historically had a high percentage of economically disadvantaged students. Plato Academy has a five-year plan for exceeding state and district targeted expectations.

### **Plato Academy Expectation (Five-Year Plan):**

1. 65% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

2. 59% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.



3. 89% of students will advance to the next grade level.

Plato Academy includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement. At Plato Academy, we believe that measuring student achievement outcomes is necessary in preparing our students to succeed in their educational and career pursuits. Upon student enrollment, baseline data shall be collected. Knowing how students respond and perform before the beginning of the year provides a starting point for comparing performance results. Baseline and post-intervention data shall be gathered in the same fashion to ensure **validity and reliability**. **The baseline data collection procedures shall consist of:**

1. Knowing if the data actually measures the specific achievement-performance indicator being evaluated;
2. Knowing if achievement-performance data collected is accurate; and
3. Deciding on an implementation timeline, to see if there is observable change in achievement performance

Baseline evaluation process during the first year of school operation for all incoming students will be established as follows:

1. Beginning/Incoming Grade Level Verification
  - Data Collection Period - (Projected Time Frame: August 1-15)
2. FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) or SAT 10 Previous Standardized Performance Evidence
  - Data Collection Period - (Projected Time Frame: August 1-15)
3. Study Island Subject Area Benchmark Assessment – Baseline
  - Data Collection Period - (Projected Time Frame: August 1- 31)
4. Study Island Subject Area Intervention Assessment – Cycle A
  - Data Collection Period - (Projected Time Frame: October 1 - November 30)
5. SAT 10 – Mid Year
  - Data Collection Period - (Projected Time Frame: December 1- January 31)
6. Study Island Subject Area Intervention Assessment – Cycle B
  - Data Collection Period - (Projected Time Frame: February 1 - March 31)
7. SAT 10 – End of Year
  - Data Collection Period - (Projected Time Frame: April 1 - May 31)

The Baseline Expectation for the first year of school operation shall be as follows:

1. 59% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

2. 51% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup> thru 8<sup>th</sup>), Study Island, and portfolio assessments.

3. 85% of students will advance to the next grade level.

Plato Academy teachers will possess various quantitative and qualitative data, in order to assess level of student achievement outcome mastery. Pre-and-post standardized assessments, classroom and homework assignments, attendance and participation, behavioral and discipline referrals, and teacher's observational notes, and community letters of references, will also serve as tools of measurement. The portfolio will serve as a condensed version of a student's work quality and applied experience encompassing school-community involvement. In addition, students will be required to complete a pretest/posttest survey, in order to monitor progression towards outcome mastery.

**Parent:**

1. 50% of our parents will exceed their 30 hour per year volunteer obligations. Parents will sign in electronically in the office and a log will be kept of their volunteer hours.
2. 70% of our parents will express satisfaction with Plato Academy Parent Survey.

This will be measured with a yes answer to the parent survey question: "Are you overall satisfied with the performance of the school?"

**Behavior:**

1. The first year will be spent gathering information that will be used as a baseline for the following year to lower our referral percentage. Our intent is to measure the total number of referrals during the first year of operation and set goals to improve student behavior. This information will be kept in a computer data base allowing us to measure the number of student referrals to administration.
2. 70% of students will score a minimum of 80% on the end of year knowledge assessment. Behavior is part of the commitment to character education that is taught throughout the year and at the end of the year the teachers will administer an assessment to measure students' knowledge of proper skills used in good manners and behaviors.

**Community:**

1. By the end of the first year we will have established at least 5 strategic business partners. This will be measured with a letter of commitment from the business partner or evidence of support in fundraising activities or other evidence of support resulting in direct benefit to our students.
2. In the first year each student will be asked to volunteer one hour for a class assigned community project. Community service is a very important part of a well-educated student and at Plato we want all students to have an opportunity to participate in a community project that will help broaden their horizons to what is taking place in the world around them, particularly their own community. A log will be kept of each class and individual student's participation in these community activities.

**Financial:**

1. At the end of each school year, the school will show a positive fund balance. This will be verified by a report provided by an independent auditor.

Commencing with year 2 of operations, the performance goals will be adjusted based on past performance, expectations, and resources available.

**Other Plato Academy: Measureable Educational Outcomes:**

**In trying to assess the educational performance outcomes of our students by each grade level, The Florida Next Generation Sunshine State Standards and Florida Standards will be applied (incorporated) to Plato Academy's Knowledge-Based, Skill-Based, and Affective Goals.**

**Measurement Methodology Rationale:**

Having our educational outcomes identified, each teacher will individually utilize various data and statistical collection gathering methods, in order to assess each educational outcome from each domain. Teachers will have at their disposal both quantitative and qualitative data, in order to better assess and/or address each student's level of mastery attainment on each of the identified educational goals, in the areas of Knowledge-Based, Skill-Based, and Affective acquisition. Overall, pre-and-post standardized assessments, classroom and homework assignments, attendance and participation, behavioral and discipline referrals, and teacher's observational notes, and community letters of references, will serve as the tools of measurement in attaining the percentage of students achieving level of mastery on in each identified educational goal per year in each grade level.

The student portfolio will serve as a capsulized or condensed version of a student's quality of work and applied experience encompassing school and community involvement and in the measurement of the educational outcomes mentioned above (Knowledge, Skill, and Affective).

*Measuring the Attainment of the Targeted Educational Outcomes:*

At Plato Academy we believe in the traditional method of testing, but we also believe that in order to strengthen outcomes we feel that the inclusion of student portfolios is imperative in the learning process. Quality education must effectively nurture students with knowledge, skills, and values transferring to work environments. The student portfolio is more than a collection of overall, school work. A student's portfolio offers an effective educational method to evaluate a student's progress in school as well as, his or her surrounding **community**. The student portfolio is a powerful tool to empower students in a reflective process. We believe at Plato Academy that measuring specific educational outcomes is necessary in preparing our students to succeed in: elementary school, middle school, high school, college, and in the workplace. In sort, the student portfolio was selected to assess each of our student's progress in the classroom and prepare the student with specific skills for higher learning and the workplace

**3.C Describe the research base for the educational program**

At Plato Academy we believe that to reach all diverse students across the entire scale and from all demographical backgrounds, it is important to have effective principles, frameworks, and strategies that can be used to guide educators in their work.

Context, Content, and Process have been identified by the *National Staff Development Council* as the three critical factors domains in order to ensure effective delivery of instruction.

1. Context: refers to the physical and emotional environment for the learning to occur. The physical context refers to lighting, color, sounds, temperature, smells, and spacing. Emotional context has to do with the feelings or emotional impact that results from being in the learning environment.

2. Content: refers to the specific knowledge, skills, and understandings that we wish learners to acquire. Content is to be effectively determined and managed in terms of specific, observable behaviors that can identify successful learning. In addition, the learning will be carefully task-analyzed from the perspectives of what it is, how it fits into varied and valued contexts, and how it can be best learned. The last step to managing the content is developing and using effective ongoing and final assessment tools to guide instructional decisions until the desired learning standard has been met.
3. Process: includes the style, strategies, and technique components that are drawn upon to ensure that the educational learning objectives are met by the students. Process applies to what we at Plato Academy do in order to manage both content and context.
  - a. Styles refer to who we are as people, the personality, stories, and experiences that we bring to our teaching and learning experience.
  - b. Strategies are the multi-step procedures we use to:
    - Establish and maintain an effective context;
    - Design and deliver the content;
    - Ensure that the real educational learning objectives are attained;
    - Technique is the method that we utilize (Socratic Method, Aristotle's Modes of Persuasion, and Bloom's Taxonomy of Educational Objectives) to ensure that our strategies work effectively and efficiently, and that they accomplish their intended purposes. Teachers who have mastered effective techniques will have effective classroom environments in which students learn with pleasure and ease.

Plato Academy (K-8) will use research based teaching models to work with our teachers to teach students how to develop higher order thinking skills and adhere to the following fundamental pillars:

- Our students will believe in themselves and that they can succeed.
- Our students will be instilled with basic skills. An inter-disciplinary teaching methodology will enable our students to think and read critically and analytically, question statements of fact and opinion, write expository and creative works, debate issues and understand advanced vocabulary and concepts.
- Our students at all age and grade levels will learn to read well by immersion in intensive phonics. The phonics method has been demonstrated to break through diagnosed learning disabilities and accelerate the progress of children who are reading below grade level.
- Our program will emphasize intensive reading, writing, and comprehension supported by interactive classroom discussions.

Values and character will be instilled in our students through a learning process that utilizes "teachable moments." These are teacher-led discussions that will have the goal of nurturing the principles and values of self-knowledge and knowledge of others; honesty; integrity, life-long learning; social awareness, and leadership.

The Plato Academy education program is also based, in part, on the following research-based effective teacher's instructional strategies:

**1: Interest and explanation** – When a students' interest is aroused in something, whether it is an academic subject or a hobby, students will enjoy working hard at it. Student will come to feel they can in

some way own it, personalize it, and use it to make sense of the world around them. Coupled with the need to establish the relevance of content, Plato Academy teachers will craft questions and explanations that will enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

**2: Concern and respect for students and student learning** – Plato Academy believes that ineffective teacher’s instructional strategies are most often revealed by a sheer lack of interest in the subject matter and compassion for students and student learning. It repeatedly displays the classic symptom of making a subject seem more demanding than it actually is. Effective teacher’s instructional strategies have nothing to do with making things hard. It has nothing to do with frightening students. It has everything to do with benevolence and intellectual humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something effectively, thus fostering students’ confidence in the subject matter.

**3: Appropriate assessment and feedback** – At Plato Academy this principle of teacher’s effective instructional strategies involves using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

**4: Clear goals and intellectual challenge** – Plato Academy believes that effective teacher’s instructional strategies establishes high standards for their students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

**5: Independence, control and active engagement** – Effective teacher’s instructional strategies foster a sense of student control over learning and interest in the subject matter. Effective teacher’s instructional strategies create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose “mass production” standards that treat all learners as if they were exactly the same. It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they also enjoy and take ownership of their unique learning experience.

**6: Learning from students** – Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Effective instructional strategies are open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence or data being collected.

Reference: Ramsden, P. (1992). *Learning to Teach in Higher Education*. New York: Routledge.

### **3.D Explain how the educational program aligns with the school’s mission.**

One of Plato Academy’s major goal is to develop the whole child – the creative personality and the successful citizen, and to nurture high academic standards, along with the love of learning by challenging each students unique abilities with motivating, engaging instruction in a safe, successful learning environment; one that will foster our philosophy that encourages critical and analytical thinking skills through the use of the Socratic Principles of Thinking and Aristotle’s Modes of Persuasion, and one that will inspire students to reach their fullest potential by becoming productive, contributing citizens in their communities. Bloom’s Taxonomy of Educational Objectives and school climate culture programs will be utilized in order to blend and align our mission with our philosophy.

Plato Academy's school culture climate programs provide a comprehensive approach for ensuring learning by spanning all three of the critical factors or domains, as indicated above (Context, Content, and Process) with six keys performance indicators that add operational guidance to our instructional method, curriculum, and assessments. This is what Plato Academy believes will deliver optimum motivation and high student achievement.

In part, Plato Academy has employed a research-supported methodologies used by teachers to allow all students the opportunity to reach the highest standards. This is accomplished by thoroughly engaging the students in the learning process. The teachers are actively engaged in what they are teaching which makes the students active and deeply engaged in learning the content which makes for a very effective learning environment. This engaging instruction builds continuous opportunities for feedback, which is when a students' mind reflects, plans, infers, interprets, or applies the information that they are learning. The first building block in the foundation of Plato Academy's commitment to excellence is a strong administration with a clear vision of what is desired and can focus all efforts on getting there; is an advocate for students, teachers, parents and the community. The second building block critical to Leaving No Child Behind is effective decision screens. Six Key Principles are used to assess situations and determine actions for ensuring performance excellence. High motivation and planning can be used when these keys are used:

They *Six Key Indicators* consist of:

1. Safety: Students have a need to feel and be safe from fear, physical harm, embarrassment, or loss of dignity. In order to keep students engaged, we at Plato Academy will be certain that each student believes that he or she is safe in our teaching situations. Students feel safe from harm and embarrassment in our teaching and they will be engaged
2. Success: For sustained motivation, students need a sense of success. This manifests itself through recognition for past and ongoing accomplishments while simultaneously providing visible progress toward new and challenging objectives. Students know that they are valued for their progress and achievement of goals.
3. Love and Belonging: Feelings of inclusion, respect, acceptance, and being cared about are vital to students. This key indicator is critical in several ways. Students know that they are a member of our learning community and that they are respected, accepted and cared about. For many students, when they are not supported, held accountable for standards, taught things deemed worthwhile, protected, and respected for their uniqueness, it is interpreted as the teacher does not care enough or the classroom environment has "don't care attitude" about it. Too often this results in the students withdrawing, diminished interest, and behaving inappropriately.
4. Freedom and Independence: Choice, individuality, and freedom from what might be perceived as excessive control or manipulation is important to all students. At Plato Academy it is important to determine what students need to be learning, what constitutes convincing evidence that the desired learning has truly occurred, and what is critical in how students learn what is being taught. Students have choices, decisions and independence where accepted norms are not optional.
5. Fun and Enjoyment: When students consider instruction fun and enjoyable, they are more likely to significantly exert themselves. Students find fun and enjoyment in different ways and it is up to the teacher to make the classroom fun and enjoyable for all.

6. Valued Purpose: If we want students to diligently apply themselves, we must create situations in which they consider the efforts we desire from them to be worth their efforts and sacrifices. We believe that this can be accomplished in one or a combination of these several ways.

When the above six key indicators are used effectively as a decision screen in the planning and the execution of instruction, high motivation and performance will be apparent. Believing in the "I CAN" attitude, rather than the "I CAN'T" attitude is paramount for student achievement to occur. For this belief to take place, the educators at Plato Academy will value our goal by participating in effective professional developments that will impact our entire educational system. In order to ensure that our mission for high student achievement occurs we will adhere to following best practices:

- ❖ Learning will be an active, creative instructional environment
- ❖ Learning will exist in an interactive environment between individuals and the context in which they live
- ❖ Teachers will use learners differences as a resource to instruction
- ❖ Learners will be taught the basics, but they also must know the how to use the basics
- ❖ Teachers are coaches who will help learners develop foundational knowledge and skill, then provide the opportunity to practice
- ❖ Teachers will have the skill to listen and inquire

This philosophy will align with Plato Academy mission to challenge each student through high academic standards. We find that the Plato Model provides:

- ✓ A clear set of objectives based on overall goals, standards, and expectations
- ✓ Required demonstration of each standard for completion/credit
- ✓ Differentiated instruction matched to the needs of each learner
- ✓ Ongoing coaching toward mastery
- ✓ Greater value placed on the quality of the learning than on the speed of learning
- ✓ Context embedded, ongoing practice
- ✓ Incremental development of skills and understandings
- ✓ Forgiveness and coaching until standards are met
- ✓ A focus on each individual objective for mastery
- ✓ Celebration upon the meeting of the standards

Plato Academy teachers will maintain a commitment to excellence by believing in themselves and their students' ability to succeed. With this belief, teachers know that students learn at different speeds and in different ways. In order that "No Child is Left Behind", our teachers will use multiple strategies and techniques to ensure that all students' learning needs are met.

*Critical Thinking* is an important part of Plato Academy vision because it will enable our students to take charge of their thinking by developing attributes to improve the quality of their own critical thinking by:

- Asking pertinent questions
- Assessing statements and arguments
- Being able to have a sense of curiosity on subjects not understood
- Finding new solutions to a problem
- Being able to define a set of criteria for analyzing ideas
- Listening to others and can give feedback
- Looking for evidence and proof to support assumptions and beliefs



- Adjusting opinions when new facts are found and can reject irrelevant information when necessary

Plato Academy's use of Study Island as one valuable resource in assessing student achievement and curriculum effectiveness:

The user-friendly interface allows students to move through the program step-by-step. Each section has pre-test and a post-test, as well as topics that cover each of the Florida Next Generation Sunshine State Standards and Florida Standards.

### **Study Island Enhancements:**

#### *On-Line Digital Writing Assignment*

1. New Writing Assignment module is a streamlined, paperless way to develop students' writing skills, choose from grade-specific writing prompts or create your own
2. Students submit their writing assignment directly to the teacher - no paper to print out or get lost
3. Teachers can grade the assignments on line, as well as make comments, highlight sections for emphasis, and send the assignment back to the student for revision
4. Available for all subjects within Study Island
5. A digital writing portfolio of student work can be created to document progress throughout the school year

#### *Custom Assessment Builder*

1. Build your own diagnostic, formative, or summative test or quiz in minutes for all students
2. Easily create and schedule customized assessments
3. Assign a customized assessment to one or multiple students
4. The customized assessments are automatically graded on-line and the grade-book is updated with each student's results
5. Use with classroom response systems or clickers

#### *Professional Development Toolbox*

1. State specific math and language arts lesson plans, instructional videos and supplemental resources required for the lesson
2. Videos of master teachers showing best practice approaches to various topics provide a great coaching tool for new educators
3. Teacher forums to collaborate with fellow educators or get new teaching ideas

#### *Active Instruction*

1. Get a real-time view of the activities that students are currently working on with LiveView
2. Interactive test toolkit provides instructional activities that mimic the classroom experience

#### *Motivation*

1. Enhanced games provide motivation for students to learn the material and answer the questions correctly
2. Enhanced message center allowing you to send encouraging messages to students

3. Inform parents of upcoming assignments and improve the connection between school and home
4. i-Phone/iPod touch/i-Pad support for on-the-go learning

*Remediation (Intensive Learning – Math, Reading, Science, and Writing)*

1. Special Needs Support including larger font size, text-to-speech, and multi-color highlighters
2. Response to intervention (RTI) reports show student progress on specific topics over time
3. Inform parents of upcoming assignments and improve the connection between school and home
4. Building block topics provide automatic, built-in remediation within topics, so that students develop prerequisite skills that enable them to progress to working at grade level

*Enrichment*

1. To ensure that students working above grade level stay engaged and challenged, Study Island offers various options such as increasing the passing parameters on assignments, or assigning students to materials from higher grades.
2. In addition to Study Island's suite of core curriculum products, our Graphic Novel, Shakespeare, and Fine Arts programs can be used to enrich your curriculum while providing your students with a more complex vocabulary, a deeper appreciation of the arts, and a unique way to study literature.

**Study Island Main Features:**

1. Built directly from the Florida Next Generation Sunshine State Standards and Florida Standards
2. Research-based, easy-to-use, and affordable for all schools and districts
3. Web-based - students can log on via the Internet anytime, anywhere
4. Traditional assessments or interactive educational games based on the Florida Next Generation Sunshine State Standards, Florida Standards, and FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) tests
5. State-specific lessons and test questions with immediate feedback and automated instruction
6. Real-time progress reports to drive differentiation and instruction in your classroom

**How Does Study Island Work:**

1. Upon subscribing to Study Island, Plato Academy receives a welcome manual with instructions for accessing and using the program. Additionally, an in-person teacher training session option is also available.
2. Students can access the program by simply logging on to [www.studyisland.com](http://www.studyisland.com), where they will find each topic organized with a lesson FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) assessment test questions, and explanations. The mastery of these topics will help students gain confidence.

In order to complete the program, students must take the pre-test, complete the content groups, and master the post-test.

**Why Is Study Island Effective:**

1. Web-based Means 24/7
2. Study Island is completely Web-based. Students can access Study Island and learn at their own pace. There is no software to download or install; all you need is an Internet connection.
3. Dynamic Content Keeps Students Engaged
4. Not only are there several thousand questions in the Study Island program, but each question constantly changes. The answers to the multiple-choice questions rotate positions, and the numbers in the math questions are chosen randomly, resulting in a deeper understanding of the concepts, as opposed to memorization of the answers. Teachers can customize printable worksheets when a paper/pencil option is more appropriate for the learner.
5. When student confidence and self- esteem is fostered this equals mastery and the retention of knowledge.
6. Study Island helps students stay on track which helps students gain confidence when taking the Florida FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) tests.

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

At Plato Academy, our teachers have a sincere caring and respect for every student in the school. In their classroom the teachers show this by holding each student accountable for reaching the standards necessary to succeed. This means no poor grades are given to those who do not meet the standards. Instead, the students will be required to work until each standard is met. Effective Plato Academy Teachers employ the following techniques.

- Engagement-students are engaged at three level, cognitive, physical and emotional
- Positive strokes-students are given positive feedback throughout the learning process to sustain motivation
- Unrelenting coaching until standards are met (the teacher doesn't give up on the student until the standard is met)

Plato Academy's philosophy will result in high student achievement with students performing at or above expectations. We believe that this goal can only be realized with the development of the whole child. A creative personality and successful citizenship are paramount in achieving high academic standards. A student's desire to be challenged by tapping into his or her unique abilities with motivating, engaging instruction in a safe, successful learning environment will instill the love for learning for a life time; one that will foster our philosophy that encourages critical and analytical thinking skills through the use of the Socratic Principles of Thinking and Aristotle's Modes of Persuasion, and one that will inspire students to reach their fullest potential by becoming confident, productive, contributing citizens in their communities.

**3.F Describe the applicant's capacity to replicate an existing school design.**

*Capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.*

The applicant Plato Academy Board will be made up of parents, educators, and local business leaders from the local community where the school will be located and who have a desire to have their children continue an education offered through a Plato Academy school design, similar to the one offered at Plato Academy of Clearwater. Plato Academy's main objective is to provide as many students as possible the opportunity of the same high quality education offered currently at Plato Academy of Clearwater location. The Board will receive guidance, expertise, and financial and academic support from Plato Academy Non-Profit Inc. through its affiliation with Superior Schools. Plato Academy's mission is to provide as

many students as possible the opportunity of the same high quality education offered currently at Plato Academy of Clearwater location. The Board of Plato Academy shall replicate the support and services of Plato Academy of Clearwater through its affiliation with Plato Academy Non-Profit. The Applicant's capacity to replicate the existing Plato Academy school design will become more evident in the governance and operations sections of this application where more details are provided in the capacity for replication, human and financial resources necessary.

#### Section 4: Curriculum Plan

Indeed, Plato Academy shall replicate the curriculum of the high performing school by utilizing all same books and resources as Plato Academy of Clearwater. The utilization of *McGraw-Hill* textbooks, e-learning integration tools, innovative teaching methods, and the Socratic method of teaching, our students will gain a thorough command of reading, mathematics, science, writing, social studies and language arts throughout their years at Plato Academy. Please note that the curriculum shall be replicated, but the tools and resources utilized shall be based on the availability, compatibility, and integration capability within the educational design.

One of our major goals at Plato Academy is our desire to prepare our students for further education, careers and life. In order to accomplish this goal this requires a process of expanding our student's knowledge base in each succeeding grade, building on the proceeding core curriculum and progressing through Plato Academy's educational programs. Plato Academy's Core curriculum in the core academic areas supports the belief: **"Our Students Are Worth Whatever It Takes."**

Believing in this philosophy, Plato Academy's curriculum challenges the academic standards that allow our students to achieve their highest potential, while meeting the requirements of the Florida Next Generation Sunshine State Standards and Florida Standards—MAFS and LAFS. At Plato Academy, all students will meet State and National Standards, because our teachers will instill the love of learning into each student by giving them the opportunity and strategies to explore new ideas, concepts and succeed to their fullest capabilities.

At Plato Academy the purpose of teaching, we believe, is not solely to master factual material, but also *to teach the student how to think, and to encourage him/her to think*. Our use of the Socratic Method of instruction and Aristotle's modes of persuasion, and assessment principles, strategies, and techniques are what have consistently made positive differences in leaving no child behind.

Plato Academy teachers or educators will utilize effective processes integrating our Socratic Method of Instruction, Aristotle's Methods of Persuasion, and Blooms Taxonomy of Educational Objectives driven curriculum then delivers it in a fashion and in an environment that empowers learners.

The school believes that learning a foreign language, pending community interest, funding, and availability of highly qualified teachers, will advance the educational interests of Plato Academy students and their communitie. The school's curriculum consists of: Art, English (Language Arts-Reading-Writing), Greek, Health, Math, Music, Physical Education, Science, and Social Studies. The core curriculum is a research-supported educational model which has been adopted for closely being aligned to the school's mission of providing students opportunities to reach their fullest potential, to attain high academic standards, and to experience a love of learning. Teachers are immersed in what they are teaching and motivate students to learn the curriculum content, thus establishing an effective learning environment. The engaging instruction builds continuous feedback opportunities; a student's mind can reflect, plan, infer, interpret, and apply acquired knowledge. The first building block is effective administration with a clear vision of what is desired, and focus on the efforts of getting there. The second building block critical to "Leaving No Child Behind" are successful decision screens.

Our mission is then, transformed into a "real-world experience." Unconditionally embracing these key indicators assist in fostering a successful learning culture for years to come. Establishing a thriving successful learning environment allow educators to effectively synthesize lessons and apply Socratic

Principles of Thinking & Aristotle's Modes of Persuasion. Bloom's Taxonomy of Educational Objectives assist teachers to then, define goals and identify the degree students understand and use concepts, demonstrate particular skills, and have their values, attitudes, and interests influenced. Determining the levels of student expertise and expectation within the curriculum is critical, because this will allow for:

- A clear set of objectives based on overall goals, standards, and expectations;
- Required demonstration standard completion;
- Differentiated instruction matched to learner needs;
- Assessment techniques;
- Ongoing coaching;
- Greater value placed on learning quality than on learning speed;
- Context embedded, ongoing practice;
- Incremental skill development;
- Forgiveness/coaching until standards are met;
- A focus on individual mastery objective; and
- Celebration of standard mastery.

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

**Plato Academy Core Curriculum: Overview/Description**

The vision for Plato Academy (K-8 Core Curriculum) is to ensure the success of each and every student by providing a world-class curriculum. The Core Curriculum is designed to improve achievement of all students, preparing them for the world of work and lifelong learning. It identifies the essential content and instruction that all students must experience.

The technical assistance efforts supported by Plato Academy Core Curriculum Advisory Lead Team are designed to provide Plato Academy teachers with the tools to assure that essential subject matter is being taught and essential knowledge and skills are being learned. Plato Academy will implement the Core Curriculum with integrity increase the likelihood that all students become life-long learners, productive adults, and engaged citizens. School improvement efforts are designed to yield positive results by enabling Plato Academy to prepare for students to achieve academic success.

Plato Academy Core Curriculum provides the details for teachers to make sure students reach Florida Next Generation Sunshine State Core Content Standards/Benchmarks, as well as the Florida Standards. It will assist Plato Academy teachers in knowing how to integrate essential concepts and skills into student learning opportunities. Plato Academy Core Curriculum is about teaching and learning; it provides examples of powerful instruction clearly tied to classroom assessments. It provides a comprehensive picture of effective curriculum that addresses pedagogy, content knowledge, and assessment.

The purpose of Plato Academy Core Curriculum is to raise student expectations and change teaching behaviors to impact student achievement. Plato Academy the Core Curriculum provides the processes and establishes the urgency to set higher expectations and infuse more challenging and meaningful content into classroom instruction.

Plato Academy wants to prepare its students for further education, careers, and life. This requires a process of expanding a student's knowledge base in each succeeding grade, building on the preceding

core curriculum, and progressing through Plato Academy program in order that a student is able to enter high school and post-secondary institutions without remediation. In order to assure students secure the basics required for advancement and preparation for life, Plato Academy will adhere to the Florida Next Generation Sunshine State Standards, as well as the Florida Standards. The standards will identify what students should know and how they should be able to perform at each grade level.

Plato Academy has adopted and developed a comprehensive curriculum, setting standards and benchmarks for each student to achieve at the end of each grade that are similarly aligned with State, District, and National requirements. Plato Academy intends to employ and adhere to the emphasis on tying the curriculum to the community, expanding the opportunities for education to community facilities, institutions, and public and private entities and individuals, while providing practical applications of each student in order to further their educational, vocational, and career opportunities and experiences. Plato Academy Core Curriculum focuses its curriculum on higher order skills and desire to increase the cognitive demands placed on students. Indeed, challenging instruction will yield positive student outcomes. At Plato Academy, we believe that providing students with opportunities to learn using a focused curriculum that emphasizes depth of knowledge and skills would encourage and motivate thinking and cognitively complex applications leading to improved student performance.

#### **■ What does Plato Academy Core Curriculum look like?**

“Plato Academy Core Curriculum is not documents distributed by our school to the teachers, parents, and students.” This statement is stated in such a manner, in order to inform the reader (audience) that Plato Academy curriculum is not based purely on what is written in static form (documents), but it takes on a dynamic evidenced-based educational framework (living-breathing process). It requires ongoing and sustained professional development and leadership that shall continuously guide and enhance content, instruction, and assessment.

Plato Academy curriculum is aligned with the mission by providing concrete details for teachers to assist students in reaching State/National Standards. It assists teachers to integrate essential concepts and skills into learning opportunities. The curriculum is about teaching and learning; it provides examples of powerful instruction clearly tied to classroom assessments. It provides a comprehensive picture addressing pedagogy, content knowledge, and assessments which raise student expectations and alter teaching behaviors that positively impact achievement.

The curriculum establishes the urgency to set higher expectations and infuse more challenging and meaningful instructional content, by requiring student knowledge enhancement in each succeeding grade, building on the preceding, and progressing through the program without the need for remediation. In addition, the curriculum focuses on higher order skills, providing students with opportunities to learn knowledge and skills students need in order to flourish in a world marked by an evolving workforce and rising global competition.

Plato Academy Education Advisory Lead Team will analyze both the content and instruction of the current curriculum, find the gaps, and as needed, restructure the current instructional program to incorporate Plato Academy Core Curriculum. Plato Academy Core Curriculum is not only course-based, but rather is a student-based approach that supports high expectations for all students.

Plato Academy is committed to providing leadership, policy, professional development, and technical assistance to assist teachers in enhancing learning for all students in each content area. Plato Academy advocates and supports the implementation of a consistent approach to instructional improvement that integrates multiple components



Plato Academy Core Curriculum focuses on accelerating student achievement. The State of Florida has a system of Florida Next Generation Sunshine State Core Standards, Benchmarks, and grade level indicators that contributes to the tradition of high student performance. The Core Curriculum provides direction about essential content, authentic instruction, and authentic assessment for the core content areas of literacy, mathematics, science and social studies. An additional emphasis on National Common Core 21<sup>st</sup> century skills and Standards addresses the content students need to flourish in a world marked by a changing workforce and rising global competition. The Core Curriculum provides Plato Academy with the three essential characteristics of a quality instructional program:

- 1) a curriculum that is viable and guaranteed,
- 2) data driven decision making
- 3) evidence-based practices and methodologies

The foundation in which Plato Academy Core Curriculum was built upon is:

- Students learn more and achievement improves when Content is challenging, relevant, and promotes engaging learning experiences.
- The quality of Instruction and learning improves when teachers know what to teach – Plato Academy Core Content Standards and Benchmarks and the Core Curriculum provide the direction and details teachers need to know to plan and deliver effective instruction.
- Instruction is more responsive to student needs when authentic, valid and reliable Assessments are used to measure progress and motivate students to reach their learning goals.
- The goals of the Core Curriculum will be accomplished when Schools and supporting agencies function as an integrated system and provide a coordinated approach, consistent communication, and differentiated delivery.
- Implementation of the Core Curriculum will be successful when committed Leadership actions are focused and committed to providing the expertise, guidance, and resources needed to support teaching and learning.
- Making systematic changes and providing ongoing supports to improve instruction, content, and assessment will be successful when the Community is fully informed and actively engaged in the process. Effective implementation occurs when multiple partners including business and industry and communities are interdependent.

#### ■ What are the benefits of Plato Academy Core Curriculum to students?

Plato Academy Core Curriculum:

- Ensures that students will grasp big ideas through a focus on essential topics.
- Moves students beyond superficial knowledge to deep conceptual and procedural knowledge through learning for understanding, problem solving, and inquiry.
- Provides students opportunities to learn rigorous, robust content through the effective pedagogy of Plato Academy Core Curriculum. Students will leave school equipped to succeed.
- Enhances student engagement by involving students in interesting, relevant learning experiences that are motivating and lead to positive outcomes and less negative behavior.
- Facilitates reduction in fragmentation and redundancy that sometimes occurs in school curricula thus creating more effective use of instructional time.

- Promotes the use of formative assessments that are based on authentic content taught in a meaningful way and engages students more directly in monitoring their progress and growth, thus providing a motivator to improve.
- Promotes clear communication between parents, teachers, and students about what a student is to know and be able to do as he or she moves through his or educational career.
- Promotes student learning through the development of conceptual understanding and application of knowledge. Examples:

Math: Shifts from memorizing and practicing facts and procedures to understanding and applying concepts, practices, and facts.

Literacy: Shifts from a primary focus on reading and writing in English/Language Arts classes to the integration and practical application of all five literacy skills – reading, writing, speaking, viewing, and listening – across all content domains.

Science: Shifts from lecture, an over-emphasis on textbook readings and labs to learning through actively investigating, designing experiments, questioning, exploring, and defending conclusions.

Social Studies: Shifts from lecture and recitation of discrete pieces of information to the acquisition of knowledge and skills associated with the economic, political, civic, and social forces that are relevant to the world in which students live.

21<sup>st</sup> Century Skills: Shifts from a traditional system that may not include the incorporation of these skills into curriculum for all, to one that requires that all students leave school prepared to succeed in the complex new, 21<sup>st</sup> century. Essential concepts and skill sets include employability skills, financial literacy, health literacy, and technology literacy.

#### ■ What are the benefits of Plato Academy Core Curriculum to our teachers?

- Plato Academy teachers who deliver instruction focused on Plato Academy Core Curriculum will have confidence that their content and pedagogy are research-based or evidence-based.
- When the content is focused, quality professional development can provide important professional growth for teachers to improve their instructional practices. Plato Academy teachers engaged in quality professional learning are more likely to be productive and positive learners and improve the learning culture of the school.
- As school staff analyze local curriculum and instruction to identify opportunities for improvement, they are likely to discover that they spend too much instructional time teaching content that is not essential and not enough time focusing on the critical content. This process will help schools determine what to do more of and what to eliminate or decrease.
- As school staffs focus on improving instruction, they may discover instructional practices that are commonly used but ineffective and decide to replace those practices with more effective, research supported ones.

- Plato Academy Core Curriculum provides consistency with other Florida schools and districts, which will aid teacher preparation programs at universities and colleges to better prepare teacher candidates to successfully teacher workforce.
- Plato Academy teachers who are focused on Plato Academy Core Curriculum are less distracted by fads and superficial projects that are unlikely to yield results.
- When Plato Academy teachers design formative assessment practices based on authentic content, data will be useful for shaping future instruction.
- Plato Academy Core Curriculum provides further opportunities to support balanced leadership by giving tools to actively help teachers with issues regarding curriculum, instruction, and assessment.

Students will gain a command of the core academic areas of:

- English-Language Arts: (Reading and Writing)
- Mathematics
- Science
- Social Studies
- Foreign Language – (Greek: Note that a Greek teacher assistant can be provided in order to support or supplement instruction in core subject classes by assisting the integration of Greek language and culture, making and reinforcing connections thereunto. Greek language contingent upon community interest, staffing, funding and availability of qualified instructors)

#### Course Material Used To Address Plato Academy Core Curriculum:

Utilizing *McGraw-Hill* textbooks and e-learning integration curriculum, innovative teaching methods, and the Socratic method of teaching, our students will gain a thorough command of reading, mathematics, science, writing, social studies and language arts throughout their years at Plato Academy. Indeed, one of our major goals at Plato Academy is our desire to prepare our students for further education, careers and life. In order to accomplish this goal this requires a process of expanding our student's knowledge base in each succeeding grade, building on the proceeding core curriculum and progressing through Plato Academy's educational programs.

Plato Academy's Core curriculum in the core academic areas support the belief: **"Our Students Are Worth Whatever It Takes."** Believing in this philosophy, Plato Academy's curriculum challenges the academic standards that allow our students to achieve their highest potential, while meeting the requirements of the Florida Next Generation Sunshine State Standards and Florida Standards. At Plato Academy, all students will meet State and National Standards, because our teachers will instill the love of learning into each student by giving them the opportunity and strategies to explore new ideas, concepts and succeed to their fullest capabilities. Our multicultural curriculum with the students learning Greek as a second language enables our students to read, write, and speak a second language, as they become knowledgeable in the Greek culture. Because of our diverse population, the students of Plato Academy will learn about many different cultures from around the world, thus preparing them for successful lives in our rapidly changing world.

In addition, Plato Academy will incorporate as a tool, Bloom's Taxonomy (Levels) of: Knowledge-Based Goals, Skill-Based Goals, and Affective Goals in order to develop, foster, and enhance academic performance as they pertain to the Florida Next Generation Sunshine State Standards and Florida Standards.

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

Based on a research-supported curriculum used by classroom teachers to allow all students to reach the highest standards, students will benefit from best practices that result in authentic student engagement. The teachers at Plato Academy (K-8) will thoroughly engage the students in this learning process. In other words, our teachers will be actively engaged and immersed in what they are teaching thus, making or allowing students to become actively or deeply engaged in learning the content which makes the most of effective learning environment. This engaging instruction builds continuous opportunities for feedback. Feedback is when students' minds reflect, plan, infer, interpret or apply the information they are learning.

The first building block in the foundation of Plato Academy commitment to Excellence is a strong administration with a clear vision of what is desired and can focus all efforts on getting there; is an advocate for students, teachers, parents, and the community. The second building block critical to Leaving No Child Behind is effective decision screens. High motivation and planning can be used when these keys are used:

1. **Safety** – when students feel safe from harm and embarrassment in our teaching experience they will be engaged.
2. **Success** - students know that they are valued for their progress and achievement of goals.
3. **Love and Belonging** – the students know that they are a member of our community be it the classroom, the grade, or the school and they are respected, accepted and cared about.
4. **Freedom and Independence** – students have choices, decisions and independence where accepted norms are not optional.
5. **Fun and Enjoyment** – students find fun and enjoyment in different ways, so the teacher needs to make the classroom fun and enjoyable for all.
6. **Valued Purpose** – when students value the learning experience they will be interested and eager to learn.

The curriculum in the core academic areas is State and National standard-driven. In a standards-driven course, every chapter is an essential building block that leads to the students' ability to succeed at the level before moving to the next building block. In other words, if a student has not met the desired standard, then additional instruction, practice, and assessment will continue until the standard is met. Since this instruction is in alignment with the Florida Next Generation Sunshine State Standards and National Common Core Standards, all students will pass the assessment before moving on, the result being that all students will achieve the State and National Standards.

The teachers at Plato Academy maintain a commitment to excellence by believing in themselves and their students' ability to be successful. With this belief, teachers know that students learn at different speeds and in different ways. Therefore, our teachers will use multiple strategies and techniques to ensure that the students' learning needs are met, no matter the time necessary to meet the requirements necessary to go to the next level.

**ENGLISH****LANGUAGE ARTS: *Reading and Writing***

The Florida Standards ([www.floridastandards.org](http://www.floridastandards.org)) will be utilized in identifying each strand, standard, and benchmark for each academic core and non-core course area. Currently we use McGraw Hill and expect to do so in the future, or a similar or greater caliber resource.

**Grade(s): K-5**

MacMillan-McGraw Hill (Literature: Language Arts/Reading)

*Florida Treasures: PreK-6*

Macmillan/McGraw-Hill's comprehensive reading/language arts program, *Treasures*, offers proven tools and strategies for helping teachers give students what they need to succeed. High-quality literature, coupled with explicit instruction and ample practice, insures all students have what they need to learn and grow as lifelong readers and writers.

MacMillan-McGraw Hill (Language Arts)

*Language Arts: Grade K-6*

Combined language skills with immediate application to writing so that students learn through an integrated process. Develops writing skills and process are developed using a variety of nodes and formats

MacMillan-McGraw Hill (Language Arts/Writing)

*Writing and Language Arts: (K-Adult)*

*Reasoning and Writing; (K-6)*

**Grade(s): 6-8**

Glencoe-McGraw Hill (Literature: Language Arts/Reading)

*Florida Treasures: Course 1, 2, and 3*                      Grades 6-8

*The Reader's Choice: Course 1, 2, and 3*                      Grades 6-8

*Writer's Choice: Grades 6, 7, and 8*

These research-based Language Arts (reading programs) consist of:

- a. explicit phonics instruction for K-8;
- b. direct reading instruction;
- c. guided reading strategies;
- d. phonemic awareness instruction;
- e. systematic, intervention strategies;
- f. integrated language art components;
- g. state-of –the assessment tools to ensure every student meets the Florida Next Generation Sunshine State Standards;
- h. strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (how to communicate with others in print);
- i. and applications for teaching spelling, vocabulary, grammar, usage, and mechanics, penmanship, and listening, speaking, and viewing.

Please note that Plato Academy (K-8) will meet the mandated reading block times to allow our teachers and students uninterrupted time to focus on the skills necessary to succeed in reading/language arts.

*Part 1 Preparing to Read*, focuses on the foundations, including: phonemic awareness, sounds and letters, phonics, fluency, and word knowledge.

*Part 2 Reading and Responding* emphasizes reading for understanding with literature, comprehension, inquiry and investigation, and practical reading applications.

*Part 3 Language Arts*, focuses on communication skills such as spelling, vocabulary; writing process strategies; writer's craft; and English language conventions such as: grammar, speaking, and mechanics; listening, speaking, and viewing; penmanship; and basic computer skills.

Teachers at Plato Academy at times will incorporate scaffolding strategies and skills to teach each strand and standard in the *Macmillan/Glencoe-McGraw Hill* Language Arts and Reading programs. This technique will assist teachers in interacting with students effectively as they complete a reading and language arts task which might be important to the students' ability to perform the activity. When utilizing the scaffolding technique, the teacher will model the desired learning strategy or task, and then gradually will shift the responsibility to the students.

According to Clay and Cazden (1992), two scaffolding strategies in teaching reading are pointed out:

1. working with new knowledge, and
2. accepting partially correct responses.

In the first strategy, when a teacher suspects the child does not have the ideas or words needed for a particular text, the teacher may explain some part of the story or contrast a feature presented with something the teacher knows the child understands from another reading.

In the second strategy, the teacher uses what is correct in the student's response but probes or cues the student with question (Socratic Method), so as to suggest good possibilities for active consideration.

Another scaffolding strategy our teachers utilize is modeling the appropriate thinking or working skills in the classroom. Such modeling assist our students learn to operate in our Plato Academy school culture of Socratic Methodology.

Harmin (1994) notes the applicability of Rosenshine's *Guided Practice* technique for developing student understanding and provides an actual example in language arts instruction in the classroom. Recognizing what you do know in a problem, as well as what you don't yet understand, are aspects of *meta-cognition* in problem solving that are similar to a scaffolding approach. Perkins & Solomon (1989) point out that an expert's behavior appears to be strongly driven by prior knowledge (experiential learning). When faced with an unfamiliar problem, he or she may construct a similar but simpler problem. In this way, the expert learner (teacher) manages his/her own gradual self-regulation and enables him/herself to grow to meet the new task successfully through inquiry or question, the end result being the creation of an analytical, a critical, and logical student (thinker) who can think outside of the box.

Indeed, scaffolding provides the necessary support and intervention to students as they immerse themselves in the reading process. The strategies will allow students to grasp complex concepts and make them easier to understand. Please keep in mind that this process represents only a piece in the intricate puzzle we call learning.

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

Plato Academy's reading curriculum is consistent with effective teaching strategies and grounded in scientifically-based reading research. Any student, who exhibits a substantial deficiency in reading, based upon Florida Next Generation Sunshine State Standards and locally determined or statewide assessments conducted in kindergarten, through fifth grade, or through teacher observations, shall be given intensive reading instruction immediately following the identification of the reading deficiency. At the beginning of grades K through 5, students will be assessed in reading. Based upon the results of the assessments and/or based on teacher recommendations, students who are substantially deficient in reading will be given intensive remediation. The student's reading proficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as evidenced by scoring Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT)), the student must be retained and placed in an intensive program that is different from the previous year.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide assessment test (FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT)) in reading for Grade 3, the student shall be retained. Students retained under this provision shall be provided intensive interventions in reading to address the student's specific reading deficiencies as identified by a valid and reliable diagnostic assessment to determine the nature of the student's difficulty and areas of academic need. This intensive intervention must include but not be limited to: effective instructional strategies, participation in the school's summer reading camp, and any identified appropriate school teaching methodologies such as RtI, necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

An Intensive Acceleration (RtI) Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) shall be established where applicable. The focus of this class shall be to increase a child's reading level at least two grade levels in one school year. The class will be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT).

In addition, the RtI (Intensive Instruction) Class will have a reduced teacher-student ratio; will provide uninterrupted reading instruction for the majority of student contact time each day; and incorporate opportunities to master the Grade 4 Florida Next Generation Sunshine State Standards in other core subject areas; will use the Study Island reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; will provide intensive language and vocabulary instruction using the Study Island scientifically research-based program; will include weekly progress monitoring measures to ensure progress is being made.

At the end of a school year, a retained grade 3 student's progress will be determined, by a review of skills needed but not yet mastered by that student. Consideration will be given to the most appropriate placement for that student for the following school year. A heavy emphasis will be placed on a student's reading, math, and writing skills. The district will provide a student who has been retained in grade 3 for a

third year and has received intensive instruction services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting.

Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards. The final decision regarding promotion, retention, or recommendations for special instruction will be made during the last six weeks of the school term, when second semester grades can be evaluated along with other test and performance data. Each "at risk" student will be evaluated prior to making a final determination on promotion or retention. Promotion or retention will be noted on the child's report card and cumulative record at the end of the year. Parents of students being retained will be notified in writing by the principal before the last day of school.

All middle school students in grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> who score level 1 on the reading FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) shall complete an intensive reading course the following year. These students will be placed in intensive reading classes that provide a core reading program as well as supplemental reading programs, diagnostic testing, and regular monitoring of progress for each individual student. Students reading at level 2 will be required to take an intensive reading course, or another course that provides reading instruction. In addition, middle school students in grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> who score level 1 or 2 on the math FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) shall receive remediation the following year.

Parent or caregiver of any student who exhibits a substantial deficiency in reading and/or math based upon locally determined or statewide FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) assessments, conducted in K through 8, or through teacher observations, shall be notified in writing of the following:

- 1) That his or her child has been identified as having a substantial deficiency in reading and/or math;
- 2) A description of the current instructional intervention (RtI) supports and services that are provided to the child.
- 3) A description of the proposed supplemental instructional intervention services and supports that will be provided to the child that are designed to remediate the identified area of reading and/or math deficiency.
- 4) That if the child's reading and/or math deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- 5) Strategies for parents to use in helping their child succeed in reading and/or math proficiency.
- 6) That the Florida Comprehensive Assessment Test (FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT)) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- 7) Plato Academy's specific criteria and policies for mid-year promotion: Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Plato Academy administration, teachers, and intensive intervention instructors (RtI), in consultation with the student's parent, shall implement a Progress Monitoring Plan designed to assist each student who has



been identified as not meeting state or district expectations for proficiency in reading, writing, science, and mathematics. Parents/guardians shall be notified of their child's progress during the school year by means of formal report cards at each nine weeks interval and by progress reports during the fifth week of each quarter. Other means of keeping the parent/guardian informed may consist of the following: conferences, samples of student's work, test results, letters, informal notes, etc.

Effective reading instruction is multifaceted and involves teachers planning assessment-based instruction that incorporates research-based practices. Effective reading instruction is founded in research, is determined by ongoing assessment, is systematic and flexible, is implemented by informed teachers, and is focused on meeting student's diverse needs. When designing Plato Academy reading block it is important to incorporate the following:

- Explicit instructional strategies that address students' specific strengths and weaknesses.
- Instruction is provided in a coordinated sequence.
- Students are provided ample practice.
- The allocation of time, including a protected, uninterrupted block of time for reading instruction. Research indicates that instruction for beginning readers and struggling readers be at least 90 minutes a day or more.

To ensure that Plato Academy students are not left behind, teachers shall ensure that they follow the formula for reading success -  $5 + 3 + ii + iii = \text{No Child Left Behind}$  (Florida Department of Education, Just Read, Florida!)

In order to achieve Florida's goal of having every child reading at or above grade level by the year 2012, the reading block should include all elements of the formula during an uninterrupted block of time.

- Instruction in the 5 components of reading
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- 3 types of assessment to guide instruction
  - Screening
  - Diagnosis
  - Progress monitoring
- Initial Instruction (ii)
  - In elementary classrooms, an effective reading program has to integrate the five instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
  - In secondary classrooms, the formula is designed specifically for the reading classroom and not for all content area classrooms. Initial instruction refers to the whole classroom instruction a teacher provides in a reading classroom. An effective reading program in the secondary reading classroom has to integrate the five (5) instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Students who have not mastered the five (5) instructional components will need initial reading instruction. Reading in the content areas does not constitute the entire secondary

- reading perspective. Reading in the content areas needs to be seen as a support mechanism for secondary reading.
- Classroom teachers must use assessment data to plan for and provide "student-tailored" instruction that includes the following:
    - Explicit instructional strategies
    - Coordinated instructional sequences
    - Differentiated instruction
    - Print-rich environments
  - Immediate Intensive Intervention (iii)
    - Also includes a classroom teacher or other teaching personnel who can provide the additional instruction and practice some children may need it.
    - Immediacy is challenging at the secondary level. Immediate intensive instruction is particularly relevant for those students who have not demonstrated progress in mastery of the five (5) instructional components.
    - iii can be provided within the classroom as differentiated classroom intervention for those students with identified reading difficulties.
    - iii can also be provided outside the classroom for students that require time beyond differentiated intervention on specific targeted reading needs.

*In order to address the 90 minutes per day of reading/writing for Level 1 students, Plato Academy shall:*

Plato Academy shall adhere to Section 1003.4156, Florida Statutes, requiring middle school students who score at Level 1 on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) Reading to complete an intensive reading course. Those students who score at Level 2 shall be placed in an intensive reading course or a content area reading intervention course.

Plato Academy middle school students who score at Level 1 or Level 2 on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) Reading and have intervention needs in the areas of decoding and/or fluency shall have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time shall be taught by the same teacher. The teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) shall be adequate to implement the intervention course.

This intervention course shall include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of Florida Next Generation Sunshine State Standards (benchmarks) and Florida Standards specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT)

Plato Academy shall progress monitor Level 1 and 2 students a minimum of three to five times per year. This shall include a Baseline, Midyear, and End of the Year Assessment.

Each struggling (student) reader shall be given the instruction that best fits his or her needs. Plato Academy may establish criteria beyond FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Plato Academy shall use additional guidelines for student placement in reading intervention that can be found through by using the Just Read, Florida! Student Reading Placement Chart. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Plato Academy shall diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment shall be the result of an in-depth conversation about student instructional and assessment needs by the teacher and instructional intervention specialist (RtI)

*In order to address the 90 minutes per day of reading/writing for non-fluent Level 2 students, Plato Academy shall:*

Extended time (minimum 90 minutes) Intensive Reading for Level 1 & 2 disfluent or non-fluent students:

Students scoring at Levels 1 & 2 on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) shall be screened at Plato Academy using state provided Florida Oral Reading Fluency (ORF) passages or MAZE passages. Students who score in the high-risk range as determined by the ORF or MAZE Risk Level charts shall be further assessed using the Diagnostic Assessment of Reading (DAR) or phonics and/or phonemic awareness probes. The placement test from the comprehensive instructional program shall also be used for initial placement. Special attention shall be paid to the phonics and phonemic awareness subtests. These students shall be placed in a 90 minute (minimum) intensive reading class.

This intervention course shall include on a daily basis:

- a. whole group explicit instruction;
- b. independent reading practice monitored by the teacher;
- c. infusion of Florida Next Generation Sunshine State Standards and Florida Standards; and
- d. a focus on informal text at a ratio matching FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (60/40).

All programs are to be fully implemented to address the needs in all five elements of reading. These programs receive the necessary time to be fully implemented, without interruption, on a daily basis. Progress monitoring of phonemic awareness, phonics and fluency skills is done at least monthly to ensure effectiveness of program and instruction. Working with an instructional intervention specialist (RtI), teachers of students who do not make adequate progress shall make instructional adjustments, which may include the use of different reading intervention programs. Plato Academy instructional intervention specialist and teachers shall select and identify intervention materials to meet specific student grade and skill level needs allowing for those who have not been successful in one reading program to receive targeted instruction using an alternate program.

Intensive Reading (minimum 45-50 minutes) for Level 1 and Level 2 fluent students:

The 45-50 minute (minimum) intensive reading class is for students scoring at FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) Levels 1 & 2 who are considered to be fluent (scoring in the moderate or low risk ranges). This determination is to be made by using the latest FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) and Study Island Data. These students receive instruction in fluency, vocabulary and comprehension.

This intervention course shall include on a daily basis:

- a. whole group explicit instruction;
- b. small group differentiated instruction;
- c. independent reading practice monitored by the teacher
- d. infusion of Florida Next Generation Sunshine State Standards and Florida Standards; and
- e. a focus on informational text at a ratio matching FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (60/40)

All programs at Plato Academy will be fully implemented to address the student's needs in fluency, vocabulary, and comprehension. These programs receive the necessary time to be fully implemented, without interruption, on a daily basis. Progress monitoring of fluency skills will be done at least monthly to ensure effectiveness of program and instruction. All students at Plato Academy will be monitored regularly in comprehension and vocabulary using the Princeton Review Benchmark Assessment, Florida Oral Reading Fluency (ORF) measures or MAZE passages.

Content Area 45 minute (minimum) Intensive Reading - Level 2 fluent students

Students who score Level 2 on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) and are deemed fluent by use of Florida Oral Reading Fluency (ORF) measures or MAZE data can be scheduled into a content area reading class. The instructor for this class will be required to take the 150 hour CAR-PD training.

This intervention course shall include on a daily basis:

- a. whole group explicit instruction;
- b. small group differentiated instruction;
- c. independent reading practice monitored by the teacher; and
- infusion of content Florida Next Generation Sunshine State Standards and Florida Standards

Content area teachers shall be expected to weave reading strategy instruction into the content area instruction in the appropriate benchmarks.

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

As educators at Plato Academy, our challenge is to draw classroom implications from all available sources in order to help students become better learners. Extensive data verify the existence of individual differences among learners-differences so extreme that a single teaching method, resource or grouping procedure can prevent or block learning for many students. Using teaching methods take

into consideration the students' learning styles can increase achievement. Evidence supports the fact that traditional methods of instruction are no longer sufficient to meet the needs of today's students. In addition, research reports that positive effects abound when instruction based on learning styles is used with exceptional students and below grade-level students.

Our teachers will create a learning environment for students where learning is intrinsically rewarding and is based on teacher modeling of desired behaviors and attitudes. Listed below are teaching strategies that recognize the individualities of students and promote their learning:

- Utilize a flexible, electric teaching approach
- Use instructional methods that demonstrate an understanding of the cross-culture, gender and age differences in learning style performances
- Implement learning experiences that incorporate the students' preferred ways to learn
- Use questions and explorations of all types to stimulate various levels of thinking
- Set clear purposes prior to all instructional experiences
- Allow sufficient time for information to be processed and experienced
- Provide immediate, consistent and descriptive feedback
- Assess students through a variety of procedures and activities
- Use assessment that is aligned to the instruction

Plato Academy (K-8) also uses the teaching for excellence research-supported approach from the PEAK Learning Systems that is committed to performance excellence for all kids (PEAK). This system will benefit these students because it is based on these premises:

- All students can learn well
- Essential content is learned to maximize student choices and opportunities
- Potential is never used as an excuse to limit learning and students are taught to their full potential
- Students are coached until they meet the standards
- Use the six keys for ensuring performance excellence
- Incremental development ensures a solid foundation of deeper, longer lasting knowledge

### **Reading and Writing Remediation:**

Plato Academy intensive in school and after-school one-to-one reading and writing intervention curriculum will be used successfully to teach reading and writing to students who have not succeeded in traditional reading and writing curriculum. This curriculum will assist to close the gap between student's current performance and their academic potential.

Who does Plato Academy reading and writing remediation benefit? This curriculum is designed to improve the reading and writing, spelling and comprehension skills of:

- The student who has never grasped initial reading and writing skills and has difficulty decoding words
- The student who reads and writes the words accurately, but has difficulty in trying to understand what he or she reads or writes
- The student who reads and writes haltingly, lacking fluency, quality, correctness and speed
- The student who exhibits significant reading and writing difficulties, despite years of instruction

Once a student's specific reading and writing needs have been identified through our assessment process, an individual plan tailored to those needs is designed. The student's individual plan for remediation is then addressed through a combination of specific reading and writing intervention strategies designed to target weaknesses in phonemic awareness, word attack, spelling, grammar, sight words, reading fluency, reading accuracy, reading comprehension, oral comprehension, and written language skills. Plato Academy's (K-8) research-based reading and writing intervention will be using, in order to remediate reading and writing difficulties:

- a. Reading: Study Island
- b. Writing: Raz for Kids, Spelling Connections, Write To Learn, and Zaner-Bloser

Our goal at Plato Academy (K-8) is to have a reading and writing curriculum that is "real-results" driven:

- 1:1 instruction with a highly skilled reading and writing teacher
- Concentrated time – from one hour daily to 1 1/2-2 hours per day if necessary
- Plato Academy's (K-8) reading and writing curriculum somewhat differs from traditional approaches by integrating the senses of hearing, seeing and feeling to promote reading, writing, and language development
- All of materials used are research based
- Students are pre-tested and post-tested using standardized measurement tools
- The motivational and positive emotional growth a student achieves after succeeding will always be memorable. The reading and writing remediation curriculum instills self-confidence and not self-defeating emotion and behaviors. "The I Can't Attitude" when approaching and engaging in a task is a thing of the past.

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

##### **Computer / Education Technology**

The Florida Next Generation Sunshine State Standards ([www.floridastandards.org](http://www.floridastandards.org)) will be utilized in identifying each strand, standard, and benchmark for each academic core and non-core course area not addressed by the Common Core standards.

The goal of the computer/educational technology program is to improve students' computer skills and enable them to use the computer effectively in their schoolwork and homework. Students improve their keyboarding skills and learn how to use specific programs such as Word, Excel and PowerPoint. Computer skills are taught through the use of a rich technology-driven environment that will provide them with the necessary tools to assist them with the preparation, enhancement, and presentation of their coursework and research papers. In addition to visiting the computer lab for their computer classes, students are encouraged to consult with the educational technology staff for individual assistance in conducting their research and editing their papers.

The educational technology staff also works with the faculty of each grade in order to integrate computer use in specific class projects, all students grade 3-8 will have access to their own iPads/laptops (computers), grade K-2 shall have a minimum of five computers in their classrooms (mini-computer labs). The technology staff shall work in the classroom to incorporate computers into class projects. For example, students learn to use the computer to record science lab results in the science lab and then to analyze those results by creating spreadsheets and graphs. Students also use the research, editing and publishing skills learned in creating class projects and multimedia presentations.

Plato Academy will have a technology curriculum that includes the integration of technology throughout the curriculum with the use of Smart Boards. The Smart Board is an interactive white board that is used with computer technology that motivates student learning, involvement and engagement. Teachers are able to create exciting, constructive lessons for the entire class.

Each classroom will be equipped with a Smart Board. Students must learn how to use technology effectively to live and work in an increasingly complex world. Plato Academy will set a high priority on the use of technology in its school, to include, but not be limited to, the Administrative network; School-based web-sites featuring school calendars, classroom assignments, and newsletters; career-based technology applications and training; TV production; computer-based research capabilities; and increased and more efficient communication with teachers and parents.

To facilitate the effective use of technology, Plato Academy will coordinate regular, specific training for teachers and staff regarding integration of technology into all aspects of the whole curriculum. We will also establish a standard classroom model of networked computers with Internet access and other multimedia equipment.

Technology as a specific curricular element will be implemented at the earliest point in Kindergarten and spiral throughout each succeeding year with increasingly complex tasks and activities. The goal of the technology curriculum is to provide our students with the technology skills and competencies they need to become an effective user of technology. Beginning at a very early age, the main focus of the career path curriculum is for students to learn that school is their first job. Students will gain valuable character traits and interpersonal skills such as the importance of punctuality, responsibility, problem solving, and cooperation.

#### **K through Eighth Grade:**

The initial computer instruction will focus on understanding and improving basic computer skills including software, hardware, research, and publishing. As they master the basic understanding of computer function, the class will then, focus on basic computer application such as, word processing and beginning spread sheets. Students will use Word and learn how to edit and format text as well as graphics. Students will also learn desktop publishing skills and publish brochures, flyers and advertisements. In the unit on spreadsheets, students will learn how to create spreadsheets using Excel. Students will learn to email their homework assignments to their teachers. Eventually, students will learn to create multimedia projects using PowerPoint. Students will also, learn all the features of PowerPoint, including video editing, sound editing and picture editing.

Starting as early as 5<sup>th</sup> grade, students will learn web skills: how to search effectively, how to distinguish among search engines and directories, and how to evaluate web sites for content. Students will learn how to determine whether information found on the web is reliable and whether it can be quoted or used for a research paper. They are also taught the concept of intellectual property and how to give proper credit for their web sources. Seventh and eighth grade technology projects will be related and integrated to the curriculum in all subject areas. In addition, students will be taught web publishing skills in their weekly class. Their final project, building a class web, will be related to various disciplines within the school day, both to the curricular and co-curricular activities.

Technology continues to play an increasingly important role in education. New technologies are transforming learning in schools. Every elementary school has Internet access and a variety of technologies which include computers, printers, digital cameras, and scanners. Internet access goes

through filtering software to protect students from inappropriate material. Computers are located in classrooms or labs.

Elementary teachers shall be encouraged to integrate technology into the curriculum to enhance learning as well as to teach technology skills. For example, students might use technology as a learning tool to practice mathematics skills using a software program on the computer. In some schools, students learn skills in word processing, presentation software and even simple spreadsheets and databases.

Skill instruction shall be based on the National Educational Technology Standards for students:

- Basic operation and concepts
- Social, ethical, and human issues
- Technology productivity tools
- Technology communication tools
- Technology research tools
- Technology problem-solving and decision-making tools

**ART:** *Drawing, Painting, and Sketching (Arts and Crafts)*

The Florida Next Generation Sunshine State Standards ([www.floridastandards.org](http://www.floridastandards.org)) will be utilized in identifying each strand, standard, and benchmark for each academic core and non-core course area not addressed by the Common Core standards.

The goal of the Arts program is to teach students how to be visually aware of their world. The curriculum seeks to teach students to express what they see and imagine through painting, drawing and collage. All completed work is displayed and discussed critically in class. This enables students to learn from each other and to learn how to verbally evaluate all kinds of art.

**K through Fifth Grade:**

In K-fifth grade, ideas concerning composition dominate the projects. Students engage in imaginative drawing and abstract drawing using positive and negative space. In the unit on color, students learn about the perceptual properties of color, techniques of collage and painting and how to mix colors. Creativity is encouraged and fostered in the unit on imaginative drawing. In other projects, students create masks and create designs using their names.

Elementary art curriculum incorporates the Florida Next Generation Sunshine State Standards in the Arts: Skills and Techniques, Creation and Communication, Cultural and Historical Connections, Aesthetic and Critical Analysis, and Applications to Life.

All elementary students receive 40-60 minutes each of art appreciation each week from teachers who are certified and highly qualified in their subject areas.

**Sixth through Eighth Grade:**

In the sixth through eighth grade, perceptual skills and concepts dictate the projects for the year. Ideas about composition are refined and creativity is encouraged. Students work on symmetrical designs and three different modes of self-portraits: blind contour drawing, detailed pencil drawing and self-portrait collage. Through these projects students learn how to see and how to develop concepts of proportion and spatial elements. Self-portraits from art history are also studied. Students are also asked to draw and paint still lifes, paying attention to shadow, reflection and order of presentation. In the final project, students copy, using the grid formula, an existing painting at local, national, or international museums or art



galleries. In contour drawing, students gain an understanding of the use of line and its ability to create a drawing. Students are taught how to coordinate the hand and eye to create what they see.

### Music

The Florida Next Generation Sunshine State Standards ([www.floridastandards.org](http://www.floridastandards.org)) will be utilized in identifying each strand, standard, and benchmark for each academic core and non-core course area not addressed by the Common Core standards.

The Fine Arts curriculum is designed to enable students to appreciate the fine arts of music, dance, and visual arts. The two-part curriculum teaches music and dance history as well as basic musical and dance concepts. The musical and dance history aspect of the curriculum focuses on particular composers and dancers of an era with an in-depth look at their childhood, career paths and style of music. Each grade focuses on a particular time period. Discussion of a composer's music includes an analysis of tempo, dynamics, rhythm, melody, instrumentation and mood. Students also learn about musical instruments and various dance styles, and students who play and participate are encouraged to perform.

### F. Music Skills and Techniques

- The student will learn to sing, alone and with others, a varied repertoire of music, by:
  - singing choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
  - singing, with appropriate expression, a repertoire of music literature from various styles and historical periods.
  - performing in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.
- The student will learn to perform on instruments, alone and with others, a varied repertoire of music, by:
  - performing on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control).
  - performing with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).
- The student will learn to read and notate music, by:
  - sighting and reading music in bass and/or treble clefs written in simple and compound meters.
  - using notation and symbols to organize musical ideas.

### Character Education Curriculum

In 2003, the Florida Legislature mandated that character education can be taught in all schools by 2004-2005.

Education at Plato Academy will take place not only in its public school building, but also in a coordinated and cooperative effort with institutions and entities throughout the community. We believe that education is an active involvement with the skills the students are learning in the classroom. We take these book skills and put them to use in the community. Students today need to realize that community involvement is an important part of becoming a well-rounded citizen of the future. Effective community involvement begins with a strong foundation in character education.

**Values of Character Education That Plato Academy Will Teach:**

Character education is the deliberate, proactive effort to develop good character in kids-or, more simply, to teach children right from wrong. It assumes that right and wrong do exist, that there are objective moral standards transcend individual choice-standards like respect, responsibility, honesty and fairness - and that we should teach these directly to young people. Plato Academy has adapted the character education program that contains these facets:

- Direct teaching of character values
- High expectations for responsible behavior
- Process for making implementing positive values when making decisions
- Visual reinforcements of character values to keep students focused on the words, concepts, and behaviors
- A school culture that fosters peer recognition and empowers all members of the community to exemplify all behaviors

Below are the behaviors that Plato Academy has chosen to incorporate into the curriculum. Plato Academy will use a "Book of the Month" to reinforce the characteristics of each value. Every month the school will give each teacher a book that discusses the trait of the month. The classroom teacher will read the book to their class a number of times and students will be able to do higher level thinking about the book. The trait can then be reinforced in Art, Music, Physical Education, and Greek, throughout activities across the curriculum.

These traits are:

- Citizenship
- Cooperation
- Courage
- Honesty/Integrity
- Justice
- Kindness
- Patriotism
- Respect
- Responsibility
- Sacrifice
- Self-control
- Tolerance

Another very important aspect of character education is conflict resolution. Plato Academy will model for students the way to handle conflict constructively. The student will be taught to recognize various kinds of conflict and the situations that may lead to them. The students will learn not only to solve their problems, but to also prevent them. Conflict avoidance and resolution will be infused into each of the core subjects. With our curriculum that involves thinking, analyzing, writing, and talking about conflict resolutions, our goal will be achieved - "students will become productive, contributing citizens in our multicultural society."

**4.D Describe how the effectiveness of the curriculum will be evaluated.**

All students will be included in the state accountability system. NCLB includes several important concepts which Plato Academy endorses:

- all students must be held to the same challenging standards
- all students must be assessed
- progress of students is to be consistent
- assessment results must be reported to parents
- student progress is monitored annually and improvements noted.

Each student will be pre-tested utilizing a standardized instrument highly correlated to the skills represented on the Primary FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) assessment. Secondary assessment instruments shall include: Common Assessments, SAT-10, FAIR, Raz for Kids, Study Island, Spelling Connections, and Zaner-Bloser. Pre-test (Base-line) data will yield grade equivalent scores, standard scores, and criterion referenced scores. Prior academic progress will be determined by review of academic records and analysis of pre-test data. The baseline data (pre-test) will be compared directly to subsequent test scores to establish progress. Student success will be evidenced by an increase in student performance as reported in report card grades and/or standardized test scores such as FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) scores. Parents will be kept informed about their student's progress through conferences with the teacher. Plato Academy students will meet or exceed the district's average score on standardized tests. All pre-test data will be collected and stored and made available to the District to compare students in other like programs using similar criteria. Teachers will be able to monitor students progress by looking at the test scores, such as FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), common assessments, report cards, from the previous year. Plato Academy will also evaluate student performance in alternative ways, including objective tests, essays, and performance projects:

- Rubrics Assignments which lend themselves to rubric assessment include oral presentations, hands-on projects, written essays and reports, problem solving exercises and more.
- Performance Projects: Plato Academy believes that all students should be able to present their ideas in oral, written, technological, and creative modes.

Plato Academy will provide parents with sufficient information on their child's progress in reading. Timely assessments and reporting will inform students, parents and teachers if the student is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the Academy. Plato Academy will utilize report card forms, procedures and distribution. However, the Board of Directors reserves the right to revise and enhance grade-reporting procedures.

Section 5: Student Performance, Assessment and Evaluation

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

The following student achievement outcome plan indicates the projected progress towards attaining optimal student achievement expectations within a five-year period. Student performance goals will be reassessed annually and reset according to realistic yet aggressive goals based on most recent FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) data.

2015-2016

## BASELINE SCHOOL YEAR

1. 59% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

2. 51% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

3. 85% of students will advance to the next grade level.

2016-2017

1. 61% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

2. 53% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

3. 86% of students will advance to the next grade level.

2017-2018

1. 61% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

2. 55% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

3. 87% of students will advance to the next grade level.

**2018-2019**

1. 63% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

2. 57% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

3. 88% of students will advance to the next grade level.

**2019-2020**

1. 65% of students will be at grade level or above in Reading.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>).

2. 59% of all students will be at grade level or above in Math.

Measured by FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) (3<sup>rd</sup>thru8<sup>th</sup>), Study Island, and portfolio assessments.

3. 89% of students will advance to the next grade level

Alignment of curriculum, instruction and assessment is critical to improving instruction.

Plato Academy will align the curriculum with the national and state standards tools:

Curriculum

- o Next Generation Sunshine State Standards
- o Course Description
- o Grade Level Expectations

Instruction

- o Florida Curriculum Frameworks
- o Connections Training
- o Electronic Curriculum Planning Tool

## Assessment

- o Florida Comprehension Assessment Test (FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT))
- o Teacher-managed assessment
- o SAT-10, Common Assessments, FAIR, Raz for Kids, Study Island, Write to Learn, and Zaner-Bloser.

In K-8, the teachers will comply with all assessment requirements under the law for charter schools (and will comply with any and all changes in state-mandated testing regimes) in order to instruct their students to improve their instructional skills. Plato Academy's educational goals and objectives will follow the Next Generation Florida Sunshine State Standards in identifying the academic progress of each student in grades K-8. This will be accomplished through the standards that are clear, useful, verifiable statements of each student's work. As the standards are taught, they will be assessed and as each student masters the skill the teacher will validate their success. The specific results will be high student achievement with the students having a workable knowledge of what is being taught, not just the memorization of certain facts to pass an evaluation. Plato Academy believes that knowledge that is learned through active engagement will be retained in a life-long learning process, and that is the goal of Plato Academy.

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

The School shall be open to any student residing in the District as well as to any student covered in an inter-district agreement. The School agrees to enroll eligible students by accepting timely applications, unless the number of applications exceeds the capacity of a grade level or other facility utilized. In such case, all applicants will have an equal chance of being admitted through a public, recorded random selection process. For all transferring students, the student's cumulative performance data at their past school(s) and an entrance assessment shall be utilized for proper student placement.

Plato Academy will participate in the statewide assessments required by state laws. This plan is designed to provide curriculum, assessment, and instructional information in the academic areas of reading, writing, mathematics, social studies, and science, as well as information about health, social development and behavior strategies. The County Instructional Assessment Plan lists specific assessments that are to be given at each grade level and in each assessment cycle. Whenever a student does not meet expectations on their periodic instructional assessment, remedial instruction and an AIP (Academic Improvement Plan) will be developed. The AIP must be developed in consultation with the student's parent or legal guardian and must include the remedial instruction that will be given in the area of weakness.

Mandatory retention for third grade: no student may be assigned to a grade level solely on age or other factors that constitute a social promotion. Any third grader whose reading level is not at grade level will be a possible retainee. A school committee will review the student's performance data and make a recommendation to the principal regarding retention. The decision to retain shall be based upon multiple factors and the professional judgment of the principal and staff with the principal having the final jurisdiction. Any student with a deficiency in reading will have an AIP (Academic Improvement Plan). A student is a potential retainee if he or she performs below grade level on a curriculum-based assessment. In all instances of retention, the parents' input will be included in the process.

Exemption from 3<sup>rd</sup> Grade Mandatory Retention for Good Cause: The school shall only exempt students from mandatory retention for good cause. Good cause exemption shall be limited to the following:

- ❖ Limited English students with less than 2 years of instruction in an English for speakers of other languages
- ❖ Students with disabilities who's IEP indicates that participation in statewide assessment program is not appropriate
- ❖ Students who demonstrate an acceptable level of performance on an alternative standardized reading assessments approved by the State Board of Education
- ❖ Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to a least a level 2 performance on the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT)
- ❖ Students with disabilities who participate in the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) and who have an IEP or a Section 504 Plan that reflects that the student has received the intensive remediation in reading, for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, 2, or grade 3
- ❖ Students who have received the intensive remediation in reading and who previously were retained in kindergarten, grade 1, 2, or grade 3 for a total of two years.

Intensive reading instruction for students so promoted must include an altered instructional day based on an Academic Improvement Plan (AIP) that includes specialized diagnostic information and specific reading strategies for each student.

Promotion/Retention/Accelerated Decisions:

- (a) Students scoring below level 2 on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) Reading, Math, or Writing, Science or the district writing test, or science test will receive remediation and may be retained. Students who score below district identified expectations as outlined in the County Instructional Assessment Plan will receive remediation and may be retained.
- (b) Additional screening, progress monitoring, diagnostic, and outcome measures in reading may be administered as needed. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. All fifth grade students will demonstrate adequate reading ability before promotion to the sixth grade.
- (c) A school committee will review the student's performance data and make a recommendation to the Principal regarding promotion or retention. The decision to retain, promote or accelerate shall follow State statute and be based on multiple factors and the professional judgment of the principal and staff with the final jurisdiction by the principal, with the exception of 3<sup>rd</sup> grade.
- (c) When a student meets or exceeds promotional guidelines the student may be promoted to the next grade, except when the principal and staff provide documentation to the parent(s) indicating that promotion to the next grade would not be in the best interest of the student and offer the parent(s) an opportunity for a conference.
- (d) Retained students will receive intensive remediation/alternative instructional strategies as defined on their AIP (Academic Improvement Plan).
- (f) Students who have been retained two or more years will be considered for an alternative placement
- (g) Allocation of remedial and supplemental instruction resources will occur in the following priority:
  - (1) students who are deficient in reading by the end of grade, and

- (2) students who fail to meet performance levels required for promotion consistent with the district's guidelines.

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

N/A

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

Baseline standards for all incoming Plato Academy students (as appropriate to grade level) will be established as follows:

Performance on other standardized tests as available and appropriate for the individual students

1. Verification of beginning grade level
2. Verification of incoming grade point level
3. Performance on Florida Comprehensive Achievement test (FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT))
4. McGraw Hill Mid-year/Scholastic End-of-year Assessments
5. Stanford Achievement Test (SAT-10)
5. Study Island Monthly Mastery Assessments in all Core Areas:
6. Study Island Cumulative Assessment Periods:
  - a. Beginning of the Year Testing
  - b. Mid-Year
  - c. End-of-Year

Teachers will use returning students' previous end-of-year assessment to be the baseline assessment for the new year. If the student is new to the school, then an assessment will be administered before the student begins in order that the teacher will know what level the student is on. With the ongoing assessments that Plato Academy administers, our teachers will know on a timely basis what each student has mastered, and what needs to be taught to meet expectations. Plato Academy will, as its sister schools do, track all student assessment data in a data tracking AYP spreadsheet that monitors student performance growth and deficiencies over time. This spreadsheet is regularly updated and consistently monitored by a team of education professionals, including the principal.

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

### Methods of Measurement

Plato Academy will use four key assessment instruments that will provide a reliable measure of performance, hence allowing for predictability and analysis on FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) performance that will allow for us to effectively correlate student academic performance and content mastery against lesson plans and curriculum integration with Florida



Next Generation Sunshine State Standards and Florida Standards. The four (4) formal measures that will be used to document academic progress and provide comparative achievement information are:

Assessment Type and Administration Frequency

1. SAT-10 annually or biannually
2. McGraw Hill Core Subject Area Assessments – Administered Weekly/Monthly
3. Study Island Core Subject Area Assessments (On-line Integration) Administered Biannually
4. Teacher-generated Unit and Chapter Assessments – Administered Weekly
5. Florida Standards Assessment and EOCs- (annually)
6. FAIR-(k-5) triannually

The teachers at Plato Academy will utilize assessments as a teaching process throughout the educational procedures. Assessment is the teacher's tool to identify the students'

- Retention of information, facts, or concepts
- Ability to perform subject matters skills in isolation
- Conceptual understanding of specified concepts
- Ability to utilize subject matter skills, information, or concepts in subject related tasks
- Ability to utilize specific or universal concepts and skills in diverse, unexpected context
- Ability to utilize broad, transferable abilities such as a debate, problem solving, and persuasion while drawing on specific information skills and concepts

Plato Academy teachers will use assessments as the gathering of documents and information in order to improve student performance by:

- A clear set of objectives
- Required demonstrations of each standard for completion
- Instruction matched to individual learner
- Ongoing coaching to mastery
- Value placed on quality rather than on speed
- Forgiveness and coaching until goals are met
- Incremental development of skills
- Ongoing practice
- Each objective is focused on mastery and retention
- Celebration of meeting the standard

Each month time will allotted for teachers to collaborate on ideas that best meet the needs of their students for remediation and enrichment. The teachers and the administration will review, monitor and evaluate the progress of the "whole-child"- student.

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

Plato Academy teachers are committed to accepting nothing less than the highest standards from our students, and this commitment means that the "end" is non-negotiable, but the "means" to get there is flexible. Teachers use and administer multiple assessments and combine them with corrective instruction enabling all students to master the standards necessary to succeed. Our teachers know the importance of assessing each objective separately until that objective is mastered. We do not allow important objectives

to be missed by using averages. Plato Academy teachers know that assessing while teaching is an important part of the educational process, and the best way to do this is through open-ended questions that promote and assess thinking (Socratic Methodology). The process of assessing a student's effort in class is the process of ongoing evaluation with instructional support until the skill has been achieved and the student has earned an excellent grade. Plato Academy teachers are committed to excellence and the assessments are used until they know that the evaluation will result in excellence in academic performance.

In addition, Plato Academy teachers will utilize the four key assessments instruments identified to assess our students in Language Arts, Mathematics, Science, Social Studies, and Writing. These assessments will provide teachers information on each student's level of content mastery:

- Determine independent and instructional levels
- Group instruction
- Select content that will be productive for instruction
- Assess the outcomes of teaching
- Assess a new student to the class
- Identify students who need instructional intervention and assistance - RtI
- Document progress across school year (Progress Monitoring)
- Create class profiles for remediation, enrichment, or acceleration.
- Inform parent conferences

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

Communication is one of the most important tools in a school. By setting the foundation at the beginning of the year through phone calls, letters, and Open House, the teachers inform the parents of their individual class structure. Information will be done through newsletters, conferences (informal and formal), phone-calls, and written communication. Formal evaluations will be conducted through report cards sent home three times a year. In order for our students to be successful, we need the assistance of the parents and they need to feel part of the learning process for their child. We foster a team approach towards learning and student achievement.

At Plato Academy student's progress and performance will be evaluated and compared closely to closely comparable student population, by utilizing available resources that are available by the Florida Department of Education (FLDOE). State standardized assessment results are available to be viewed, evaluated analyzed and compared on the FLDOE websites. Scores are available in several formats that can be easily accessed. Scores can be compared by State, District, and School. Student individual scores can be confidentially analyzed with in school. Student confidentiality will be adhered to. School performance and other comparable academic data can disseminated to parents and the community via paper and/or paperless mediums such as, the internet, school website, monthly school newsletter, school bulletin board, school message board, and school management and dissemination systems. Communication of academic performance results amongst teachers, students, parents, and administrators is paramount to the viability of Plato Academy .

At Plato Academy , we will be utilizing the services of *Superior Schools Corp.*, which provides an online school and class confidential student information management service. The service provides hosting and database support for students from K through 8th grade. The Student Information Management System is aimed at improving communication between parents, students, and teachers, by confidentially and appropriately making student academic progress and performance data available that can be both evaluated and compared. One notable feature of the system includes the ability for students and their parents to check itemized grade reports, assessment results, report cards, check classroom attendance,

homework assignments, and class calendars, and the ability to access documents and presentations that may be used in classes. These features are dependent on the teacher uploading and updating these facilities.

Plato Academy is using the system because our aim is to establish a "paper-less" class and homework environment, thus cutting costs. An activation code is distributed to students and parents to set up their own account. Once activated, it is up to what the instructor wishes to upload online. Such things may include upcoming tests, projects, homework, class expectations, and progress reports.

Section 6: Exceptional Students

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

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

Plato Academy holds that all students can learn and sets high expectations for each student based on his or her interests and current ability levels. The school will work closely with its sponsor to ensure guidelines are followed and students best interests are well served. Plato Academy exceptional students shall spend most or all of their time with their non-disabled peers. Plato Academy shall frequently use inclusion for selected students with exceptionality. Plato Academy is aware that the concept of inclusion is about the child's right to participate the least restrictive environment (LRE) and the school's duty to accept the child into its general education population. Plato Academy understands that inclusion does not include the use of special schools or classrooms to separate students with exceptionalities from non-disabled students. A premium is placed upon full participation by exceptional student with respect for their social, civil, and educational rights. Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class; however, some specialized services shall be provided outside the regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class and may not be effective to the student receiving the service (such as speech therapy), and students are pulled out of the regular classroom for these services. In this case, the student will occasionally shall leave the regular classroom at a minimum duration to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational therapy, physical therapy, and counseling.

**6.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.**

A lottery system is followed by Plato Academy in accordance with Charter School mandates, students with disabilities are not discriminated against and will be enrolled based on a first come first served basis if more seats are available than applicants, or pursuant to a lottery if more students apply than there are seats. Students with disabilities will receive Free Appropriate Public Education (FAPE).

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

Plato Academy is committed to providing a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all district, state and federal guidelines and regulations as stated in the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the

Americans with Disabilities Act as well as Florida Educational Equity Act (FEEA) (Section 1000.05, Florida Statutes. Plato Academy shall ensure that the "Child Find," is adhered to by taking steps to publicize the availability of screening and evaluation procedures throughout the surrounding community in an effort to make certain that all children with exceptionalities (disabilities) are identified.

**Multi-Tiered Support Systems - Response to Intervention – (MTSS/RTI) - Approach**

Plato Academy will provide the multi-tiered approach of MTSS/RTI when looking at school-wide, classroom and individual academic and behavioral progress. The following sequential four steps of the problem solving process are completed in all situations, whether addressing large groups (district or school-wide), smaller groups (grade level or classroom), or individual students.

**Step 1: Problem Identification/Solving “What is the problem?”** - Problem Identification entails accurately identifying the problem and the desired expectation and/or behavior for the student(s) experiencing academic or behavioral difficulty.

**Step 2: Problem Analysis “Why is it occurring?”** - Problem Analysis, involves analyzing why the problem is occurring by reviewing the collected data to determine possible causes of the identified problem. Once a problem has been clearly defined by the problem solving team, the problem must be analyzed with the goal of answering the question, “Why is this problem occurring?” During this step, the relevant information known about the problem is considered, potential hypotheses about the possible causes of the problem are generated, and information is gathered to confirm or disconfirm the hypotheses. The gathering of this information is the assessment process in a problem solving model. When a hypothesis about an underlying cause is confirmed, the intervention is then linked to the proposed reason that the problem is occurring. The process of problem analysis leads us to the most likely reason(s) that the difference between expectation and observation exists and subsequently to an intervention with a high likelihood of success. The domains assessed for information to analyze the problem are instruction, curriculum, environment, and learner. Some of the questions asked are – “Has the child received instruction in the target skill?”, “Does the curriculum contain the target skill?”, and “Does the environment support the acquisition and display of the skill?” The methodologies used to assess these areas are reviewing existing data, interviewing, observing, and testing. The result is a hypothesis and corresponding prediction statement:

“The Problem is occurring because \_\_\_\_\_ . If \_\_\_\_\_ would occur, the problem would be reduced.”

**Step 3: Intervention Design “What are we going to do about it?”** - During Intervention Design & Implementation, evidence-based interventions based upon data collected previously are selected or developed, then implemented. Once a problem has been defined and analyzed, the goal is to take the information gathered through problem analysis and utilize it to develop an instructional plan that matches the identified student need. This is accomplished through intervention design. Identified missing skills are targeted for explicit instruction within a supported learning environment.

An intervention should be purposeful, planned and grounded in data. It is about making decisions about alterable variables within instruction, curriculum and the environment. Problem Solving teams focus on those modifications in these areas that will directly impact, or alter the targeted behavior. Instructional strategies that are based on the nature of the defined problem and yield the most likelihood for success are selected.

A good intervention plan: explicitly defines the skills to be taught; focuses on measurable objectives; clearly defines who will complete various tasks, when and how; describes a plan for measuring and monitoring the effectiveness of instructional efforts; and reflects the resources available.

**Step 4: Response to Intervention “Is it working?”** - Lastly, evaluating the effectiveness of interventions utilized is paramount in a problem-solving process. This fourth step is termed Response-to-Intervention. It is in this fourth step that a student’s or group of students response to the implemented intervention is measured in order to evaluate the effectiveness of the instructional efforts. Progress monitoring is a methodology for measuring the effectiveness of an intervention. In order to design an intervention, the problem must have been analyzed adequately. In order for problem analysis to have occurred, the problem must have been accurately defined. So, intervention progress monitoring should not occur unless the first three steps of problem solving have been conducted. In order to answer the question “Is it working?” information on student performance over time must be gathered. Since we need to make decisions quickly if our interventions are not delivering the desired results, it’s necessary that we gather this information frequently. Thus, key features of the instrumentation used to collect these data are that they can be administered frequently and are sensitive to small changes in behavior.

Also important, this information must be plotted on a graph so that trends in student performance can be visualized. That is, we must be able to see where we’re headed in order to evaluate the effectiveness of instructional efforts. Data are used to make important decisions about whether to continue the intervention, modify it, or change it completely. If an intervention is not producing the desired results, a first step is to evaluate whether the intervention plan is being implemented as designed. If not, make adjustments to ensure that it is. If the treatment integrity has been verified, all the previous problem solving steps should be reviewed. A mistake may have been made in problem identification, problem analysis, or intervention design. If an intervention is not producing the desired results it does not necessarily mean that it is the wrong intervention. It may be the right intervention, but the intensity needs to be increased. Three basic ways to increase the intensity of an intervention are: 1) Reduce the size of the group; 2) Increase the amount of time that the intervention is delivered; and 3) narrow the focus of the lesson. These strategies for intensification may be used individually or in combination. Problem solving is a self-correcting methodology dependent upon instructional decisions made using reliable data collected frequently. If necessary the problem solving process, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

The Problem Solving (MTSS/RTI) process is applied in a multi-tiered approach to providing services and interventions at increasingly intense levels based on student response to each intervention. The multi-tiered system involves three tiers of interventions for struggling students based upon level of need.

#### **Tier 1: The Universal/Classroom Level**

**Tier 1 shall provide high quality instructional and behavioral supports for all students in general education.**

The first tier (universal) consists of the core curriculum and general education program which is based on evidence-based practices. The initial task in this process is to assure that the core curriculum is effective for a major portion of the students. All students take short benchmark tests at the beginning of the year. These tests indicate:

- Each student’s performance grade level
- Potential gaps in academic skills

Students with skill gaps are given additional instruction in small groups with other students struggling with similar problems. Classroom management and individual student behavior is based on expectations, responsibilities, and consequences. If a student fails to learn at a rate or level similar to his or her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (intervention)
- Increase the intensity or level of the intervention (for example, adding small group instruction to whole group instruction)
- Increase the duration of the intervention (for example, increasing small group instruction from 15 minutes to 30 minutes)
- Increase the frequency of the intervention (for example, from twice a week to four times per week)

When several interventions have been tried and a student still is not successful, the teacher recommends the student to a Problem Solving Team and Tier 2.

### **Tier 2: The Strategic Level**

**Tier 2 shall provide targeted, specific prevention or remediation interventions for students whose academic performance or behavior lag behind the norm for their grade and educational setting.**

The Problem Solving Team shall use achievement data, teacher records, behavior information, plus information from parent and student interviews to identify why the student is not achieving. The Problem Solving Team creates an action plan for specific interventions and regular progress monitoring or standardized mini-tests.

Plato Academy action plan shall state:

- Which specific, targeted intervention/s will be used
- Who will provide the intervention/s and where (small group, tutoring)
- The frequency, duration and intensity of the intervention/s (greater than at Tier 1)
- The frequency of progress monitoring

The results of the progress monitoring tests are graphed. Interventions are changed or adjusted until the student is learning at a rate and level equal to his or her peers.

When several interventions have been tried and a student still is not successful, the School Based Leadership Team will move the student to Tier 3.

### **Tier 3: The Intensive Level**

**Tier 3 shall provide intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers.**

- Plato Academy will work with the Sponsor in implementing the initial Multi-Tiered Support System/Response to Intervention Process Tier III Problem Solving Worksheet (PSW) Plans for academic concerns and Positive Behavior Improvement Plans/Functional Behavior Assessments for behavior concerns. The plan will utilize the above problem solving process.
- The Tier III Problem Solving Team will consist of the Tier III Coordinator, Principal, classroom teacher, Intervention Specialist, parent and if needed appropriate district personnel (school psychologist, social worker...) needed to create the PSW.

- Plato Academy will continue to monitor, review and revise the PSW by conducting review meetings with the PSW team approximately every 4-6 weeks.
  - Parents will be invited to participate in these meetings and the student's data will be displayed in an understandable way using charts and graphs to clearly display the student's progress
  - Observations will be conducted of the interventions in and out of the classroom/intervention time
  - Fidelity of the interventions will be ensured by the observations
  - The team shall make the decision based on the data of observations, student progress what action is to be taken:
    - Student's progress is positive and the interventions will be faded over time to ensure that the student continues to make progress
      - If student makes progress they will be moved back down the tiers until they require no more interventions
      - If student fails to continue to make progress interventions will be restored and student will be referred to Sponsor for ESE eligibility
    - Student's progress is questionable
      - The rate at which the gap is widening slows considerably but is still widening or the gap stops but has not closed between expectation and student's progress
      - Team will decide on how to modify the intervention (time, intensity, frequency.)
    - Student has a poor response to the interventions
      - Team will decide how to modify the intervention
  - Once the team has decided that the Problem Solving Process has been exhausted and the student is being suspected of a disability they will make an official request for services to the Sponsor for support in the evaluation process.
  - The Sponsor will advise, obtain Consent for Evaluation from the parent, assist any additional evaluations needed, provide the necessary reports and participate with folder preparation to the Sponsor's ESE Compliance Department to review and coordinate an eligibility meeting with the parent and school to look at the data to determine if the student meets state criteria for an ESE exceptionality.
  - If the student is determined eligible for ESE services an IEP will be drafted by the school and an IEP meeting will be scheduled with all required participants, and may include a representative of the Sponsor's ESE to act as the Local Educational Agency (LEA).
  - If necessary, the Sponsor may act as the school's LEA for all IEP and EP meetings to ensure that all ESE paperwork is in compliance.
    - This includes initial IEP's and EP's
    - Annual reviews of IEP's
    - 3-year reviews of EP's
    - Any amendment meetings for IEP and EPs requested by a team member

**Section 504:** Students with disabilities that are not eligible under IDEA may be eligible for a Section 504 plan. Plato Academy will utilize a variety of available community and district services and supports in order to ensure that the infrastructure for 504 students is in place. This shall include academic resources, rehabilitative supports, and physical structure modifications.

All students with a mental or physical impairment currently or in their history are protected against discrimination. A student with a mental or physical impairment that substantially limits one or more major life activities has a right to FAPE in the form of non-instructional and instructional accommodations. These students may be considered eligible for a Section 504 Accommodation plan.



Plato Academy's 504 Coordinator will provide:

- An annual review of Section 504 to all faculty
- Act as the initial contact for parents and students on Section 504 inquiries and referrals
- Submit a Request for Services to the Sponsor to assist in the initial Section 504 process, if necessary
- Ensure that all accommodations are being implemented according to students' Section 504 Plans
- Consult with the principal and teachers regarding students requiring testing accommodations
- Consult the Sponsor for clarification and understanding of Section 504 requirements
- Inputs the eligibility data into the student data base
- Notify the District 504 Coordinator with any questions
- Attend any necessary trainings the Sponsor holds that will benefit the 504 Coordinator

#### **Identification and Referral (Child Find)**

The student can be referred by a teacher, parent/legal guardian, school support staff, physician, or therapist. It is possible for the student to initiate a self-referral. The Section 504 Coordinator will comply with all of the district's required policies when considering whether to evaluate for Section 504 eligibility.

Plato Academy's process for student's being considered for eligibility is as follows:

- The 504 Coordinator will work with the Sponsor's representative to schedule a meeting with the parent, school (504 Coordinator, principal, at least one of the student's teachers) and district representative to discuss Section 504, provide the parents with the Section 504 procedural safeguards and request consent for evaluation for Section 504 eligibility.
- The School and, if necessary, the district, will work together through the evaluation process by collecting, recording and reviewing the student's records and needs:
  - Date collected:
    - Student grades
    - Medical information
    - Discipline records
    - Work samples
    - School Health information
    - Standardized Tests (FAIR, FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT), Common Assessments, EOC, Study Island data)
    - PSW/RtI Data
    - Attendance records
    - Teacher input
    - Student input
    - Parent input
    - Observation of student
    - Any other information
- The Eligibility meeting will be schedule and held including at least 3 professionals including:
  - The Principal or the school's 504 Coordinator
  - At least one of the student's teachers
  - One Student Services professional from the district if the district requires or a Plato Student Services professional
- The information that has been collected will be reviewed and the team will consider the eligibility questions:

- Is this a temporary disability?
- Is there evidence in the evaluation that an impairment exists that is episodic?
- Is there evidence in the evaluation that an impairment exists that is in remission?
- The Eligibility Determination for Section 504 will be based on:
  - If the determination that the student has a mental or physical impairment
  - The impairment substantially limits one or more major life activities or major bodily functions (these may include: reading, speaking, learning, concentrating, walking, communicating...)
- Once the student is determined eligible, the team will determine if an accommodation plan is necessary. If so, the accommodation plan will be written.

#### **Accommodation Plan Creation:**

Accommodation plan must include:

- The Student's demographic information
- The meeting, review and reevaluation and start dates
- Area affected by disability and identified in the evaluation and will be specific to the student - i.e. focus, concentration
- Accommodation list
- List of persons responsible for implementing the accommodations

There are many possible accommodations that a team may consider appropriate for an individual student. All participants shall share equal value when making recommendations. Any member of the 504 team may be required to carry out certain portions of the 504 plan to be assured that accommodations become a reality. The school's 504 Coordinator will ensure that all staff members are aware of their responsibilities according to the student's Section 504 Plan and will provide Section 504 training at the beginning of the year for all school personnel.

Possible accommodations that might be included in a 504 plan:

- a. A student may have his/her tests accommodated (i.e. length of test, extended time...)
- b. A student may have preferential seating to accommodate need(s)
- c. A student may be permitted to have an extra set of texts (a school set and a home set)
- d. A student may be permitted to leave the classroom for certain activities
- e. A student may be permitted to use a private rest room (mobility and dignity issues)

#### **Accommodation Plan Implementation:**

All parties who are listed on the 504 plan are legally accountable for implementing and providing accommodations to the student as outlined in the 504 plan. A person who disagrees with the plan and refuses to sign may still be obligated to make the accommodations as outlined in the 504 plan. The 504 plan may be altered by sending a written notice to all required persons in an effort to schedule a time for a plan review. Ideally, the plan should be reviewed and possibly modified at the scheduled time for review as indicated in the original 504 plan. The school's 504 Coordinator will ensure that all parties know their responsibilities for implementing the Section 504 plan.

#### **Reviews and Reevaluations:**

- Section 504 plans will be reviewed each year to determine if the accommodations are still needed, are in need of revision or if additional accommodations are needed.

- All teachers and administrators will be notified of their responsibilities for providing the accommodations or services needed.
- All required members will be invited
- The school will notify the Sponsor with any questions or requests to attend if necessary
- Section 504 Eligibility will require a reevaluation within 3 years as stated on initial paperwork.

Therefore, the Sponsor is a resource for Plato Academy in regards to initial evaluations, reevaluations, IEP, EP and Section 504 Plan questions. Plato Academy will implement new policies that are necessary for Plato Academy to continue to be in compliance with District, State and Federal policies and procedures. Plato Academy will provide bi-yearly trainings and/or reviews of ESE, RtI and Section 504 policies to all faculty and will encourage their staff to attend the Sponsor's trainings to continue their professional development in these areas.

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

**Adapting Classroom Structure**

Some students in an inclusion classroom will require an adapted classroom structure. This may entail inclusion strategies such as changing certain physical structures in the classroom (such as desks) to accommodate students with physical disabilities, adjusting the seating chart so that a student with auditory problems can lip read more easily, or structuring the classroom time so that students with behavioral or learning disabilities feel more secure.

The most important adaptation one can make to classroom structure, however, is to foster a feeling of inclusion and diversity as a positive ideal in your classroom. Never condone put-downs or discriminatory remarks, encourage students to work together in diverse groups, and allow each student to shine in his or her own way.

**Adapting Teaching Methods**

In addition to changing the classroom structure, one will need to adapt teaching methods depending on which students are included in the classroom. For example, it may be important to incorporate cultural experiences of Exceptional students into the curriculum, providing tactile manipulatives whenever possible, and practice concepts frequently while making sure to provide enrichment for students who have already mastered those concepts. When students are provided with material to read, one may need to pre-teach difficult vocabulary before reading or teaching about a topic, encourage students to preview text before reading it (and provide instruction in how to do so), write assignments or important points on the board, and providing extension activities for gifted students who finish reading earlier than their peers. One may also want to have different students read different amounts of the text, based on their abilities.

**Adapting Classwork and Homework**

Exceptional students with varying challenges may need adaptations to their classwork or homework. Possible strategies for adapting these types of work include pairing or grouping students with various challenges with other students who can mentor and coach the student (i.e. peer buddy), allowing students extra time to complete classwork if possible, reducing the length of the assignment for students who cannot complete the entire task, and allowing some students to demonstrate their mastery through verbal responses rather than written ones.

### **Adapting Quizzes and Exams**

If student's reading or writing skills are weak due to their challenges, one may want to record classes as much as possible in order to allow students to study using auditory techniques. One can also consider allowing these students to dictate their responses (especially those students with visual disabilities). In addition, one can give some students additional time to complete quizzes and exams, hold some students responsible for less material while maintaining the essential core curriculum standard that is being learned, and provide notes or outlines for those students who have difficulty taking their own notes.

### **Services**

Plato Academy contracts with licensed therapists for Speech and Language therapy, Occupational therapy and Physical therapy. The school's guidance counselor provides counseling as listed on the student's IEP or Section 504 plan. Intervention Specialists or ESE teachers may be utilized for supplemental instruction beyond the general education classroom for academic areas.

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

Plato Academy will provide all parents a Parent Survey at the end of the school year to response to the school's effectiveness for ESE services of their students as well as all other areas of their student's educational experience. These Parent Surveys will be used yearly to reflect on the improvements Plato Academy can make in the serving their ESE students even better then next school year. Student's FAIR and FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) results and progression will be used to measure the effectiveness of the student's instruction as the student's progress can be tracked. Plato Academy will also use a universal screening tool to measures a student's growth from the beginning of the school year to the end of the school year. All measures of progress monitoring will be communicated with the student's parents.

ESE students with IEP's will be progress monitored weekly and progress reports will be sent home with the student at each grading period to measure the student's progress toward their annual goals that are stated on the IEP in compliance with state statutes . The Sponsor's Local Education Agency (LEA) may be in attendance at all IEP meetings to ensure that the IEP is in compliance with IDEA policies and that the services stated are appropriate for the student's achievement. Student's Present Level of Performance will be described on the IEP including the student's performance on their previous IEP's goals.

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

All students that enter Plato Academy below grade level will be engaged through the general education classroom with the school's curriculum while participating in differentiated instruction, specialized interventions, specially designed instruction and related services inside and outside the general education classroom with classroom teachers, intervention specialist, certified ESE teachers and therapist. A student's IEP will be reviewed by the ESE Director upon enrollment to insure that the IEP's services are implemented. Additional interventions will be instructed by classroom teachers and trained intervention specialist for the student's weakness to additionally benefit the student's learning. These interventions will be scientific research-based interventions that have been proven to increase the students' academic performance. Interventions and services may take place individually, in small groups, in an ESE environment or the General Education environment. All ESE students will be progress monitored weekly to track their progress toward their annual IEP goals.

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

According to our research, approximately 20% of the students in the district are students with disabilities. Other Plato Academies have approximately 7% students with disabilities that qualify for ESE exceptionality or a Section 504 Plan; therefore, Plato Academy anticipates having between 13-20 % of its population to be students with disabilities. Plato Academy will have an ESE certified teacher available to provide appropriate services for ESE in accordance with their IEP's. All teachers will be trained during pre-planning time of their responsibilities for student with IEP's, EP's and Section 504 Plans by Plato Academy's ESE Director. ESOL population for current Plato Students in Pinellas County is 3%.

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

Plato Academy provides ESE Services through full-time ESE teachers, dual certified teachers that will serve students during non-teaching times, contracted services for Speech, Language, Occupational and Physical therapy and a guidance counselor that can provide counseling as needed in accordance with individual students' IEP's. Plato's ESE Director and Principal will ensure that all ESE students are being served and their IEP's and Section 504 Plan are current and in compliance with State and Federal Statutes.

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

Plato Academy's mission is to encourage critical thinking that will engage students in Socratic discussions, which will challenge each student with high academic standards. With this mission, Plato Academy considers that all of our students are gifted - "students who have the ability to absorb abstract concepts, organize them more effectively, and apply them more appropriately."

At Plato Academy, we have teachers who are qualified, caring teachers who know their student's academic achievements and when they see a student working above our high expectations they will begin an assessment plan to chart the instructional level the student is functioning at. The teacher will also look at test scores, final report cards, classroom participation, daily performance, level of student maturity, and social development. The teacher will meet with the parents, and/or the school team regarding possible actions.

The choices available might be having them advance to a subject class that will meet their needs, apply for the gifted program within the county, or accelerate (enhance) the academic skills being taught in their classroom at Plato Academy.

Communication is a very important part of this process, and all concerned participants must be included in the final decision. Plato Academy is determined to do what is best for each individual student and we always look at the whole child, academic, social, behavior. Plato Academy will hire a gifted teacher to service these students on campus, so that valuable time will not be lost in transporting them to and from another school.

- Creating independent project activities that will allow them to expand upon, and explore in depth what is being taught
- Involve gifted/talented students and high achieving students in academic competitions that are computer or technology-driven, using knowledge in a wide range of academic areas
- Plan "vertical achievement" activities that go beyond the material being taught in class.
- Use Bloom's Taxonomy of Educational Objectives to be the guide to challenging the students by utilizing the upper three levels: analysis, synthesis, and evaluation.

- Set up academic enrichment learning centers (clubs) to allow students to work at their own speed or pace.
- Incorporate multiple intelligence into lessons that will challenge students in one or more of the specified areas:

**Identification:**

- Parents and Staff can nominate a student for Gifted services.
- Students will be screened by Plato Academy using an approved screening tool approved by the Sponsor.
- If a student passes the screening they will be referred to the Sponsor for additional evaluation.
- Plato Academy will coordinate with the Sponsor a time to come and fully evaluate the student intelligence level.
- Following the evaluation and the receipt of the evaluation report Plato Academy will submit the student's folder using the Sponsor's required checklist for eligibility.
- Once a student's meeting for eligibility has occurred the Sponsor will notify the school and the school will coordinate an Educational Plan (EP) meeting if the student was eligible for Gifted services.
  - EP's are typically reviewed every 3 years unless the EP team would like to amend the EP.

**Implementation of Gifted Services:**

Gifted services are offered 2-4 hours a week that will include extended and enhance the students' learning through hands-on projects, in-depth research, field trips and various critical thinking skill activities.

Middle school students will have the option to participate in Independent study rather than a pull out program. The purpose of this type of program is to provide gifted students with the opportunity to pursue intellectual, artistic, and/or career interests beyond what is offered in the general education classroom setting. This format will allow students to remain in their core curriculum classes while studying a specific topic in depth. With this format, the students will choose a specific topic in a subject area of strength to conduct research and present a final project for which they will be evaluated. The student will meet weekly with his/her gifted teacher for guidance, supervision, and evaluation. The student also will be able to use his/her general education classroom teacher(s) for guidance and resources. The gifted teacher and general education teacher(s) will work together to monitor and assist the student's progress as well. This is a service delivery method that is approved by the Florida Department of Education.

As indicated in our mission, Plato Academy will challenge each student with motivating, engaging instruction that will nurture high student academic standards. Our gifted and talented students will be served in a way that will encourage critical and analytical thinking skills for the purpose of being life-long learners. This is the environment that Plato Academy is striving to establish: "the love of learning and the desire to achieve academic excellence through high academic standards." The mission/philosophy of Plato Academy Gifted Education Program is to ensure that each student achieves his or her potential through the provision of challenging and differentiated learning experiences. In delivering instruction that meets individual needs, providing endorsed Gifted teachers and mentors Plato Academy will be considering the unique social, emotional and intellectual needs of the students in the gifted program.

Section 7: English Language Learners**7.A Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.**

Plato will follow the Sponsor's guidelines regarding English Language Learners (ELL). Plato Academy will have an ESOL Coordinator that will be trained or receive training from District personnel and will be responsible for monitoring the progress of ELL students. The ESOL Coordinator will provide teachers with teaching strategies appropriate for English Language Learners, monitor the academic performance of ELL students and schedule them for supplemental academic services if needed. The ESOL coordinator also ensures that ELL students get the appropriate testing accommodations available to them by law.

The School will provide an ESOL program in accordance with Florida Department of Education guidelines to meet the needs of qualifying students attending the school. Teachers serving ELL students will be required to meet state standards on ESOL Certification or Endorsement within the timeframe delineated by the State of Florida. Elementary, Reading and English teacher will be required to be ESOL Endorsed or be in ESOL trainings to obtain their ESOL Endorsement in a timely manner - these teachers will be flagged as out of field until they obtain their ESOL Endorsement. All other teachers and personnel will have completed or will complete the necessary ESOL trainings as mandated by the State of Florida and District.

Plato Charter School shall adopt the District's on-line Comprehensive English Language Learning Assessment (CELLA) Language Proficiency assessment processes. The school shall utilize (CELLA) to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed at Plato Charter School. Plato Charter School shall use CELLA which consists of a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) which is designed to provide (similar to the TOEFL):

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives for increasing the English language proficiency of English Language Learners.
- Data useful for charting student progress over time and, for the newly arrived students; charting progress over the first year.
- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test.)

CELLA tests four areas: Listening, Speaking, Reading, Writing

These sections are included in each of the four tests: Level A (Grades K-2), Level B (Grades 3-5), Level C (Grades 6-8) and Level D (Grades 9-12).

Students will take the Listening, Reading, and Writing sections as a group. For the Speaking section, students will have a one-an-one interview with a teacher. (Younger students may have the entire test individually administered by a teacher.)

#### **ESOL Eligibility:**

- When a student enrolls in Plato Academy they will complete a Home Language Survey (HLS) if new to the District. The HLS consists of three questions:
  - Is a language other than English spoken at home?
  - Does the student have a first language other than English?
  - Does the student most frequently speak a language other than English?
- If a “yes” is answered to any of the above questions then the student is referred to the district’s ESOL Department for initial ESOL eligibility testing.
- The District will provide district personnel to conduct the on-line CELLA assessments.
- Plato will coordinate with the assigned district personnel to organize these assessments as needed.
- Once a student is assessed the district personnel will provide the CELLA scores and ESOL status of the student.
- Plato Academy will input this information into the district database.
- If a student is found to be eligible for ESOL services a plan will be initiated and the student will begin ESOL services.
- Plato Academy will offer inclusion ESOL services in the general education classroom with a General Education Certified teacher with an ESOL Endorsement.
- The student’s grades and standardized testing scores will be monitored for academic progress.
- The teacher will provide the student will appropriate ESOL strategies for learning and accommodations including flexible setting, schedule, extended time and a Heritage Language Dictionary in the student’s native tongue (the District’s ESOL department provides these on loan).
- Students will access to these accommodations for FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) and District Assessments as well.
  - In addition to typical assessments, ELL students will be annually assessed using the paper version of the CELLA. This assessment will be provided by the district in a similar fashion as the FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) assessments.
  - Plato’s personnel will administer the CELLA and return the materials as mandated by the District/State.

#### **ESOL Committee:**

The ESOL committee’s function is to monitor ESOL students in accordance with district standards and the committee is comprised of the Administrator, ESOL Coordinator and teacher (a minimum of 3 professionals are required); translator is included if necessary and the student’s parent is always invited to participate. The ELL Committee’s function is to monitor academic achievement for ELL students, implementation of Academic Plans, making entry/exit decisions (override scores), extension of ESOL instruction beyond three years, monitor ELL student progress, assessing appropriateness of instructional programming, parent concerns, discipline concerns, possible retention, referral to other services/programs.

The School follows the District specified guidelines for exit and extension meeting as necessary and is advised by the District ESOL Department of when these meetings must take place.

#### **Exiting ESOL students:**

Plato Academy will have an ELL Committee that will review student cases. When a student is making progress and is currently making expectations consistently the ELL committee may meet to dismiss the



student using the state criteria for dismissal. Currently the process is as follows, however when the District/State inform Plato Academy of changes to this process the process then is updated to reflect the most current process.

1. Current ESOL state exit criteria process:

1a. Exit on the basis of the state exit criteria met: As soon as ESOL Office receives the 2013 CELLA and FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) Reading scores, the testers will finish the exit process at each school for students that meet all of the exit criteria. They will fill out the Exit Form, send Exit letter to the parent, ask DMT to help with making a copy of the letter to be filed, and they will help school DMTs to enter the information in Focus (LF code, exit date and basis of exit).

1b. ELL Committee may meet to exit the students that are highly functioning and with 2013 high test scores that did not meet all of the state exit criteria from the chart attached...if such decision would be in the best interest of students.

2. Extension of ESOL Services:

Process: LY students that have been in ESOL for 3 or more years from DEUSS (Date Entering U.S. School) or ESOL entry date if DEUSS date is not available, need to have the online CELLA + ELL Committee for extension of services within 30 days and before the DEUSS anniversary date.

We can use 2013 CELLA and FCAT (OR FSA-FLORIDA STANDARDS ASSESSMENT) test scores + ELL Committee instead of the online CELLA for LY students in ESOL for 3 years or more with DEUSS dates June-September 30 for extension.

The testers will receive the list of students that need to be extended from ESOL Office. They will prepare the ELL Committee paperwork for ELL Chairs on time.

3. ELL Committee Form: This form explains the reasons why the committee met, the parent invitation, required 5 state criteria to follow of which at least 2 need to be met for the committee decision to be made and required signatures.

Students that are dismissed from ESOL services will be monitored for 2 years to ensure they continue to make grade level progress (LF). They do not receive any services or accommodations during this time. If the student begins to have difficulty they can be placed back into the ESOL program by the ELL committee following state criteria. After 2 years if the student is making adequate progress they will be fully dismissed from the ESOL program (LZ).

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

Plato will employ teachers that have their ESOL Endorsement or will be committed toward working their ESOL Endorsement when teaching elementary grades, English or Reading core subjects. Other school personnel will follow state guidelines to fulfill the required amount of ESOL training and Plato Academy will keep a database for tracking the required ESOL Teaching requirements.

The staffing plan includes ESOL Endorsed teachers for all ESOL eligible students in a teacher's classroom. The exact number of required teachers will be based on the school's enrolled students and may need to be revised yearly as students that are ESOL eligible enroll in Plato Academy. If a teacher is not ESOL Endorsed/Certified and is required to be per state statutes, the parents of the ESOL students will be

sent a letter stating that the teacher is "Out of Field". The teacher in question will be required to begin ESOL Endorsement classes as soon as possible to become compliant with ESOL requirements.

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

Teachers of ELL students will infuse ESOL strategies into their classroom and maintain a record of the use of these ESOL strategies in their lesson plans. Strategies may include: cloze note exercises, illustrations, role-play, story maps, peer tutors, games and graphic organizers. ELL students will be monitored for academic progress and additional interventions beyond the general curriculum will be initiated and maintained with bi-weekly to weekly progress monitoring for academic gains in accordance with District, State and Federal Multi-Tier Support System/Response to Intervention/Problem Solving statutes.

**Provision to Implement the Remediation and Retention Provisions of Section 232.245, F.S.  
Ensuring Equal Access to ELL Student**

The ELL Committee can exempt ELL students, in the ESOL Program for one year or less, from mandatory retention.

- "Good Cause" as defined by the District:
- Amount of time in the country
- Academic experience(s)
- Research on time needed to reach proficiency
- Oral language proficiency in English
- Reading and writing proficiency in English
- Cultural background and adjustment

Section 8: School Climate and Discipline**8.A Describe the school's planned approach to classroom management and student discipline.**

Plato Academy believes that appropriate student behavior will ensure uninterrupted teaching and will encourage an atmosphere conducive to learning. Students are expected to exercise good judgment and behave in a responsible manner. **All children are entitled to an optimum learning environment free of disruption.** If a child is repeatedly taking away from the other children's learning environment, the disrupting child will be removed from that environment. All students will be disciplined, if they do or attempt to do anything that violates a school rule, a county code of conduct, or if they hurt, harass, bully, threaten, or disrupt class or school.

**Student Safety and Discipline:***Needs Assessment:*

Plato Academy will survey the parents, in order to obtain their input on how they feel about our efforts in providing a safe and secure learning environment for their children. Plato Academy will continuously work at improving the school environment, campus, and surrounding areas to ensure the safety of our students, thus improving the quality of life of the learning environment that will support for highest student achievement.

*Objective:*

Plato Academy believes that a safe, secure, and nurturing school environment with a school-wide discipline plan is essential for students to obtain high academic success. It is Plato Academy's belief that all students are entitled to an optimum learning environment free of disruption. In order for this to transpire Plato Academy will implement a school wide discipline policy that will provide consistency to all students because the rules and consequences will be the same throughout the school

**8.B Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.**

All students shall receive at the beginning of the school year copies of the Code of Student Conduct along with specific Plato Academy policies of code of conduct; they along with the parent, in turn must sign and return the parent and student acknowledgment page. Plato Academy will send home a Parent-Student handbook that deal more specifically with Plato Academy issues. At Plato Academy all students will be disciplined if they do or attempt to do anything that violates a school rule, does not comply with the County School Districts code of conduct, or hurt, harass, bully, threatens others, damages property, or disrupt class or school. Plato Academy will use information obtained from parent survey to modify and review safety and discipline procedures that will assist in the improvement of Plato Academy's safe, secure and nurturing school environment. Plato Academy's school wide Commitment 2 Character Program will encourage and recognize identified monthly Character Traits. Each month the Commitment 2 Character traits will be reinforced through literature. Students will be encouraged, recognized and honored on a monthly basis through various activities that are classroom and school-based.

Plato Academy shall adopt ABC Analysis when evaluating student discipline. ABC considers: Antecedents, Behavior and Consequences of student actions. Plato Academy's ABS Analysis shall be used, during three circumstances:

1. When doing general student discipline analysis,
2. When investigating actual behaviors, and
3. When a student is displaying inappropriate behavior or has transgressed classroom or school-wide rules.

**Antecedents:** Analysis of antecedents considers the things that come before the behavior, such as setting expectations, goals, objectives, targets etc. They include personal objectives and company values. Antecedents include triggers of behaviors that prompt action as well as constraints that shape action, indicating what is and what is not acceptable behavior.

Teachers need to assess that their students know what is personally expected of them, both in their academic performance and in their character or acceptable behavior in which they participate in the classroom (for example by following classroom/school values). These should be clearly communicated to the student by the teacher and administration. They should also be valid and realistic (in that a student should be able to perform them), and without internal conflict (for example if the student is being asked to do things outside of the classroom or school values). When using ABC for student discipline (behavior) analysis, generic antecedents may be used. For investigations, look for the antecedents of the specific behaviors reported or observed.

**Behaviors:** For student discipline (behavior) analysis, now consider the student behaviors that are required to complete the objectives, checking that they are valid and can be performed within reason by the target student(s), without hindrance from others. This may be identified either through logical deduction from the antecedents or by study of actual student performers. Most importantly, for investigations, the actual behaviors may be elicited by interview of witnesses and the person involved.

**Consequences:** Indeed, Student unacceptable behaviors lead to consequences, which may be positive, negative or sometimes a combination of both. The consequences may be for the student involved, other people, the teacher in general, or a wider audience. For motivational purposes the consequences for the student involved is most important. Consequences may be formal or informal. Antecedents and consequences together often go a long way towards explaining behaviors.

At Plato Academy we believe that sometimes the lack of consequences is as important as the actual consequences. Thus 'no consequences' is, in fact, a consequence. Thus, no punishment for school bullying is one reason why it may occur.

1. Formal positive consequences may include privileges, high marks, public recognition, award, etc.
2. Formal negative consequences may include a list of reprimands that have various levels of influence.
3. There may also be formal consequences that seek to help the student stop acting as they do (and may even act to change the system to prevent inappropriate antecedents and consequences causing further misbehavior).
4. Informal positive consequences include increase in social esteem, reduced stress, etc.
5. Informal negative consequences include social peer separation, higher stress, etc.

For serious or repeated infractions the administrator may suspend the student for up to ten (10) days at a time. Serious infractions include but are not limited to: fighting, use of profanity, bullying and taunting.

Under FL Statute 1006.07, a school district shall provide for the welfare of students including their control, including cases recommended for expulsion. Plato Academy will make recommendations for expulsion when legally applicable. Plato Academy will enforce the Florida Statute 1006.13 mandates that "each school district shall adopt a policy of **zero tolerance** for crime and substance abuse..." That law further requires that expulsion be recommended for any student at school or at a school function with a firearm or weapon, as defined in Chapter 790 or any student making a threat or false report as defined by state statute 790.162 and 790.163. Plato Academy does deem itself authorized to dismiss a student, but it will make any recommendations of expulsion to the county's school board that a student who violates aforementioned zero-tolerance policies be expelled.

It is understood that the District School Board is vested with the sole expulsion authority in the district and Plato Academy will not conduct proceedings that purport to expel a student from the School or the District. Plato Academy may dismiss a student, but the ultimate decision as to the student's continued attendance in the rest of the public school system lies with the district school board. Plato Academy students and parents sign an agreement each year expressing their knowledge and affirmative agreement with the policies set forth therein, including knowledge that suspension or dismissal are a possible result of behavior that is severe or pervasively disruptive to the learning environment and the health, safety, or welfare of other students, staff, parents, or community members. The handbook does provide due process rights and a grievance procedure. Florida Statutes requires a charter school to include admission and dismissal procedures and a code of student conduct in its charter and Plato Academy complies with this, and all other statutes. In areas of conflict between the school district code of conduct and Plato Academy's specific behavior policy, Plato Academy's shall prevail, unless it is deemed unlawful by state statutes. If Plato Academy's Parent Student Handbook is silent on an issue, the district policy will be deferred to.

### **SCHOOL DISCIPLINE PROCEDURES: K through 2<sup>nd</sup> Grade**

#### **BEHAVIOR COLOR RATING SCALE**

1. **Level Blue:** All behavior expectations are being met.
2. **Level Green:** Most behavior expectations are being met.
3. **Level Yellow:** Some behavior expectations are being met.
4. **Level Red:** No behavior expectations are being met.

When a student displays inappropriate or makes poor choices the following progressive procedures or steps will include:

1. Up to 3 Verbal warnings, depending on the targeted behavior observed.
2. If behavior persists, teacher attempts to redirect student, in class or out of class separation is issued
3. Teacher and student try to resolve the issue through remediation or conferencing, the same day, always ensuring confidentiality and respecting the dignity of each student.
4. If behavior persists, teacher sends student to the office with a referral; administrator reviews the referral and has a conference with the student, the same day. Teacher communicates with parents via face-to-face and/or phone contact.
5. Communication (referral notice) is also sent home informing the parents, if behavior continues parents are then called for a conference. Referral needs to reviewed, signed and returned to school and given to the teacher.
6. If behavior continues, a conference is held with the teacher-student to discuss the problem and try to resolve the matter.

7. If behavior persists, a conference will be called with student, teacher, parent, and/or Administrator.

Each targeted behavior observed will follow an interview, before any consequences are issued. The type of consequences issued will be fair, consistent, and appropriate to the targeted behavior(s) observed.

A student agenda or communication log will be given to all students at Plato Academy and we believe that it would be a successful communication link between the home and school. Plato Academy behavior team is comprised of parents, teachers, students, and administrators all working together to monitor students' behavior, in order that they will remain focused on learning.

### **SCHOOL DISCIPLINE PROCEDURES: 3<sup>rd</sup> through 8<sup>th</sup> Grade**

#### **PROGRESSIVE DISCIPLINE PROCEDURES**

School discipline can present even the most experienced teacher with a plethora of challenges. With each passing year, it seems that society's standards for student behavior changes, with resulting increases in student discipline problems. This in turn leads to the loss of valuable instructional time and affects morale. It is the stated goal of Plato Academy to advance the intellectual and social-emotional conditions of all students through the quality of its instruction and character development programs. Each student of Plato Academy should strive to contribute to the realization of this stated goal. However, we understand that situations will arise and human reactions will occur that shall cause some students to lose focus on Plato Academy's goal. When this loss of focus occurs, educators and administrators will implement a method of corrective intervention and counseling in order that students may return to the pursuit of the stated goal.

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors. The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from PLATO ACADEMY'S Character Education Program. In progressive discipline, each step is followed by another, providing the student with several opportunities to modify his/her behavior.

Every student has the right to learn, and no student may take away that right. When rules are not followed and expectations are not achieved or accomplished, the learning process is interrupted and learning is hindered, even if in an insignificant way. We understand that students will occasionally use behavior that is inappropriate. Our philosophy is to use a variety of progressive discipline strategies in the interest of redirecting the student's behavior and assisting students regaining self-control through a process of mediation, counseling and character education, while respecting a student's dignity.

There will be documented disciplinary progressive steps or actions for infractions of classroom rules or for any violation of Student Code of Conduct based upon the level of the offense:

**Step 1:** Non-verbal redirection-eye contact and/or moving close to the student

**Step 2:** Verbal redirection-redirect the student back on task

**Step 3:** Change of seat, if necessary

**Step 4:** In-class alternative placement -- student will be moved away from others, for a brief period of time,  
depending on the severity of the disruption

**Step 5:** Lunch detention: 10 minutes of the student's lunch time. Student will be required to complete a reflection assignment

**Step 6:** Teacher conference with student -- to discuss causes of continued disruptive behavior, effects on the classroom environment and positive solutions.

**Step 7:** Out of class alternative placement -- student will be assigned a time out/cool down to regain self control in another teacher's classroom (assignments will be provided).

**Step 8:** Parent contact -- Teacher will contact parent/guardian by face-to-face contact, phone, or email, and mail home with the student a Student Report of Conduct which shall be signed by parent/care giver and returned. A parent-teacher-student conference may be requested. Phone contact and/or Face-to-Face contact preferred method of choice.

**Step 9:** Student Behavior Agreement or Student Behavioral Contract-- student will work with the teacher to write a list of behavior goals (at least 3); then write a list of clearly understood consequences if the behavior is not successfully managed.

**Step 10:** If behavior(s) persist, the teacher will contact parent/guardian by face-to-face contact, phone, or email, and mail with the student a home a Student Report of Conduct which shall be signed by parent/care giver and returned. A parent- teacher-student conference may be requested (Phone contact and/or Face-to-Face contact preferred method of choice). In addition, a referral to administration shall be submitted by the teacher documenting prior progressive discipline measures that have been instituted with a request for further progressive discipline practices to be initiated such as, parent-teacher-administration conference, after-school detention, in-school suspension, out-of-school suspension, and/or Saturday school. The referral shall be reviewed by administration and appropriate further progressive discipline measures shall be put into practice.

### **Disciplinary Responses to Student Behavior**

#### **LEVEL 1**

Level 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior Disciplinary Response (s):

- 1.1 Attending class without required class materials or assigned work.
- 1.2 Behaviors that disrupt or interfere with classroom teaching and learning
- 1.3 Communication with staff and peers that is not polite, courteous, or respectful
- 1.4 Directing profanity or obscene/offensive gestures toward peers
- 1.5 Excessive noise in the classroom, hall, or building
- 1.6 Inappropriate displays of affection
- 1.7 Noncompliance with an approved dress code or uniform policy

- 1.8 Off-task behaviors that demonstrate disengagement from classroom learning that have not been approved by teacher
- 1.9 Refusal to comply with reasonable staff instructions, or classroom and/or school rules
- 1.10 Refusal to present school-issued identification upon request
- 1.11 Running in the classroom, hall, or building
- 1.12 Unexcused lateness for school or class
- 1.13 Any behavior or other conduct not specifically enumerated in any other tier in this document that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others

**PROGRESSIVE ACTIONS:**

- Verbal prompting or redirection a maximum of up to 3 cues. Every verbal prompt or reminder offered by the teacher and attempt(s) made by the student to correct his or her inappropriate behavior should be followed with verbal praise
- Non-verbal redirection – eye contact or hand signal
- Informal teacher – student interview and/or conversation (dialogue)
- Forfeiture of privileges in 5 minute intervals, a maximum of up to 30 minutes may be assessed
- In-School lunchroom and classroom duty, a maximum of up to 30 minutes may be assessed
- Teacher/student conference
- Parental contact in writing, email, or by phone
- Teacher/Parent conference
- Temporary Removal of Student from Classroom to an alternative learning location
- In-School After School Detention Disciplinary Action/School Duty
- Behavior contract

**LEVEL 2**

Level 2 behaviors are those behaviors not specifically enumerated in any other level in this document that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Level 2 behaviors result in school-based and administrative disciplinary responses.

**Behavior Disciplinary Response(s):**

- 2.1 Directing profanity or obscene and offensive gestures toward staff
  - 2.2 Inappropriate or disruptive physical contact between students
  - 2.3 Intentional misuse of school equipment/supplies/facilities
  - 2.4 Leaving classroom without permission
  - 2.5 Throwing objects that may cause injury or damage property
  - 2.6 Unauthorized presence in hallway during class time
  - 2.7 Unauthorized use of portable electronic devices during school hours  
(e.g. mp3 players, cell phones)
  - 2.8 Unexcused absence from class
  - 2.9 Unexcused absence from school
  - 2.10 Using computer office equipment without permission
  - 2.11 Any behavior or other conduct not specifically enumerated in any other tier in this document which causes disruption to the academic environment, involves damage to school property, or cause minor harm to self or others
- may



## 2.12 Documented pattern of persistent Level 1 behavior

**PROGRESSIVE ACTIONS:**

- Verbal prompting or redirection a maximum of up to 3 cues. Every verbal prompt or reminder offered by the teacher and attempt(s) made by the student to correct his or her inappropriate behavior should be followed with verbal praise
- Non-verbal redirection – eye contact or hand signal
- Informal teacher – student interview and/or conversation (dialogue)
- Forfeiture of privileges in 5 minute intervals, a maximum of up to 30 minutes may be assessed
- In-School lunchroom and classroom duty, a maximum of up to 30 minutes may be assessed
- Teacher/student conference
- Parental contact in writing, email, or by phone
- Teacher/Parent conference
- Temporary Removal of Student from Classroom to an alternative learning location
- In-School After School Detention Disciplinary Action/School Duty
- Behavior contract
- On-site Short-Term Suspension

**LEVEL 3**

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Level 3 behaviors may result in either on-site or off-site Suspension.

## Behavior Disciplinary Response(s):

- 3.1 Academic dishonesty.
- 3.2 Bullying, or using humiliating, or intimidating language or behavior including internet bullying
- 3.3 Causing disruption on school property
- 3.4 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, or place of residence or business, including derogatory sexual language
- 3.5 Engaging in behavior that demonstrates gang and neighborhood crew affiliation (displaying clothing or gestures associated with gangs)
- 3.6 Engaging in reckless behavior that may cause harm to self or others
- 3.7 Engaging in sexual acts on school premises or at school-related functions
- 3.8 Extortion
- 3.9 Fighting where there is no injury and no weapon
- 3.10 Forgery
- 3.11 Gambling
- 3.12 Hazing
- 3.13 Inappropriate use of computer or network (restricted websites, offensive emails)
- 3.14 Leaving school without permission.
- 3.15 Lying to or giving misleading information to school staff
- 3.16 Obscene, seriously offensive, or abusive language or gestures

- 3.17 Possession of tools or instruments which school administrators deem could be used as weapons
- 3.18 Possession or distribution of obscene or pornographic material on school premises
- 3.19 Possession or use of tobacco
- 3.20 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)
- 3.21 Sale or distribution of any item without authorization
- 3.22 Trespassing
- 3.23 Unauthorized possession, use, or distribution of over-the-counter medication
- 3.24 Use of alcohol
- 3.25 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia
- 3.26 Verbal, written, or physical threat to person or property (including intimidating postures)
- 3.27 Any behavior or other conduct not specifically enumerated in any other level in this document  
that causes significant disruption to the academic environment or causes harm to self or others
- 3.28 Documented patterns of persistent Level 2 behavior

**PROGRESSIVE ACTIONS:**

- Verbal prompting or redirection a maximum of up to 3 cues. Every verbal prompt or reminder offered by the teacher and attempt(s) made by the student to correct his or her inappropriate behavior should be followed with verbal praise
- Non-verbal redirection – eye contact or hand signal
- Informal teacher – student interview and/or conversation (dialogue)
- Forfeiture of privileges in 5 minute intervals, a maximum of up to 30 minutes may be assessed
- In-School lunchroom and classroom duty, a maximum of up to 30 minutes may be assessed
- Teacher/student conference
- Parental contact in writing, email, or by phone
- Teacher/Parent conference
- Temporary Removal of Student from Classroom to an alternative learning location
- In-School After School Detention Disciplinary Action/School Duty
- Behavior contract
- On-site Short-Term Suspension
- Extended School Day (Weekday and/or Weekend)
- Off-site Short-Term Suspension

**LEVEL 4**

Level 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Level 4 behaviors result in off-site Suspension.

**Behavior Disciplinary Response(s):**

- 4.1 Activating false alarm
- 4.2 Acts of vandalism, destruction of property, or graffiti (tagging)
- 4.3 Contaminating food
- 4.4 Documented theft of school or personal property without force

- 4.5 Fighting which creates substantial risk of or results in minor injury
- 4.6 Inciting others to violence or disruption
- 4.7 Interfering with school authorities or participating a major disruption of the school's operation
- 4.8 Lewd or indecent public behavior or sexual misconduct
- 4.9 Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, or place of residence or business
- 4.10 Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act
- 4.11 Retaliation for reporting harassment and sexual harassment
- 4.12 Sexual harassment
- 4.13 Tampering with, changing, or altering an official record or document of a school
- 4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual
- 4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others.
- 4.16 Documented pattern of persistent Level 3 behavior

#### **PROGRESSIVE ACTIONS:**

- Verbal prompting or redirection a maximum of up to 3 cues. Every verbal prompt or reminder offered by the teacher and attempt(s) made by the student to correct his or her inappropriate behavior should be followed with verbal praise
- Non-verbal redirection – eye contact or hand signal
- Informal teacher – student interview and/or conversation (dialogue)
- Forfeiture of privileges in 5 minute intervals, a maximum of up to 30 minutes may be assessed
- In-School lunchroom and classroom duty, a maximum of up to 30 minutes may be assessed
- Teacher/student conference
- Parental contact in writing, email, or by phone
- Teacher/Parent conference
- Temporary Removal of Student from Classroom to an alternative learning location
- In-School After School Detention Disciplinary Action/School Duty
- Behavior contract
- On-site Short-Term Suspension
- Extended School Day (Weekday and/or Weekend)
- Off-site Short-Term Suspension
- Off-site Medium Term Suspension

#### **LEVEL 5**

Level 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Level V behaviors result in off-site Suspension or Expulsion.

## Behavior Disciplinary Response(s):

- 5.1 Acts of Exceptional Misconduct at other schools.
- 5.2 Any behavior that violates the Gun Free School Act
- 5.3 Arson
- 5.4 Assault with a weapon
- 5.5 Assault/physical attack on student or staff
- 5.6 Biohazard
- 5.7 Bomb threat
- 5.8 Causing serious disruption or damage to school's computer systems, electronic files, or network
- 5.9 Commission or attempted commission of any act of sexual assault or sexual aggression
- 5.10 Fighting which results in a serious physical injury
- 5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury
- 5.12 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type.
- 5.13 Possession of fireworks or explosives
- 5.14 Possession or distribution of alcohol
- 5.15 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, Imitation controlled substances, inhalants, other intoxicants, controlled or drug Paraphernalia
- 5.16 Theft or attempted theft using force, coercion, intimidation or Threat of violence.
- 5.17 Use, possession, or bringing to school a loaded or unloaded firearm
- 5.18 Use, threatened use, or transfer of any weapon
- 5.19 Using an article that is not normally considered a weapon to injure another individual
- 5.20 Vandalism/destruction of property over \$500
- 5.21 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the School
- 5.22 Any behavior or other conduct not specifically enumerated in any other tier in this document that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others
- 5.23 Documented pattern of persistent Level 4 behavior

**PROGRESSIVE ACTIONS:**

- Verbal prompting or redirection a maximum of up to 3 cues. Every verbal prompt or reminder offered by the teacher and attempt(s) made by the student to correct his or her inappropriate behavior should be followed with verbal praise
- Non-verbal redirection – eye contact or hand signal
- Informal teacher – student interview and/or conversation (dialogue)
- Forfeiture of privileges in 5 minute intervals, a maximum of up to 30 minutes may be assessed
- In-School lunchroom and classroom duty, a maximum of up to 30 minutes may be assessed
- Teacher/student conference
- Parental contact in writing, email, or by phone
- Teacher/Parent conference
- Temporary Removal of Student from Classroom to an alternative learning location
- In-School After School Detention Disciplinary Action/School Duty
- Behavior contract

- On-site Short-Term Suspension
- Extended School Day (Weekday and/or Weekend)
- Off-site Short-Term Suspension
- Off-site Medium Term Suspension
- Off-site Long-Term Suspension

Dismissal (Expulsion)

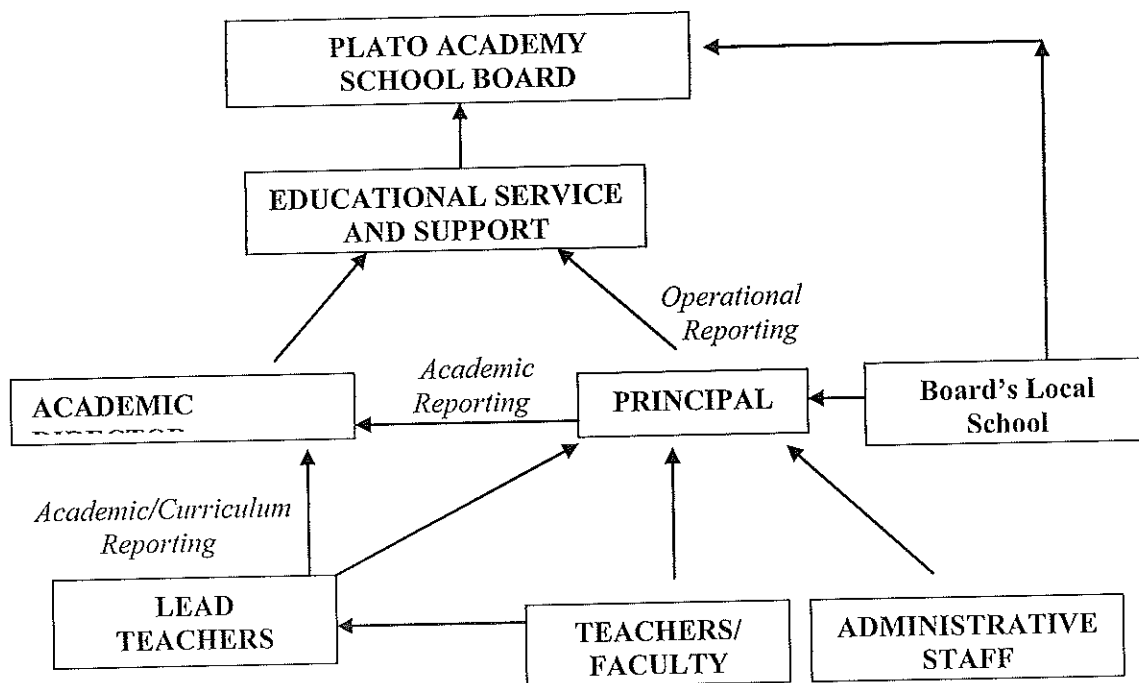
**SECTION II: ORGANIZATIONAL PLAN****Section 9: Governance****9.A Describe how the school will organize as or be operated by a non-profit organization.**

The School will be governed by Plato Academy Schools Corporation ("Plato Academy"), a Florida not-for-profit corporation organized under Chapter 617, Florida Statutes, which has been designated as a tax exempt 501(c)(3) organization by the Internal Revenue Service. The members of the board of Plato Academy ("Board") shall organize and operate the School, and will work with appropriate experienced professionals and staff to ensure the successful initial opening and continuing operation of the School. Please see Exhibit A for Plato Academy's articles of incorporation, Exhibit B for Plato Academy's IRS Letter of Determination, and Exhibit C for Plato Academy's bylaws. Plato Academy was established to organize and operate charter schools and is the consolidated entity of three former Plato Academy corporate entities, Plato Academy Non Profit Inc., Plato Academy North Pinellas County K-8, Inc. and Plato Academy South Pinellas County K-8, Inc that operated the Plato Academy affiliate schools in Pinellas County. The first Plato Academy charter school opened in 2004 in Clearwater, Florida. The consolidated Plato Academy Board will oversee all the Plato Academy charter schools.

Plato Academy is committed to building a new Plato Academy school that will create and deliver quality instructional methods, while maintaining full compliance with Florida's Common Core and Sunshine State Standards and Benchmarks. Plato Academy's commitment to quality is promoted through continuous investment in instructional curriculum, technology equipment and facilities, as well as staff development, and measured through student and parent satisfaction and student performance outcomes. In order, to ensure that Plato Academy's goals are achieved the Board is committed to providing exceptional student and parent support services to parents, students, and community supporters.

**9.B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.**

**Plato Academy Charter School Organizational Structure**



The Board has the ultimate authority and responsibility for all of the affairs and management of the School and will provide oversight of school operations, fiscal management, as well as development, adoption and implementation of policies. The Board is responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Board of Directors will be responsible for assuring adherence to statutory and regulatory requirements as prescribed by both Florida State and Federal Laws. They will assure compliance with the Florida Department of Education mandates for required content standards, benchmarks, performance standards, state accreditation, standardized testing (assessments) and the school progress report card. The Board will be actively involved in approving broad school policies such as but not limited to budget, curriculum, admissions, procedures, student conduct, school calendars, and dispute resolution procedures.

The Board has a contract with an educational service and support provider (“ESP”), Superior Schools Corporation, which manages the day-to-day operations of the Plato Academy schools. The ESP is directly responsible to the Board. To ensure that all students receive a consistent and uniform Plato Academy education, an Academic Director serves as the educational leader of all of the Plato Academy schools and reports to the ESP and provides a report to the Board at each regularly scheduled board meeting.

The Principal of Plato Academy will serve as the School leader and is responsible for providing leadership and decision making in the day-to-day operations of the School. The Principal will facilitate the development of the educational program and supervise the staff and faculty. The Principal reports directly to the Academic Director. The Principal provide reports to the Board at each regularly scheduled Board meeting. The School Principal will work closely with the established parent teacher organization and booster clubs.

Plato Academy has established a Lead Teacher at each grade level to coordinate with the other same grade level teachers at all the schools regarding the curriculum taught at the Plato Academy Schools so that the Plato Academy educational offerings will remain on the cutting edge and be uniform and

consistent among campuses. The goal is to ensure student educational success via collaboration and evaluation of the curriculum, teaching methods, behavioral management, technology, etc. with the Lead Teacher. The Lead Teacher will be an experienced Plato Academy grade level teacher who has had exemplary performance at one of the Plato Academy schools. The Lead Teacher will report to the Academic Director on curriculum and educational matters and to the Principal on day-to-day operational, student reporting, and human resource matters.

The School's teachers will report on academic and curriculum matters to their Lead Teacher, and will report to the Principal and Academic Director on day-to-day operational, student reporting, and human resource matters. The administrative staff will report directly to the Principal. Per the Florida Charter Statute, the Board will appoint a local school representative that resides in Pasco County who facilitate parental involvement, provide access to information, assist parents with questions, and help to resolve disputes.

**9.C Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:**

**Adoption of the annual budget**

**Continuing oversight over charter school operations**

The Plato Academy Board Members provide the necessary experience, organizational skills and financing to facilitate the creation of a performance-based charter school to meet parent's desires for additional choice opportunities in public education. The Board maintains continuity of the Plato Academy vision and mission for the schools. The Board of Directors operate, regulate, control and are fully responsible for the governance of the School and will operate and conduct business according to its bylaws, a copy of which is attached hereto at Exhibit C. The Board's responsibilities shall include, but not be limited to:

1. Annually adopt and maintain an operating budget.
2. Audit review and compliance.
3. Approval for all policies and procedures
4. Compliance with laws and terms of the Charter Agreement
5. Review of student discipline procedures and appeals.
6. Negotiation and approval of all contracts, unless authority delegated for certain agreements
7. Assurance of mission and vision of the school
8. Compliance with Florida's Public Records and Open Meeting Laws.

Individual members of the Board shall be responsible to prepare for and attend Board Meetings and participate in Board discussions providing opinion, counsel and advice. Individual Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Board Meeting. The Board will have a minimum of three members at all times.

The Governing Board will be responsible for monitoring and holding the ESP accountable. The ESP will provide comprehensive educational and support services to the Board for the day-to-day operation of the Plato Academy schools in alignment with the Board's Missions and Goals. The Board shall retain in full control of the School including its roles as the sole source of policy and budget approval. The Board shall be responsible for naming an auditor selection committee and procuring an auditor via the guidelines set forth by the Florida Department of Education, and will review the audit report and its findings, and be responsible for establishing a corrective or financial recovery plan if necessary. The Board will meet on a regular basis as needed but not less than twice per year to receive reports and to take necessary action regarding the current operating status of the school. The Board will participate in governance training within 90 days of appointment for a minimum of four hours as required by the charter statute in the subject areas of government in the sunshine, conflicts of interest, ethics, and financial responsibility.



Board members will thereafter take a two hour refresher course within a 3 year period following their initial training.

**9.D Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.**

*Please see Plato Academy's Bylaws attached at Exhibit C.*

Plato Academy operates as a nonsectarian, non-religious, non-home-based public school and will comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the Constitutional provisions prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry. The Board will act to assure compliance with Florida's Charter School Law, its bylaws, attached hereto at Exhibit C, terms of the Charter Agreement entered into between the Board and the Sponsor, and policies that it has adopted.

Powers. The property, affairs, and business of the Corporation shall be managed by its Board of Directors, which may exercise all such powers of the Corporation and do all such lawful acts and things as are not prohibited by statute, the Articles of Incorporation, or these Bylaws.

Policies. Particularly, in addition to the Board's bylaws, the Board has established the following policies to govern its operations: Conflict of Interest Statement; Dispute resolution; Accounting and Fiduciary Guidelines; Application, Lottery, Registration Policy; Financial, Accounting, and Internal Control Policies; Procurement Policy; School Principal-Professional Development and Performance Evaluation Plan; and School & Professional-Performance and Improvement Evaluation Process. The Board will be responsible to amend, develop and implement any and all policies related to general practices of the School.

Board power and duties. The Board Chairman shall preside at all meetings, appoint any committees and perform all other duties prescribed by law or by the Board. The Board of Directors Chair shall have the right to discuss and vote on all matters and motions. The Secretary shall keep or direct for full and accurate records of the proceedings of the Board to be taken, and be responsible for the care of the Board's records and documents. The Treasurer shall keep or direct that full and accurate financial records of school operations and proceedings of the Board by kept and will be responsible for the care of the Board's financial records and financial documents. Particularly, the board's policies from the bylaws are below for selection, removal, and term limits.

Number and Term. The number of directors shall consist of no less than three (3) persons and no more than nine (9) persons. The initial Board shall hold office until their successors are elected or their earlier deaths, resignations or removal at which successors will be appointed according to procedures outlined below. Board members, other than the Principal, shall hold office for three-year terms. Board Members may be elected to serve consecutive terms of office. Each Board member shall hold office until the first Board meeting following an election in the year in which his/her term expires.

Appointment and Qualifications. The initial Board of Directors shall be as set forth in the Articles of Incorporation. Subsequent directors of the Corporation shall be elected by a vote of a majority of those directors present at any regular meeting of the Board of Directors, or at a special meeting convened for that purpose, subject to the final approval of the Board of Directors. Initial criteria for selecting members will include but not be limited to: a willingness to commit time, expertise in a variety of areas related to

school functioning, an absence of conflict of interest, and a pledge to uphold and implement the approved charter.

Vacancy. If the office of any director becomes vacant, the remaining directors, though less than a quorum, shall be authorized to select a successor who shall be appointed by the Board of Directors of the Corporation to serve the unexpired term of the vacated directorship, subject to the final approval of the Board of Directors.

Resignation or Removal. Any individual director may resign at any time by delivering written notice to the Corporation. Unless the written notice specifies a later effective date, the resignation shall be effective when accepted by the Board of Directors. A director may be removed from the Board without cause by a majority of the Board at a meeting duly called for that purpose and at which a quorum is present provided, however, that a notice, including the names of directors proposed to be removed, and the date, time and place of any meeting called to consider such removal shall be given in writing to each of the directors prior to the date of such meeting.

Conflict of Interest and Ethics. Board Members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Board Member and their personal/professional interests. Please see Exhibit D for Plato Academy's Conflict of Interest Policy. Members will be expected to adhere to the Code of Ethics for Florida School Board Members. Governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him/herself from any such vote, the board member must publicly disclose the interest prior to the vote being taken and must provide a written memorandum within 15 days after the vote explaining the nature of interest which must be included in the governing board meeting minutes (Section 112.3143(3), FS).

Meetings. The Board of Directors will meet as required and as needed but not less twice per year for regular meetings. Special and emergency meetings that may be called will be in compliance with the Open Meeting Act. The Board of Directors, upon approval of the charter application, shall decide the time and place of regular meetings. A quorum must be present in order to vote on school matters, and all actions taken by the Board of Directors shall require a majority vote. No member shall have the power to act in the name of the Board of Directors outside the members meetings, unless otherwise authorized. In order to ensure the greatest possible access to all information pertaining to Plato Academy, the Board of Directors acknowledges and agrees that it is subject to provisions of the Open Meetings Act, and that it will comply with the provisions of such Law in all its activities. Agendas will be provided according to the provisions of the Open meeting Act.

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

The Plato Academy Board is already an established Board for six other Plato Academy schools and will be the governing board for the School.

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

The Board will seek individuals who will commit to the mission of the school. All Board members must 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. It is anticipated that Board Members will have a strong concern for the Schools' mission and will be selected for their practical qualifications and

expertise, including managerial, technical and financial skills. Board members are generally recruited through the school's community network, which includes referrals from other Board members, faculty, staff and parents. Candidates for the Board of Directors will be considered and selected based upon their skills and expertise to assist Plato Academy in achieving its mission.. School employees may not serve on the board of directors. Before a prospective board member is voted on to the board, he or she shall receive detailed information about the organization, the workings of the board, as well as other vital information.

The Board prospect shall be provided with expectations of board members including number of meetings, committee assignments, length of board term and an idea of the time commitment required. Prospective board members shall be familiarized with the mission, vision, major goals, and strategies of the organization. After the new board member has been brought onto the board, additional information and training is provided so that, to the greatest extent possible, new board members will be able to actively participate in their first meeting with confidence. In this way the productivity and the sense of personal satisfaction of new board members is assured.

New board members will attend governance training within 90 days of appointment. The governance training will cover the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law, and will be provide by an approved vendor. Board members who have completed the four hour training will then be required to take a two hour refresher course within a 3 year period following the initial training.

New members will also go through an orientation process that includes the distribution of all of the planning and development documents including, but not limited to, the charter application, the articles of incorporation, bylaws, charter laws, the Sponsor's charter policies and any contracts or agreements entered into by the Board. The training and orientation stage of Board members shall include printed material, a personal orientation session, and the new board member shall receive an overview of the organization's mission and strategic plan, programs and services, financial data, and other background information.

Ongoing professional development will be pursued through activities presented by the Florida Department of Education, the Sponsor, The Florida Consortium of Public Charter Schools and through activities at the annual Florida Charter School Conference. The Board of Directors will also, develop and maintain a board training manual. On a yearly basis, the Board of Directors shall meet for specified purposes such as retreat, orientations, and training sessions. The Board shall be responsible for planning an annual and ongoing board education and training program for all of the board. The Board of Directors of Plato Academy shall also plan more specialized training and development activities to strengthen the leadership skills of board members who are being considered for other leadership positions on the Board. Plato Academy's Board of Directors is committed to developing a well-informed board, one with the knowledge needed to lead an effective Plato Academy.

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

The Plato Academy Board currently consists of nine (9) directors. There are no ex-officio members and no staff members are on the Board. The following is a list of the Board members of Plato Academy along with their bios:

1. **Dr. Elias M Kolettis**, Plato Academy's Chairman and Director, is a physician in Osteopathic/Internal Medicine and is a medical researcher. Dr. Kolettis has been able to provide his considerable knowledge in data collection and analysis, as well as his support in school fundraising and community events to the Plato North School Board. His contributions to the development of our Plato Academy's mind, body and wellness programs have been invaluable, especially in our mutual belief towards the education of the whole child. His extensive medical service and support network of community provider contacts contribute towards our efforts to access any needed clinical or therapeutic services. Dr. Kolettis is a parent of two students that attend Clearwater Plato Academy, and one recent graduate of the Plato Academy Clearwater charter school.
2. **Mr. George Klimis**, Plato Academy's Vice Chairman and Director, works with MedPartners HIM. Mr. Klimis has over 15 years of sales experience, working primarily in the recruiting industry and mortgage banking world. He began his professional career in Pittsburgh as a recruiter in 1995, where he had attended the University of Pittsburgh. Shortly thereafter he moved back to Florida, his home state, and continued his career as an IT recruiter. In 2001, he entered the mortgage banking world, where he worked in the wholesale division and was promoted to a regional Vice President/Sales Manager at Bank of America and continued that role at JP Morgan Chase. In 2009 he took a position at MedPartners HIM, a staffing firm specializing in the HIM community. Mr. Klimis is dedicated businessman, father and coach. Mr. Klimis serves in an advisory role and has a keen interest in guiding the board in cost efficiency and asset optimization so that Plato Academy will be able to eventually generate funds needed for stability and growth after any grant funds may be exhausted. Mr. Klimis is a Plato Academy parent to two attending students, and in addition to his contribution regarding financial matters, and like Mr. Lalaounis above, he is also interested in ensuring that Plato Academy offers the best educational and employment opportunities available.
3. **Mr. Louis Kokkinakos**, Plato Academy's Secretary and Director, is a local businessman with extensive involvement in philanthropic societies and organization. He is the President of the Florida Restaurant Purchasing Group, President of the Food Service Consultant Company and owner of the popular Widows Brown Restaurant in Largo, Florida. In the past, he has served as President of the Saint Stephano's Greek Orthodox Church at Saint Petersburg, Florida. He is a strong supporter and advocate of Plato Academy and will continue to offer his valuable expertise to the school.
4. **Mr. John Petalas**, Plato Academy's Treasurer, is a successful entrepreneur in various business fields, especially in the field of catering and restaurant. He is a strong advocate in Plato Academy, when ever needed he is there to provide voluntary support to the school. He is involvement with the community and expertise in fundraising has assisted with growth in other areas. He is an advocate for student achievement and the Socratic Method of teaching. He continues to be immersed with quality education for all students.
5. **Dr. Ben Ghozali**, practices as a Clinical Psychologist who has extensive knowledge in the area of education and clinical and behavioral assessment intervention in educational settings, Dr. Ghozali has experience in the development and coordination of effective school multidisciplinary teams as well as the integration of therapeutic and educational services and support. He frequently conducts professional development trainings that provide a wealth of information to clinical and educational professionals regarding successful teacher interventions and responses to diverse student challenges in the classroom.
6. **Mr. Chris Alahouzos** is the past Vice Mayor/Commissioner of Tarpon Springs and recently announced his candidacy for Mayor of Tarpon Springs. He is a Marine Corp. Reserve Veteran, an active Rotary Club member and is a community activist and supporter of quality educational programs. He has extensive knowledge in the area of telecommunications and holds an electrical

engineer's license. He is a strong supporter of the mission of Plato Academy and understands the relationship between critical thinking skills and academic success. Mr. Alahouzos is currently employed as the Southeast United States Verizon Fiber Optics Department Manager.

7. **Mr. Dino Lalaounis** is a Certified Financial Advisor that has assisted in providing recruitment and marketing support and holds a B.A. Finance. He has worked in Raymond James Financial Services and Investments for many years. Mr. Lalaounis contributes by providing his valuable expertise in the areas of marketing, accounting, financial planning, and business administration. He is also wants to ensure that Plato Academy offers the best educational and employment opportunities available. Mr. Lalaounis runs/chairs all the board meetings.
8. **Mr. Peter Serbanos** earned a BA in history from Salem State University and a Masters in Administration / Supervision from Nova Southeastern University. He was employed by the Pinellas County School System as teacher and assistant principal for 28 years and retired. Mr. Serbanos' goal is to serve and help continue the excellence of Plato Academy. He has been married to his wife, Terry, for almost 38 years. They have 2 daughters and between them given the Serbanos 5 beautiful granddaughters - two of whom attend Plato Academy in Clearwater.
9. **Ms. Dagmar Ortiz** provides support and knowledge in the areas of community outreach and development. She is the parent of a current Plato Academy student and a Plato Academy graduate, each of which began attending the Plato Academy Clearwater school at its inception, which graduate was in the first graduating class of Plato Academy's middle school program, who has gone on to have a very successful academic career. Ms. Ortiz also has grandchildren that attend Plato Academy. She has a bachelor's degree in physical education and her post graduate studies included education on how to overcome barriers to study at any educational level. Education of the whole child is very important to Ms. Ortiz. She is an active member in the community and her ideas and assistance in the areas of community need and education will assist Plato Academy in meeting the educational needs of its community.

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

The Plato Academy Board has adopted a grievance policy that is part of the Parent and Student Handbook at all the Plato Academy schools. The grievance policy provides that all Plato Academy Charter School complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents have complaints or disagreements with any parties at Plato Academy Charter School, they should observe the following guidelines:

1. If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the classroom teacher or teacher assistant as is appropriate.
2. If a resolution with the classroom faculty is not possible, or if the complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the Principal.
3. If resolution is not possible with any of the parties above, parents should address a complaint to the Academic Director.
  - a. Complaints should be made in writing. This allows all parties involved to work from a consistent body of information.
  - b. The Academic Director, in general, will not address a complaint based on hearsay or made on behalf of another parent or family.

c. The Academic Director, in general, will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 has not yet been attempted in good faith.

d. The Academic Director reserves the right not to address a complaint that is made anonymously.

e. The Academic Director, in general, will not address specific complaints about the performance of individual school employees in a public meeting. If such a complaint is brought at a public meeting, the Academic Director will take the complaint under advisement and will provide an appropriate response at a later time.

f. The Academic Director reserves the right to notify individual school employees about complaints brought against them. Parents may request that they are not personally identified as the party bringing the complaint.

g. The Academic Director will respond to said complaint via a written letter. This will occur within 30 days of receiving said grievance.

4. If a parent complaint is not addressed to the satisfaction of the people involved, parents have the right to seek resolution with the Governing Board of Directors for the school. The Governing Board has appointed a Charter School Representative for each Plato Academy school to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and to resolve disputes. Complaints may be addressed to the Charter School Representative at the contact information provided to parents in writing and that is listed on the Plato Academy website (PlatoAcademy.net) on the first page of each school's webpage.

This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

In the event that the school and a parent are unable to come to an agreement about a matter, Plato Academy will embrace and follow the process of mediation. Plato Academy believes that facilitated negotiation between parents and the school can be a rewarding and enlightening experience for both parties. It is a confidential process that allows parties to resolve disputes without a formal due process hearing. Plato Academy shall seek mediators to serve as impartial facilitators who shall assist Plato Academy staff and parents resolve their disagreement in an informal setting.

The mediator shall facilitate discussion, encourage participants to identify and clarify areas of agreement and disagreement, and help them generate and evaluate options for a mutually agreeable solution. The goal in mediation, with the assistance of the mediator, is for the school staff and parents to integrate these options into a workable solution that is written into a legally binding agreement. The agreement is then used to execute the agreed upon services for the student.

Plato Academy shall adhere to the following: 1) mediation is available whether or not a due process hearing is requested; 2) mediation must be conducted by a qualified and impartial mediator; 3) mediation discussions are kept confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; 4) when a resolution is reached, the parties execute a legally binding agreement that is enforceable in a district court. The mediation agreement shall include the following: 1) a description of the agreement; 2) a statement that all discussions that occurred during the mediation process are kept confidential and may not be used as evidence in any due process hearing or civil proceeding that occurs later; 3) signatures of both the parent and a representative of the school district who has legally binding authority; 4) a statement that the agreement is enforceable in state or federal district court. When successful, Plato Academy believes that mediation can help avoid a due process hearing or other more adversarial procedures.

**9.I through 9.L – Not Applicable.**

Section 10: Management

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

The school's on-site administration consists of the Principal and administrative support staff that is responsible for the day-to-day operation of the school, including working with the teaching staff, addressing student and parent related issues. The Academic Director works closely with the Principal, Lead Teachers, and the ESP, to achieve the goals and meet the vision and growth of the Plato Academy schools. The ESP, Academic Director and the Lead Teachers are responsible for curriculum development. Principal, with the support of the administrative staff, will ensure that the operations of the School are in accordance with the mission and vision of the school. The instructional staff will make all classroom-based decisions, establishing and implementing procedures for the day-to-day class operations. The secretarial staff will be responsible for carrying out certain daily activities and assigned tasks and will be the first level of contact with students, teachers, and parents of the School. Job descriptions for each of these positions are provided below.

A five-year staffing model is included in the budget section of this application. Staff projected, may include, but may not be limited to, the following positions:

<u>Administrative</u>	<u>Instructional</u>	<u>Non-Instructional</u>
Academic Director		
Principal	Teachers, (K-5) PE Spanish, Greek	Food Service Maintenance/Day Porter
Administrative Assistant	Reading Specialist	ESOL Security
Receptionist	Para-Professionals Math Specialist	ESE
Guidance	General Music	Art
Technology	Science (6-8)	Music
Registrar/Data Processor	Math (6-8)	Computers/Technology
Information (IT)	Social Studies (6-8) Language Arts (6-8)	

**ACADEMIC DIRECTOR:**

The Academic Director ensures that the Plato Academy network of schools functions smoothly and that the mission, vision and polices of Plato Academy are implemented and followed at each school, and is an employee of the ESP under the current structure. The Academic Director oversees the activities of various departments and oversees the professionalism and student code of conduct at all of the Plato Academy schools. Other duties of the Academic Director include reviewing and appraising the curriculum for the schools; overseeing the development and implementation of objective and long-range plans for curriculum and instructional evaluation and improvement; assists in budget preparation; assisting in evaluating individuals for employment; facilitating effective cooperation and communication between the schools and families of the schools; planning future needs of the school communities; conducting studies and surveys and making conclusions and recommendations based on data reviewed and analyzed. Further, the Academic Director works with the board each year to develop school goals and to review performance and to appraise the board and the educational service provider of the schools' current needs and status of matters at the schools.

**SCHOOL PRINCIPAL:**

The School Principal will be responsible for the development of the learning environment at the school, accountability (fiscal and educational performance), and selection of personnel. He/she will be responsible for providing leadership and decision making in the day-to-day operations of the school. Additional responsibilities will include but are not limited to providing regular updates to the ESP and oversight of school functions and operations. The School Principal will facilitate the development of the educational program and supervise the staff, and faculty.

**Qualifications:**

- \* Proven leadership, strong communication skills
- \* Evidence of strong commitment to parent involvement
- \* Evidence of high student/staff expectations
- \* Curricular expertise with best educational practices in math, science and technology
- \* Knowledgeable of educational technology in hands on manner
- \* Competent in school financing
- \* Experience with governance structure similar to Board of Directors
- \* Capacity to establish and implement a successful accountability plan
- \* Demonstration of equity and sensitivity
- \* Ability to adapt to changing conditions
- \* A future orientation rather than past orientation
- \* A willingness to drop or alter programs that are failing
- \* Frequent contact and communication with customers, i.e., families
- \* A commitment to high moral, ethical, and legal standards and values and a record of swift responses to violators
- \* A high regard for employees as individuals and many opportunities for them to develop and assume larger roles

**Responsibilities:** The School Principal will be the educational leader and chief administrator of the school, responsible for supervision of all staff, management of the programs, and leadership toward the goals, mission, and vision of the school to the students, teachers, and families and to the community at large. The School Principal will carry this out through the following administrative responsibilities:

**Effective Instructional Leadership:**

- \* Applies current principles, practices, and research to foster effective teaching
- \* Reviews implementation of curriculum and instructional programs
- \* Assists teachers and staff in using a variety of strategies to assess accurate student performance
- \* Holds teachers accountable to have high standards and positive expectations of students
- \* Supervises and evaluates teacher and staff performance, using performance standards and identifies areas for growth and supports professional development
- \* Models effective use of appropriate instructional technologies
- \* Mentors and guides staff to meeting performance standards
- \* Maintains an objective management perspective by walking around the building daily.
- \* Puts people before paper.
- \* Delegates and follows up
- \* Supports creativity, and innovation
- \* Establishes rituals, ceremonies, and traditions with student, parental and staff input
- \* Models what he/she expects respects



**Effective Administration and Management:**

- \* Carries out personnel selection, supervision, evaluation and management functions for the for the school effectively and fairly
- \* Stays abreast and applies legal and compliance requirements within the scope of his/her responsibility
- \* Carries out the administrative responsibilities in a timely manner with evidence of planning and consideration of other staff
- \* Creates excellent relationships with Board Directors, reports frequently to the board on the work of the school, and seeks guidance from the board when issues of policy arise.

**Effective Organizational Leadership:**

- \* Applies research and organizational leadership skills
- \* Demonstrates communication skills that are clear, direct and responsive
- \* Creates a positive, informed climate for collegial teaching and learning
- \* Facilitates constructive change
- \* Encourages collaboration and shared decision-making
- \* Applies strategic planning techniques that foster systemic approaches
- \* Makes decisions based upon facts, school mission and climate

**Effective Relationship Building:**

- \* Promotes partnerships among staff, parents, business, agencies and organizations within the community
- \* Evaluates needs of parents and community members and involves them in decision-making
- \* Acts as spokesperson for the school and sometimes for the charter school movement as a whole

**Terms of Employment:** The School Principal shall be employed for a full contractual year or more and shall have year-round administrative accountabilities for Plato Academy. The School Principal can be terminated for performance issues as outlined in his/her contract.

**TEACHER:**

**(Kindergarten, K-8<sup>th</sup> Grades: Language Arts (English), Mathematics, Science, Social Studies, Physical Education, Music, Art, Specialty and Support Educator)**

A Plato Academy teacher will be knowledgeable in a particular subject area(s), and will be able to understand the cognitive and developmental learning stages of a student. The teacher will be able to implement project based learning with state of the art technology. Teachers will participate in: (a) intensive staff development, (b) shared planning time for instructors, and (c) collaborative relationships/team approach with colleagues, students, and community partners. Teachers will be employed on an annual basis.

**Qualifications:**

- \* Masters' degree preferred, a Florida teaching license, and meets the criteria for "highly qualified" in the content area of teaching assignment. Bachelor's degree is a minimum requirement in the area of concentration.
- \* Teaching experience of five years, preferably
- \* Strong subject-matter knowledge
- \* Strong communication skills
- \* Understands scientific inquiry
- \* Understands quantitative reasoning
- \* Commitment to the position - students, peers, families, work partners, etc.
- \* Technological proficiency
- \* Experience with:

- o project-based instruction
- o Socratic/Aristotelian Academic Methodology
- o team planning and teaching
- o creates relevance between academic work and the “real world”
- o academic competitions and fairs
- o ethics and responsibility

**Responsibilities:**

- \* Instruct students, planning, setting goals, and implementing curriculum
- \* Clearly and timely communicate standards, achievements and deficiencies to students and parents
- \* Regularly monitor and assess academic progress
- \* Attend staff development and other school related meetings
- \* Maintain safe and orderly classrooms
- \* Work with students, specialists, parents and administrators for student development
- \* Plan study programs and remediation processes
- \* Maintain complete and accurate student academic and disciplinary records
- \* Cooperate with the School Principal, all other employees, classroom assistants, parents and community members to best educate Plato Academy students
- \* Align student needs with Florida State standards
- \* Involve entire family in students’ learning through regular, weekly communications

**Professionalism:**

- \* Maintain and improve professional knowledge and skills
- \* Follow school policies and directives from the School Principal
- \* Self reflection of performance based upon job description
- \* Serve to effectively help the school achieve its mission by doing the following:
  - o work as a team with other teachers and school members
  - o actively participate in staff development, both formal and informal
  - o recognize, support and participate when necessary, in the school governance process
  - o understand and clearly articulate the contents of the Plato Academy Student Handbook
  - o regularly share expertise and curriculum
  - o suggest school policy modifications as necessary
  - o serve on school committees as necessary and as requested
  - o actively support and improve educational experiences for all students
  - o facilitate every opportunity for students to learn by doing and learn by teaching
  - o Review input from student and parent surveys

**Term of Teacher Employment:** Teachers will be offered annual contracts and will be required to work an annual schedule of 180 days, with at least eight days of professional development. New teachers will be required to report to work three weeks in advance of school opening allowing them to orient themselves to the specific nuances of teaching at a Charter School. All teachers at Plato Academy schools are on site two weeks prior to the opening of school and are oriented on staffing matters, DOE updates, county regulations etc. and introduced to the new staff as a whole as well as providing time to arrange classrooms and finalize any documentation details outstanding. It is a time for bonding and acclimation to new environments, enhancements in curriculum and team building strategies.

**DATA PROCESSING/SECRETARY****Qualifications:**

- \* Previous administrative experience in the education field
- \* Computer experience in Word, Excel, PowerPoint and financial programs

- \* Excellent communication skills
- \* Well organized.
- \* Calm under pressure, able to work in a fast paced environment, and with little supervision
- \* Courteous and professional manner

**Responsibilities:**

The Data Processing Secretary will maintain records, enter information, greet the public, answer phones, and all other duties as assigned.

**Student Support:**

- \* Assists with student enrollments, withdrawals, and transfers;
- \* Establish and maintain office and students files, including attendance records, cum files, immunizations, and emergency cards
- \* Maintain student records; and update student attendance through the student reporting system

**School Principal Support:**

- \* Type confidential reports and memos
- \* Assist on projects as required
- \* Compile pertinent reports
- \* Schedule meetings, appointments and conference calls
- \* Process requisition and purchase orders
- \* Establish and maintain petty cash budgets and time-lines

**Overall Support:**

- \* Provide appropriate and timely assistance to staff, students families and school/community organizations
- \* Manage school registration.
- \* Receive and inventory all incoming materials
- \* Maintain and distribute office supplies
- \* Provide assistance on school wait list and enrollment
- \* Perform other administrative duties as required

**Terms of Employment:** The Data Processing Secretary shall be employed for the full year and shall have year-round administrative duties at Plato Academy.

**10.B Outline the criteria and process that will be used to select the school's leader:**

Plato Academy will hire and retain a principal who is the best fit for that school and who is capable and enthusiastic about leading a team of educational professionals toward continuous improvement of school performance and steady increases in student and parent satisfaction. To solicit, identify, hire, and retain the ideal candidate, the school will conduct a conscientious search. Plato Academy will hire a School Principal who meets all desired qualifications. The principal will be required to participate in professional learning opportunities to continuously improve as a school leader. The Principal will receive professional development in the following areas: staff development, legal, communications and public relations, as well as training in creating a network of collegial support.

Chief among his or her primary responsibilities, the principal will assist with teacher screening and nominations, conduct teacher conferences, prepare and conduct faculty and staff meetings, prepare for new teacher orientation, handle community relations, observe, evaluate and counsel teachers, collaborate with staff in carrying out the Board's goals and objectives, budget and keep spending within the budgeted framework, supervise instructional, custodial, lunchroom, clerical, and maintenance staff, inform parents

of events concerning their children, set the tone for an enthusiastic and nurturing educational environment, maintain a system of pupil accounting and attendance, provide opportunities for professional growth of staff personnel, order materials, supplies, textbooks, equipment, etc. as needed, prepare and submit to appropriate agencies or departments all reports, and plans required by district, state, and federal offices, supervise the scheduling of all teachers, students, and other School personnel, coordinate pre- and post-school planning, contribute to development and implementation of effective and appropriate school curricular and extracurricular activities, oversee the School's standardized educational tests, measurements, and statistics, interprets test results and other student data, assist with educational placement of students by using appropriate educational assessment strategies, refer, as needed, students and families to community health, social and academic resources, maintain a high level of integrity with regard to matters which may be considered to be confidential in nature, demonstrate knowledge of current principles, practices, techniques and objectives of administration, counseling and guidance, sociology, educational philosophy and psychology, and business, disseminate and institute Board-approved rules and regulations as they relate to school personnel and operations, and maintain communication with other school leaders and principals at sister schools, among others.

Plato Academy will advertise locally and nationally for applicants for the position of Principal. Minimum qualifications for the Principal are:

- Previous administrative and teaching experience in an elementary or combined, K-8 Setting
- Ideally hold or be in the process of obtaining an Education Leadership or comparable degree and be certified by the State of Florida in Educational Leadership.
- Experience working with school boards, boards of directors, or advisory boards.
- Strong leadership and facilitation skills
- Knowledge of the needs of the student population
- Teaching experience desired but not required
- A passion for teaching and learning
- An enthusiastic "Whatever it Takes" attitude

Superior Schools will conduct an extensive search for the position of School Principal and will include the evaluation and interview of at least three candidates. The ESP will interview all candidates for the position and offer the position to the individual deemed most appropriate based on experience, education background, and familiarity with charter school operations, a commitment to high student achievement and other criteria that the Board may determine. Priority will be given to current qualified Plato Academy employees. A thorough background check including an interview of supervisors from the candidate's previous position(s) will be required before a final commitment is reached between parties.

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

The School projects the above referenced staffing plan and assumes same for the initial five years of operation with enrollment at the full capacity of 728 students. Adjustments will be made to the staffing plan in the event initial enrollment is lower than projected. Please see "Staffing Plan" attached at Exhibit E.

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

Plato Academy shall seek to recruit only those certified teachers with a clear commitment and dedication to propelling high student achievement. If necessary, teacher recruiting strategies will include hiring bonuses, payment of fees associated with the DOE subject area exam (if required by the individual to gain certification), or payment of bonuses or incentives to teachers who complete highly qualified

requirements. All school-based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school. The Board is aware of the teacher requirements schools employ Highly Qualified Teachers. Therefore, the school will seek to employ only those individuals who qualify according to the requirements of the Act and the implementation plan submitted by the Florida Department of Education. Teachers employed by Plato Academy will be certified or certifiable as required by Chapter 231.17, Florida statutes. Plato Academy will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. Plato Academy will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. Plato Academy will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

Qualifications the charter school will look for in its teacher recruits include:

- Educational background - Bachelors degree or higher in Education and/or area of specialization in the grade(s) he/she is teaching.
- Appropriate certification.
- Positive recommendation of previous supervisor or school system
- Exemplary personal presentation and interpersonal skills
- Literate in computer skills
- Committed to high student achievement
- Mentor for effective modeling of appropriate character traits
- Ability to work effectively with parents, students, resource personnel and other school wide groups of individuals
- Has availed themselves of ongoing professional development training.

### **Recruitment – Hiring Process - Procedures**

#### **A. Principal and Teacher Recruitment**

1. The ESP and the School Principal, shall cooperate and shall be jointly responsible for coordinating candidate recruitment based on the Plato Academy's identified job descriptions
2. Job descriptions shall specify the areas in which applicants are required and/or expected to possess expertise or competence, together with other qualifications which reliably predict job performance, and specific job duties.
3. Search committees will be appointed for various positions and shall undertake such duties and make such recommendations as are requested by the School Principal. Internal Searches may also be undertaken to identify a qualified candidate to fill a position. All applications from current part-time and full-time personnel will be given consideration.
4. Relationship by blood or marriage shall constitute neither an advantage nor a disadvantage regarding employment. However, candidates may not be selected directly by a relative or subsequently supervised directly by a relative. For the purposes of this paragraph, relationships include grandparent, parent, spouse, child, brother, sister, aunt, uncle, niece, nephew, and first cousin.
5. School-Site Interviews. The final stage of any search process will involve interviews on campus unless an exemption is granted by the Board, the reasons for granting an exemption must be

documented in writing (minutes). Normally, at least the top three candidates for a professional position will be granted school-site interviews.

- B. Part-time and Temporary School Personnel Paid or Not-Paid on a Per Hour Basis: These positions shall be advertised locally and the above policies will apply.

The School will use the following methods to recruit the best qualified staff with appropriate credentials for the intended position:

- o Advertise on the sponsor's website under its career opportunity listings for charter schools.
- o Advertisements in print and electronic media:
- o Education Week
- o Tampa Tribune an/or community newspapers affiliated with the Tribune
- o Community Newspapers
- o Radio
- o Online Recruiting (Teacher-Teacher) and Job Posting Boards including the Florida Teacher outlets

Other Possible Recruiting Venues:

- Recruiting Fairs at Universities and Colleges
- School District Recruiting Fairs (if applicable)
- Word of Mouth and Recruiting Incentives
- Minority Organizations to ensure staff is reflective of the community served by the school.

The ESP will assist the School Principal for hiring his/her staff including clerical and non- instructional personnel. All other staff support persons will be required to complete the fingerprint and background checks and drug screening prior to employment. Candidates for support positions will ideally have experience in the position or a related area.

Certification requirements will be monitored via the Florida Department of Education's website and with the resources available from the District (Charter School Operations, District Certification Office, Student Information System, etc.).

### **Development**

Plato Academy is committed to the professional development of its staff and will provide on-going sustained professional development programs, offering a range of professional growth opportunities, for its teachers to enhance their ability to maximize student learning. The charter school will design and/or select professional development programs based on the school's needs. Further, the charter school will seek relationships with local colleges and universities for professional development opportunities. Training may be provided, but not limited to, areas such as the use of technology for teachers and support staff, effective "best" teaching practices and teacher evaluation processes.

All new teachers will be required to report to work three full weeks before school starts for orientation and training. All teachers will develop and maintain a professional development plan where professional goals are identified and workshops/in-services are attended in order to fulfill the requirements of said plan. In-house workshops and meetings will be held regularly by administrators in order to facilitate, support, and troubleshoot concerns and staff needs.

**Section 11: Education Service Providers****If the school intends to enter into a contract with an Education Service Provider:****11.A Describe the services to be provide by the ESP.**

The Board has a contract with Superior Schools Corporation (“Superior Schools”) to be the educational service provider (“ESP”) to provide all necessary management and charter school expertise for its schools and all its affiliated Plato Academy schools. A copy of that agreement and an addendum thereto is attached hereto at Exhibit F. The ESP will assist in the management, planning, marketing, financial, human resources, curricula development and planning and use, and operations of the School. The ESP will coordinate the management and administrative duties required to operate the Charter School. In providing services and support, the ESP will assist the Board in the development of policies and procedures and will comply with all Board and School policies and procedures in place, as well as all applicable State and Federal rules and regulations. The ESP’s services and supports will include facilities design, staffing and human resource coordination, as well as the day-to-day administration of the school including regulatory compliance, and the maintenance of the books and records of the school, as well as the bookkeeping, budgeting, and financial forecasting that is provided to the Governing Board for its oversight. The ESP will be directly responsible to the Board for the services it provides to the School.

Some of the key services that the ESP will provide to the Board/School will include but not be limited to start-up support, financing solicitation and coordination, financial support, projections, reporting & budgeting, materials, educational program, record keeping, bookkeeping services, staff administration, grants solicitation, student assessment, school board representation, governmental compliance, charter renewal coordination, curriculum development, accreditations, student recruitment and enrollment, facilities identification expansion, design and development, facility inspections, system development, training, contract administration, management information systems, cafeteria management service, parent activities, public relations, marketing, extracurricular activities, assist with compliance with applicable law, rules and regulations, board training and board meeting coordination, professional development and evaluation methods.

The ESP’s services will provide Plato Academy the opportunity to centralize the school business functions allowing for the school’s educators to concentrate on what they do best - EDUCATE. Under this design all instructional and education administrative staff working at the school site shall work and focus on education matters only. It is Plato Academy’s belief that educators, including teachers, principals and assistant principals, are more effective when they focus exclusively on education.

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

Please see Exhibit F for the contract with the ESP.

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

The original Plato Academy Board entered into a contract with Superior Schools in 2006 to provide charter school management services for all the Plato Academy schools, which contract was assumed by the Applicant. Plato Academy’s relationship with the ESP has been very successful and has in essence resulted in the Plato Academy Clearwater, Plato Academy Largo, Plato Academy Palm Harbor, and Plato

Academy Seminole charter schools being designated high-performing charter schools in Florida, after a very rocky start where in essence the founder of the ESP entered in to financially and administratively rescue the school in 2004. A competitive bidding process took place for the management services to ensure that the organization's choice of Superior Schools for management services was the best choice. An RFP process was conducted and various management companies provided submissions that were all carefully considered by the Board. It was determined that based on the excellent quality and level of services that Superior Schools had provided to the existing Plato Academy schools. Plato Academy recognizes that by outsourcing all business aspects that occur on a daily basis, the educators can remain focused exclusively doing what they do best - teaching. By utilizing a qualified ESP, Plato Academy will be assured that the implementation of the school's mission will be carried out as expected.

Moreover, in 2014 Superior Schools Corporation became a SACS CASI Accredited Corporate System. Based on its corporate accreditation status, each of the Plato Academy schools, as a member of the Superior Schools network, now also has SACS CASI accreditation. This also means that any new school that is operated under the Superior Schools System will be SACS accredited as soon as it opens. The accreditation process validated Superior Schools ability to meet high quality standards, implement a continuous process of improvement, and engage in quality assurance through internal and external review. The corporate accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term.

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

The ESP will be responsible for the day-to-day financial management of the School. Pursuant to the attached Management Agreement, the ESP will provide general accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and will work with the School's independent certified auditor on an annual basis. The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures. In addition, the ESP will report on a regular basis the current student enrollment of the School and the number of students on the waiting list if any. All accounting procedures will be performed using General Accounting Standards Board's (GASB) and will be maintained utilizing the "Financial and Program Cost Accounting and Reporting for Florida Schools."

In compliance with F.S. 1002.33(9)(i), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. The ESP works with the Board to determine an annual budget to be adopted and approved by the Board. In compliance with F.S. 1002.33(9)(g), the school will obtain an annual financial audit to be performed by an independent certified public accountant. Please refer to Section 19 for a more detailed explanation of the financial management processes and internal controls.

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

The Board will continuously oversee and monitor the support and services provided Superior Schools. The Board will oversee and monitor all services provided by each entity, including financial and educational matters to insure compliance in all areas of operations. The Board will ensure compliance with all pertinent statutes regarding conflicts of interests and governance. All board members will be trained on the roles and responsibilities by a Florida Department of Education approved trainer.



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

Superior Schools has developed and continues to develop and acquire a comprehensive method known as the "SuperiorED" method for conducting, operating, and marketing of elementary, middle and high charter schools. The "SuperiorED" method consists in part of educational materials, teaching aids, techniques, systems, and formats, and is identified by and with certain names and marks developed by Plato Academy and Superior Schools.

The philosophy of Plato Academy is to instill intellectual, social and emotional development of all students as they emerge as productive citizens of the 21<sup>st</sup> Century. Plato Academy's vision aligns with Plato's in that students will become critical thinkers in order to achieve academic success in a safe and supportive learning environment, one that works in partnership with parents, teachers, caregivers, and the community. Plato Academy celebrates the intelligence of all students at their respective levels of capability and introduces a proven educational model that integrates Socratic information processing and Aristotelian communication methods.

**Superior Schools Corporation:**

Superior Schools Corporation's president and founder is Mr. Steve Christopoulos. He is an experienced and accomplished businessman with diverse experiences in real estate development, professional sports, the law and medicine. He has a passion for educating children and providing families with a free public educational choice for their children. Mr. Christopoulos is widely recognized as the architect of the Plato School's successful school design and model. Mr. Christopoulos founded Superior Schools, formerly, Superior Management Corporation, shortly after stepping in and rescuing the Plato Academy Clearwater school, which was about to close because of poor financial and administrative management. His three children attended Plato Academy Clearwater, and he wanted to ensure that not only his kids, but other children, received an excellent education that was new and innovative. He recognized that charter schools must have excellent business and management expertise in order to survive. Superior Schools now manages six Plato Academy Schools with an experienced and talented management team. The Plato Academy Clearwater, Plato Academy Largo, Plato Academy Palm Harbor, and Plato Academy Seminole charter schools are all now a designated Florida high-performing schools, and as soon as the other Plato Academy Schools are eligible to be designated high-performing charter schools, each will immediately follow in their footsteps. Superior Schools also works with others in an effort to help them realize their charter school dreams.

**Senior Management:**

**Dr. Nick Koularmanis, Academic Director**, is a certified Guidance Counselor both in the State of Florida and New York. Dr. Koularmanis holds a master of arts in social psychology and a masters of science in guidance education K-12 and a doctorate in counseling and supervision. He has a diverse and extensive knowledge in the areas of education, curriculum design and instructional development. In addition to the following education areas, program and planning, he has established various school academic and counseling programs and developed activities and resources to implement and evaluate the program. With regard to his counseling experience, he has provided individual and group academic and counseling supports and services to meet the developmental, preventive and remedial needs of the students. Further, he consulted with a diverse population of students, parents, teachers, and other school and community personnel to assist in meeting the needs of students. He also has coordinated all academic and counseling supports and services for students and assisted with the coordination and implementation of student services in the school. With regard to student appraisal, he interpreted assessment results and

other student data, and has assisted in various capacities educators with the educational placement of students by using appropriate educational assessment strategies. Dr. Koularmanis has served the Plato Academy Schools as a Teacher, Guidance Counselor, Assistant Principal, Principal and Superintendent. Dr. Koularmanis's was appointed to the position of Plato academy Schools Superintendent and will serve the existing six Plato Academy schools and all new Plato Academy Schools.

**Matthew Gunderson, Esq., Director of School Improvement and Quality Assurance**, has a diverse background in education, serving in the public and charter school sectors as a teacher, trainer, and school leader. His 15 years in education have afforded him opportunities to study leadership and training initiatives and their impact on positive instructional outcomes for students while maintaining sustainable operating facilities. Matt is a strong advocate for parent choice and is passionate about offering all children the opportunity of having a high quality education. Matt graduated Magna Cum Laude from the University of Massachusetts at Boston, where he earned both his Bachelor and Masters of Arts degrees in English Literature. He is also a graduate of Stetson University College of Law where he focused his studies on issues relating to education and civil rights. He is an active member of the Florida Bar. Matt works with Superior Schools Corporation and Plato Academy schools to improve student performance and overall school quality data driven initiatives that will lead to accreditation and development of new schools in the future.

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

Superior Schools is proud that in the initial month of the new high-performing charter school designations being given, Plato Academy Clearwater was one of the first Florida charter schools to be designated a High-Performing charter school by the Florida Commissioner of Education.

Superior Schools provides ESP Services to the following schools:

1. Plato Academy Clearwater - K to 8 (current enrollment: 364).  
The School has consistently received a School Grade of "A" under Superior Schools' management. The School is located at 2045 Palmetto Street, Clearwater, FL 33765. The contact person at the school is Principal Dawn Parker who can be reached at (727) 793-2400. Since Superior Schools began managing the school from 2006 to the present, all audits performed for the school have contained no audit findings.
2. Plato Academy Palm Harbor - K to 8 (current enrollment: 364). The school replicates the original Plato Academy Clearwater school. The School received an "A" each time it has been graded. The School is located at 1601 Curlew Road, Palm Harbor, Florida 34683. The contact person is the principal, Stephen Donnelly who can be reached at (727) 631-4957. All audits performed at this point have contained no audit findings.
3. Plato Academy Largo -K to 8 (current enrollment: 364). The school replicates the original Plato Academy Clearwater school. The School received an "A" each time it has been graded. The School is located at 7100 142nd Avenue North, Largo, FL 33771. The contact person is the principal, Amy Hayes, who can be reached at (727) 286-6244. All audits performed at this point have contained no audit findings.
4. Plato Academy Seminole - K to 8 (current enrollment: 364). The school replicates the original Plato Academy Clearwater school. The School has received an "A". The school is located at 10888 126th Ave, Largo, FL 33778. The contact person is the principal, Roe Schandel, who can be reached at (727) 400-6885. All audits performed at this point have contained no audit findings.

5. Plato Academy Tarpon Springs – K to 8 (current enrollment: 320 –currently a K-7). The school replicates the original Plato Academy Clearwater school. The School has received all “A” grades. The school is located at 2795 Keystone Road, Tarpon Springs, Florida 34688. The contact person is the principal, Danielle Turro, who can be reached at (813) 748-5670. All audits performed at this point have contained no audit findings.

6. Plato Academy St. Petersburg –K to 8 (current enrollment K-3: 216). The School opened in August 2013 at K-2 level. The school is an official replication school based on the original Plato Academy Clearwater school. It has not been graded yet. The school is located at 3901 Park Street North, St. Petersburg, FL 33709. The contact person is the principal, Jennifer Perez, who can be reached at (813) 597-9261. The results of the first year’s audit are being performed, and no audit findings are expected.

Section 12: Human Resources and Employment**12.A Explain the school's compensation plan, including whether staff will be publicly or privately employed.**

Plato Academy will be a private employer. Plato Academy may utilize the services of a professional employer organization ("PEO") that provides human resource services to small and moderate size employers. The use of the PEO provides Plato Academy with the ability to offer a benefit package similar to that offered to employees at larger well-known organizations. To be competitive, teacher salaries will be set at or very close to the sponsor's established teacher and staff pay scale taking into consideration past employment history, academic qualifications and related experiences. An award bonus for outstanding performance to be determined by the Board of Directors will further aid in the attraction and retention of quality teachers.

Currently, through the PEO, Plato Academy will provide full time salaried employees with a benefits package including health insurance with 80% of the teacher's individual health coverage paid by the School for the lowest individual plan offered by the selected health care providers. Commencing with the second year of employment, salaried employees qualify for a 410(k) retirement plan with a matching contribution by the School of up to 4% of the employee's salary. Employees are also expected to be offered the option of using pre-tax income to purchase additional benefits such as for vision, disabilities, dental, and dependent care.

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

The Board of Directors has adopted written policies in a Staff Handbook in compliance with federal and state law, regarding the recruitment, promotion, discipline and termination of personnel, methods for evaluating performance, and a plan for resolving employee-related issues. Particularly, 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 the problem is correctable. 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. Employees are entitled to due process prior to termination, if such employee has a vested property or livery interest in his or her employment. In the event of termination, the administration shall provide the employee with written notice of the reasons why termination is recommended. Board approval is required for all contracted staff terminations. A person will not be hired as a teacher to provide instructional services or to serve as a teacher's aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. Certification requirements will be monitored via the Florida Department of Education's website and with the resources available from the District (Charter School Operations, District Certification Office, Student Information System, etc.). Plato Academy will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. Plato Academy will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

Teachers and administrative personnel will be required to attend ongoing training applicable to their positions offered by Superior Schools and the County School District. Plato Academy requires all staff to report to school two weeks prior to the opening of the school each year for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the charter school. Training will be provided by consultants, staff members, publishers, etc. At that training, all School staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge their responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, company ethics and conduct and other policies, as outlined in the Staff Manual.

The Plato Academy Board of Directors recognizes that staff members should continue to improve their competencies during their service. It expects the School Principal to promote opportunities for staff development and for staff members to take advantage of them. To the extent feasible, the School Principal shall establish procedures by which staff members can receive proper recognition for professional development. All Professional Development will reflect the mission, vision, goals and objectives of Plato Academy. The school will actively seek funds for improvement of professional development opportunities and activities for the School Principal and faculty through available means. All full-time teachers will have a professional development plan created in collaboration with the School Principal. The School Principal will have a professional development plan created in collaboration with the ESP and the Board and from feedback from the school community. Additionally, forty-five to sixty minutes each morning, before the students arrive, will be dedicated to staff development.

**Section 13: Student Recruitment and Enrollment**

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

Recruitment and further marketing shall begin as soon as the charter application has been approved by the local county district school board. In order to ensure that various or a diverse population group are formed, outreach efforts shall be broadened beyond other surrounding communities. There will be a strong commitment to open recruitment regardless of race, disability, color, ethnicity, or gender. Plato Academy shall communicate, when needed in diverse languages in the efforts to enroll less informative and active parents. The plan is to achieve racial and ethnic balance, based on the demographical profile of the county. This process shall be achieved through the utilization of extensive public information campaigns that shall provide a widespread notification throughout diverse neighborhoods and communities.

Informational meetings at various times and days and locations throughout the county shall be initiated. Application forms and brochures shall be initiated. Application forms and brochures shall be made available both at these informational meetings, as well as in various community functions and locations. It is the hope that the use of local newspapers, up-dated web-site, radio and television as well as various community newsletters may broaden our audience.

Plato Academy will place mass media advertisements in various media including radio and print. Flyers will be developed for distribution at area businesses, community centers, churches, and child care facilities. Plato Academy staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. Plato Academy will also conduct direct mail advertising to the area where its "targeted student" population resides, or that area within a ten mile radius of the school.

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

Plato Academy vision is for strengthening and supporting the diversity and inclusiveness of the community and has adopted the following statement for this purpose: *Open Hearts, Open Minds, Open Spirits -The Pursuit of Excellence*. The sense of community is valued at Plato Academy. An important aspect of our community is its diversity, represented by all the myriad ways in which we differ – our intellectual frames, our ethnicities, our genders, our ages, our faiths, our cultural and social contexts, our learning styles, our talents and our challenges. The richness of our community is, indeed, enhanced by our diversity.

Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve diversity reflective of the community it serves. The advertising plan to be followed publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the County, the racial/ethnic balance of the School should be equivalent to that existing in other area public schools currently serving the community. Plato Academy staff may also contact social service agencies in the area that typically serve those "harder to reach" families. Information brochures and applications will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school. It is believed that area families including those that are "typically harder to reach" will be attracted by the school's close proximity to their homes,

businesses, and work and that the mission and focus of Plato Academy will resonate with their personal views regarding the learning environment they desire for their child. Plato Academy will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials.

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

All students who meet the Florida State eligibility requirements for attending a public school will be accepted to the school. Plato Academy is a public charter school that does not charge tuition or have admission requirements. Students will be admitted to Plato Academy Schools regardless of race, gender, religion, or ethnic or national origin. Plato Academy Charter Schools are public charter schools that do not charge tuition. Students that submit completed applications during an open application period will be selected for enrollment either on a first come-first serve basis (when there are more seats than student applications received during the open application period), or through a lottery process (when there are more student applications than seats available during an open application period). The following students are provided enrollment preference and are allowed to bypass a lottery if one is held, provided no other federal or state restrictions apply:

- Students who remain enrolled at the same Plato Academy Charter School from the previous year.
- Applicants who successfully completed the Florida Voluntary Prekindergarten Education Program at the charter school during the previous year.
- Applicants who are siblings of a student enrolled or accepted in the charter school.
- Applicants who are the children of an employee of the charter school.
- Applicants who are the children of a member of the governing board of the charter school.

If a lottery is conducted, students' names will be randomly drawn (excluding those with an enrollment preference) and numbered sequentially as chosen and recorded in that order. Available seats are filled first and remaining students are placed on a waiting list in the order of their drawing. During the lottery process a school official, such as the School Principal or the Enrollment Specialist, will draw and record the names in the presence of another school or management official. Plato Academy lottery drawings are open to the public and all lottery dates and locations will be posted on the website. Students will be notified of their admission status shortly after the lottery date via e-mail and/or telephone. Students that apply after an enrollment deadline where a lottery has been conducted will be added to that school's wait list in the order received. Application deadlines and associated lottery dates will be established on a rolling basis and will be posted on the website for each school.

For each new school year, new applications will be accepted and added to the wait list. Students currently enrolled (whether promoted to the next grade or retained in the same grade) are guaranteed admission for the next school year and do not need to submit a new application. Students that are on the wait list from the previous school year do not need to reapply, but must update their applications each year to remain on the wait list for the next school year. Students who were withdrawn from a Plato Academy Charter School must file a new application to be reconsidered for admission. No preference is granted for past attendance at a Plato Academy Charter School. Current students may be required to notify the school no later than May 1<sup>st</sup> of their intent to remain at the school the following year.

**APPLICATION PROCESS:**

- The Plato Academy Board will each year periodically publicly announce enrollment time periods for new and existing grades as applicable for each Plato Academy Charter School by advertising

on the school's website, in traditional and community newspapers, as well as through mailers/fliers that are distributed through the community.

- Applications must be submitted online during the application period. If an applicant does not have internet and email service, they will be prompted to contact the Enrollment Specialist to make arrangements to apply in person.
- Proof of residency in the name of the parent/guardian of the student applicant must be provided before a student can enroll. Inaccurate information on the application will void the student application and selection. Proof of residency can be any of the following: CURRENT water bill, electric bill, gas bill, or tax bill with homestead exemption.
- Parents are responsible for ensuring that information submitted is accurate and up to date. Contact the Enrollment Specialist at school@platoacademy.net for instructions on updating applications.
- Applications must be received by 11:59 pm on the applicable enrollment deadline date.
- Parents/guardians of potential students are responsible for maintaining up-to-date information on the enrollment application, and are responsible for notifying Plato Academy, in writing, of any changes in address, telephone number, or other contact information. Plato Academy shall not be responsible for maintaining contact information with, or continuing a search for, an applicant who cannot be contacted within a reasonable time period and by reasonable effort.
- Applications that are received during the post-enrollment application period will be added to the end of the wait list in the order received. As spaces become available at Plato Academy, they shall be offered to the applicants in the order of placement on the waiting list.

#### **REGISTRATION PROCESS:**

For students accepted for admission, the admission notification will contain instructions on how to enroll. Specifically the parent/guardian must confirm their intent to enroll the student by a specified date that will be indicated on the admission notification. If no response is received by the specified date, the student will be removed from the admission list and placed at the end of the waiting list. Upon confirmation that a student will enroll, applicants will be sent another notification setting forth certain enrollment requirements to be completed in an allotted time period. Applicants who fail to respond within the allotted time period may be removed from the waiting list and/or the seat will be offered to the next applicant on the waiting list.

The School shall be open to any student residing in the county school district as well as to any student covered in an interdistrict agreement. The School agrees to enroll eligible students by accepting timely applications, unless the number of applications exceeds the capacity of a grade level or other facility utilized. In such case, all applicants will have an equal chance of being admitted through a random selection process. For all transferring students, the student's cumulative performance data and an entrance assessment shall be utilized for proper student grade placement. Students will be deemed enrolled when all of the following items have been completed or submitted to the applicable school, including:

- Proof of age
- Copy of immunization records
- Current physical (dated within one year of enrollment)



- Emergency contact information
- Emergency medical authorization
- Signed Plato Academy Application
- Special education information (if applicable)
- Other as requested

### **WAIT LIST PROCESS:**

As spaces become available throughout the summer and school year, Plato Academy will invite applicants on the waiting list to enroll. It is the responsibility of applicants to ensure that the school has up-to-date contact information. Applicants that cannot be reached may be removed from the wait list. Students on the current wait list do not need to reapply but must update their applications each year to remain on the wait list for the next school year.

#### Tentative/Sample Enrollment Timeline:

March of opening school year: Initial student registration period begins

May-June of opening school year: Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, admission lottery will be conducted. A public lottery will be held and parents will be notified of child's acceptance to the school.

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

Plato Academy will require the parents and students to enter into a "contract" with the school to emphasize the role of the parent and child in working collaboratively with the school to ensure the student's success. Plato Academy K-8 will require parents and students to sign separate Parent and Student Agreements (Contracts). The contracts describe basic parental responsibilities, the establishment of a suitable homework time and area, and the completion of a minimum of 30 hours of volunteer service time, and may be amended from time to time by the Board. Student responsibilities described in the Student Contract include such basic items as the student's responsibility to wear the proper uniform, to behave appropriately and to be responsible for timely submission of class assignments and/or homework. Failure to abide by or a breach of the parental contract, may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

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

Parental involvement is essential to student success and therefore essential to the success of Plato Academy. Plato Academy recognizes that a student's education is best satisfied through a partnership between the family, school faculty and staff, families, service and support providers, and community. Plato Academy views these partnerships as the most productive means of extending the educational process for each student. Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program. Parent involvement will be further encouraged via a volunteer requirement that reflects the parent's ongoing commitment to their child's schooling. Parents will be provided opportunity to meet a minimum of 30 hours annual commitment based on the belief that a parent should be able to dedicate a minimum of 30 hours to in-school or out-of-school activities in direct support of the school and their child.

A shared responsibility of the Board of Directors and the School Principal shall be to represent Plato Academy's educational program to the school community and to invite participation and commentary. The Board of Directors shall make every reasonable effort to solicit from parents about the educational

school program and on how they wish the school to operate. Parents will also be encouraged to participate in the daily operation of Plato Academy. This may include on-site volunteerism, supervising events and special projects, and serving on school organizations and committees. The Board of Directors may request that parents serve on committees that recommend policies and procedures for the school.

The following areas represent a sampling of parental involvement in the governance of the school:

- \* Parents will be encouraged to volunteer with their child's teacher and/or be involved in other ways in school activities;
- \* Programs will be set up and information will be shared with parents about how they can assist their own children to learn;
- \* Parents will be encouraged to become involved in instructional and support roles at the school and at home;
- \* Parents will be encouraged to attend parent conferences and open houses designed to keep communication and active involvement ongoing;
- \* Parents will be surveyed annually, using parent satisfaction or school climate surveys;
- \* Parents' remarks, comments, and suggestions will be heard during regular board meetings;

Plato Academy intends to actively solicit leaders and employees of local businesses to participate in power-lunches with students, job shadowing, internships and mentor-ship. Through this effort, prominent business people, particularly within the technology, legal, accounting, real estate, and construction fields, will be encouraged to serve on the Board of Directors. Plato Academy shall seek to develop a solid working relationship with the surrounding county and community civic organizations. As much as possible, the School Principal will join organizations that support Plato Academy and other schools.

In addition, the school will whenever possible utilize the following techniques:

- \* Encourage parents to read to their children regularly or listen to their children read aloud;
- \* Suggest (and demonstrate) how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects;
- \* Lend books, workbooks, and other materials to parents;
- \* Ask parents to take their children to the public library; (Provide the necessary information about how to get there and how to get a library card, etc. as needed.)
- \* Establish a formal agreement whereby parents supervise and assist children in completing homework tasks;
- \* Ask parents to get their children to describe (in detail) what they did in school that day;
- \* Give an assignment that requires children to ask their parents questions;
- \* Ask parents to watch a specific television program with their children and discuss it afterwards;

- \* Suggest ways for parents to include their children in any of their own educationally enriching activities; (These could be as commonplace as shopping for groceries, working on the car, taking care of the house, making minor repairs, working in the yard and garden, tending animals, and so forth.)
- \* Suggest (and demonstrate in person whenever possible) games or group activities related to their child's schoolwork that either the parent and the child or the child and the siblings can participate in;
- \* Establish a formal agreement by which parents provide rewards or penalties (or both) based on the children's school performance and behavior;
- \* Ask parents to come to Plato Academy and observe their child's class and eat lunch with their child's teacher;
- \* Provide a method (online, questionnaire, etc.) whereby parents can provide feedback about their child's progress;
- \* Provide parents with certain techniques for teaching, making learning materials, or correcting mistakes appropriately;
- \* Ask parents to sign and supervise homework to ensure its completion; and
- \* Ask parents to provide spelling practice, math drills, or other practice.

Faculty will be assigned to work closely with the parents using one-on-one settings and group activities. Working with the parents in this way will be the responsibility of each faculty member. The School Principal will supervise these activities. If concrete actions are taken on the part of school personnel, Plato Academy will be a place where parents can expect a welcoming environment.

Plato Academy teachers will encourage parents to be intimately involved in their children's education. This requires an understanding on the teacher's part, of what it is like to be a parent. Teachers will attend seminars and meetings to achieve this goal. To build trust with parents, Plato Academy will use specific strategies. This will help involve parents in their children's education, including academics and the development of positive self-esteem. Strategies to be used will include:

- \* Accept parents for who they are and do not try to produce fundamental changes in them;
- \* Listen carefully and with empathy for the cognitive and emotional content of a parents' message;
- \* Focus on the parents' hopes, aspirations, concerns, and needs.
- \* Be available for the parents when needed, even if it creates inconvenience for the staff.

The following actions are goals that Plato Academy will adopt in order to improve effective communication and partnerships with parents:

- \* Attempt to exceed parents expectations at all times;
- \* Assign the staff so that at least one member knows each student well: how he or she is doing in all subjects, whether he or she is making friends, whether he or she is anxious, afraid of failing, and so forth;

- \* Sponsor parent-to-parent events, so that the parents can get to know one another and develop common standards for their children's behavior and social life;
- \* Provide a contact person for parents whose primary language is not English and be sure that translators are involved in all parent-teacher interaction (as needed).

Because parent involvement is integral to the success of the school, Plato Academy requests that a parent serves 30 volunteer yearly hours. Volunteer hours will be recorded in the school office. The school will maintain a cumulative record of volunteer hours served since that information may be requested by the county school district, as well as various grants for which we may apply. Indeed, parents of students who attend Plato Academy will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

- Parents will be encouraged to be involved in the formal operations of the school; Parent-Teacher Association, Operating Council or Board of Directors.
- Parents will be encouraged to provide an appropriate leaning environment at home for study.
- Parents will be expected to attend two parent teacher conferences per school year.
- Parents will be asked to participate in a yearly election of the Board of Directors and the Operating Council Members.
- Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be asked to assist in office clerical work, career seminars, and workshops, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitors, athletics and physical education, and enrichment programs.

### SECTION III: BUSINESS PLAN

#### Section 14: Facilities

##### **If the site is acquired:**

**14.A through 14.E - Not Applicable**

##### **If the site is not acquired:**

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

The School will lease space in increments as needed to accommodate the growth of the School. Historically Plato Academy Schools have entered into lease arrangements in facilities with ample space to accommodate additional classroom buildings purchased or leased by the schools. Also as an alternative the School may seek an arrangement with developers for a build to suit facility in stages of the School's growth. Under this scenario the School will seek an option to buy the property from the developer within a reasonable time from the lease commencement date.

The School is seeking a facility that offers sufficient classrooms already in place or ample area to erect additional classrooms in order to meet the enrollment projections described herein. A location for the School has not yet been identified. Plato Academy will seek a facility with sufficient space to meet the enrollment projections described herein. The desired facility shall include sufficient space to accommodate classrooms, offices, storage, restrooms in sufficient numbers for students and staff. In addition to the facility requirements described in section 1002.33, F.S., a facility selected by the Board will be meet or be able to meet all City, County and State requirements including zoning and traffic concurrency. The facility will have sufficient classroom space to facilitate satisfaction of Class Size Requirements and to meet the needs of the instructional program as described herein.

The ideal facility to serve the School's needs will contain a minimum of 5 acres of land, educational building(s) minimum of 41,000 square feet, an indoor gymnasium or an outdoor pavilion, a cafeteria, a playground and a soccer field. The building will ideally have 42 classrooms including the music and art, gifted and RtI classrooms, and will have enough space to accommodate office space for administration personnel. The School has yet to identify a site as of the time of the application submission. The preference will be for two buildings to achieve a desired student separation between the middle school and elementary school students. Ideally, the elementary classrooms will be housed in a separate building or in the alternative a different "wing" of the same building. The gymnasium may be attached to the educational building or be in close proximity. If an enclosed gymnasium is not available, the board will cause the construction of an outside exercise pavilion.

**14.G Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. The financial plan for the proposed school should align with the facilities-related costs described.**

The Board has not identified a specific location and therefore no specific analysis of cost has been conducted to determine construction or build-out costs, if any. However, the Board anticipate limiting annual lease, mortgage, occupancy costs to approximately 6%-10% of gross revenue given today's funding conditions, which is reflected in the proposed Budget attached hereto. The preference will be to lease an adequate facility. Market rates for leasing of institutional space such as for school use appears to be in the range of \$6.00 to \$10.00 dollars per square foot. A build-to-suit arrangement will also be pursued with a school development company. Under this scenario the School will seek and

negotiate lower initial yearly rates tied to the student enrollment rates. This may also be accommodated through dividing the construction in phases as the School increases its enrollment capacity. The projected budget reflects the market rate of \$6-10 per square foot and the projected facility size of approximately 41,000 square feet. This may change based on circumstances including availability of financing, construction costs, etc. The Board has experience developing other charter schools and will use that experience and its contractors to gauge the relative costs from utilities, maintenance, etc. when selecting the school site. From the Board and its contractor's continuous real estate market experience, it has been determined that the above rates are reasonable and within the range of cost of the current available facilities in the proposed market location.

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

Upon approval of the charter, the Board will commence an active facility search to house the school. The board is projecting to have a lease signed as soon as practicable after the charter application is approved. The facility renovations if any, will commence as soon as possible and will be completed no later than 2 weeks prior to the start of the school year.

The Board will work with Superior Schools to cause the active solicitation of facilities in the private sector including closed private schools, parochial schools, government and commercial buildings. The Board shall recommend and retain on behalf of the School qualified professional in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities. All options will be evaluated, including leasing options, planning the design of a new facility, or the renovation and expansion of an existing building(s). The following factors will be taken into consideration when securing an adequate facility.

1. The current enrollment compared to the building capacity (enrollment utilization).
2. The physical condition of the building – size and facility remediation.
3. How well the building is supporting, or can support the educational program of Plato Academy
4. The site adequacy (size, fields, parking)
5. The cost of operating the Plato Academy facility, calculated by determining operational costs divided by students occupying the facility, will be considered when determining rightsizing or consolidating Plato Academy.

The Board and Superior Schools have extensive experience opening charter schools and as such, they will utilize their existing resources to locate suitable improved or unimproved sites that will accommodate the proposed new school. These possible locations may include, but are not limited to, undeveloped land that may be developed for a school, vacant office space that may be satisfactorily converted to school use and church facilities with extensive classroom and meeting spaces.

**14.I Describe the back-up facilities plan.**

The following has been identified a back-up facilities plan:

- Back-up Plan #1 would be to purchase an available private or public school site.
- Back-up Plan #2 would be to lease or purchase adequate land of 4-5 acres and build a new school structure.

Upon approval of this charter application, the process of searching and networking with local community from desired location site realtors shall commence. The Board will then, commence negotiations for a lease of the facilities described herein. It is anticipated that a lease will be completed and signed soon

after the charter application is approved enabling the Board ample time to make any necessary repairs or remodels, etc. In the event that a facility will not be available for the opening of the school year, the Board, or Superior Schools at the Board's direction, may request a planning year to prepare the facility for opening the following school year or to locate an alternative location suitable for the School's use.

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

The Board will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, as amended as it relates to charter schools, and will ensure that the administration is adhering to the class size requirement in all grade levels. The School's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. Plato Academy is structured so that the maximum number of students in K-3 is 18 and grades 4-8 is 22. By following this structure Plato Academy will be able to effectively meet the maximum constitutional class size obligations. In addition, and in order to ensure class size is maintained at or below the required limits, Plato Academy (K-8) will monitor and adjust enrollment by projecting (predicting) factors such as student retention and/or attrition.

**Section 15: Transportation Service**

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

Plato Academy will provide transportation to the School's students consistent with the requirements of Part I. E. of Chapter 1006, Florida Statutes. Because Plato Academy will be a community-based school that requires parental involvement it is expected that parents will provide the majority of students with transportation. The school will facilitate this assumption by working with parents to encourage car pooling and alternate means of transportation. Plato Academy will determine the number of children requiring school bus transportation. The school will assist in identifying car pool opportunities and other means of transportation.

Transportation shall not be a barrier to the access of education at Plato Academy. Charter schools are permitted under §1002.33 10(E)(4), Florida statutes to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school as long as the resulting racial/ethnic balance is reflective of the community served by the school or within the racial/ethnic range of other public schools in the same district. The school is proposing that reasonable distance for charter school transportation is generally accepted as an area that is between two and four miles distant from the school. There will be no courtesy transportation for students living less than two miles walking distance unless a situation exists where the student would be provided transportation under the rules of the Florida Department of Education.

School bus stops will be established to provide a reasonable walking distance from the student's residence and to avoid hazards. Students with an IEP that require specific accommodations for transportation will, if at all possible, be accommodated according to the student's IEP. All buses shall meet appropriate safety standards and regulations, and shall be equipped for handicapped services, insuring that there is not a barrier to equal access for all students.



**Section 16: Food Service****16.A Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.**

The School will offer a meal service to its students that meets local, state and federal regulations. The meals will be nutritious and provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. The School will either contract with the County School Board for school lunches, contract with a private vendor through an open, competitive bid process as prescribed by the US Department of Agriculture and the Florida Department of Education, or serve the lunches itself.

If a private vendor is selected, the Board will ensure that the food is delivered in accordance with standards established by the Florida Department of Professional and Business Regulations. The school facility will provide an adequate lunchroom space for its students that meets sanitation standards. The local health department will be notified of the school's existence and intent to provide food service to public school students as described herein. The School will make application for a "Permit to Operate" and maintain that certification/licensure in a current state. The School will provide free and reduced prices meals for eligible children. Plato Academy will use the following procedures for distributing and processing Free/Reduced Meal Applications:

1. Disseminate a Free/ Reduced Meal Application (as found on the FDOE website) to all of its students based on the timing required by the county.
2. Returned applications will be evaluated on the basis of the current table for income and number of persons in the household to determine free or reduced price status based on the appropriate guidelines
3. Provide students with notice of eligibility.
4. Applications will be kept confidential per USDA requirements.
5. Records will be kept regarding how applications were selected, for: verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
6. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

Lunch will be served each day between 11:00 A.M. and 1:30 P.M. to all students. Lunch monitors will supervise the meals and clean-up at the end of each lunch period.

**Section 17: Budget**

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

***Please See Exhibit "G" marked: "Revenue Projection for the initial 5 years of the charter"***

***AND:***

***Exhibit "H" marked: "Annual Budget Projection for the initial 5 years of the charter"***

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

***Exhibit "I" marked: "Start Up Budget Projection"***

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

***The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.***

**OPERATING BUDGET REVENUE**

Plato Academy's budget assumes a five year enrollment of 728 students. The enrollment breakdown is provided in the summary section of this application. The budget assumes enrollment will reach the allowed capacity of 728 students in the third year of operations. It is anticipated that enrollment over the first five years to be as follows: up to 288 in year one, up to 640 in year two, up to 728 in years three, four and five. In the event adequate facilities are not secured to accommodate this, a new balanced budget will be provided reflecting a revised number of students for each year of operation. In the event the school is able to secure adequate facilities to house 728 students prior to its first year of operations and demand for enrollment remains at current high levels, the budgets will be the same each year.

**FEFP:**

The revenue estimate worksheet projection for the initial five years is based on 728 students. FEFP revenues were calculated using the Florida Department of Education charter school revenue worksheet for the 2014-2015 school year. It is assumed the FEFP revenue will be maintained at the same per student funding level for the initial five years of the charter. In this regard, for budgetary reasons, it is assumed that expenses will also stay constant for the initial five years of the charter.

**Donations/Fundraising:** For purposes of conservative estimates, we are not including any amount for donations or fundraising in our budget calculations. Our budget projections reflects positive surplus in each of the first five years. As a result, the school will not rely on any donations or fundraising to meet its obligations.

**Start-up Grant Funds:**

As soon as available the board will apply for the federal charter school start up grant funding. Historically these funds have been used to provide for the upfront costs of curriculum and classroom desks, chairs and other educational fixtures. Based on historical experience, we anticipate the start up grant to be approximately \$375,000. Respectively we have included this amount in the attached budgets,

with \$25,000 used during the first year/start-up budget, as provided for in Exhibit I "Start-Up Budget Projection."

**Food Service:** Plato estimates that about 70% of students will have lunch at the rate of \$2.75 each. The cost is also set at \$2.75 each.

### **OPERATING BUDGET EXPENSES:**

The calculation of expenses is based on the historical experience of the established Plato Academy Schools and the experience of its Board Members, in estimating the school's primary operating expense categories.

Major expenses include:

1. Instructional materials are based on a cost of \$465.00 per student. Lower school grades will be a combination of online books and hard textbooks. Most of the curriculum for middle and upper grades will be online instead of in textbook form. Instructional materials include Brain Pop, Curriculum Associates Language, Arts/Math, DiscoveryED, Study Island, Learning A-Z, Right to Learn, Scholastic Magazine, Write Reflections, and Zaner-Bloser.
2. Technology over the first five years, we anticipate a 1:1 student to technology device implementation with the procurement of 728 iPads/iPad Minis or other tablet technology devices at a cost of \$235 each and 42 Smart Boards and projectors at a cost of \$2,150 each. iPads and laptops will be refurbished and not more than 2 years old.
3. Rent for the initial year is estimated at \$120,868, equating to 6% of the budget. This is significantly higher than Plato Academy's historical rental rates at other campuses.
4. Facility improvements and repairs are estimated at \$14,891.00 for the initial year, rising to \$37,641 in the third year of operations.
5. Marketing and advertising, including print media and local mailing is budgeting at \$12,453.00 for the first year rising to \$31,479 at full growth.

### **HUMAN RESOURCE EXPENSES:**

**District Fee:** A 5% sponsor oversight fee is included for the first 250 student FEFP revenue.

**Teacher Salaries:** Teacher salaries are initially established at \$43,000. Benefits are included based on the operator's experience with other charter schools and include health insurance at 80% of the teacher's individual health insurance cost, retirement benefits at 4% of salaries, and a payroll cost of 12.5% to cover payroll tax expenses such as FICA, unemployment taxes and workers compensation rates. We anticipate the numbers of teachers and instructional staff to significantly increase in years two through five. As the number of students enrolled increases the need for additional classes and teacher will increase respectively. The budget for years two through five take into account the additional staffing requirements as a direct result of the increased enrollment. The school staff includes one core teacher per classroom. The school will staff two Greek teachers for the first year and three at full growth. For P.E. teachers there will be two for the first year and four at full growth. During the second year of operations a P.E. assistant will also be added. Teachers for RtI/ESE/Guidance Counseling will initially be staffed by two part-time teachers and will grow to six full-time teachers at full growth of the school. This line item will be adjusted in accordance with the number of enrolled ESE and RtI students. For Art and Music, teachers will be hired initially on a part-time basis, and during the second year of operation full time art and music teachers will be employed. During the third through fifth years of operation, one music and one art teacher will be added. The school will initially employ a part-time gifted teacher and will increase it to one in year two, and two gifted teachers at full growth. Plato will strive to hire an Assistant Principal that is qualified to provide ESE and Guidance Counseling services to assist in those areas. Enrollment, technology, compliance, and other general support will be provided by the ESP.

**Administration Salaries:** We include the salaries for a Principal in the amount of \$62,500, plus benefits and payroll costs. This is based on historical and current Principal salaries at the other five Plato Academy schools. The school shall hire an assistance Principal commencing with the second year of operations.

**General and Administrative cost:** We estimate the general and administrative cost to cover all services to be provided by Superior Schools Corporation at 10% of FEFP. This projection will be increased by 2% in the event the school enrollments maintained above 90% and an additional 2% if the school exceed by a minimum of 10%, the average of all other FCAT scores of public school in the State of Florida who are required to take the FCAT for comparable grades and subjects. In the event of lower enrollment or other conditions resulting in a negative fund balance, the ESP may lower its fee accordingly in order to balance the budget.

**Other:** Classroom furniture and supplies are projected at \$2,343 per classroom. This includes student tables, desks and chairs, as well as administrative and general purpose furniture. This figure is derived from past classroom expenditure experience and it includes refurbished furniture. Insurance expenses are estimated based on the history of expense at the other Plato Academy schools.

#### **START-UP BUDGET REVENUE AND EXPENSES**

**Revenue:** As contemplated above, the federal start up grant is anticipated at \$375,000. \$25,000 of these funds will be used prior to school opening for start-up costs as identified in the enclosed "Start-Up Budget Projection". The majority of the other start-up expenses prior to school opening will be paid by Superior Schools Corp. The school will be responsible for the start-up expenses of insurance (\$9,275), legal costs (\$625), marketing/outreach (\$650), organization development (\$2,325), technology (\$3,400) and training and development (\$8,725). Superior Schools will pay the balance of the start-up costs, estimated at \$62,630, as outlined in the enclosed "Start-Up Budget Projection".

**Expenses:** The budgeted start-up expenses are heavy on human resources as well as curriculum, student facilities and student technology such as iPads and Smart Boards. Other notable expenses include marketing costs, rent and utilities.

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

First, Spending shall be prioritized and student driven including text books and instructional materials and the salaries of educators. Other operational costs shall be prioritized to maintain a safe operational facility.

Plato Academy believes that quality instruction begins with quality instructors and therefore the primary spending priority shall be on recruiting, hiring and retaining quality teachers. The primary strategy for implementing this strategy shall be the reliance on matching the Sponsor's salaries and providing benefits to meet employee needs. These benefits shall include health insurance for the employee, retirement through the employer's funding of a 401(k) plan, life insurance, personal leave days and a work environment that is conducive to professional growth and provides opportunity for professional development and career advancement.

Additional priorities include (in no particular order):

1. The purchase of quality, State-adopted, proven curriculum materials.
2. The provision of high quality and frequent professional development and teacher training activities.

3. The purchase of comfortable and durable furniture and equipment.
4. The purchase of media and technology to support the school's learning goals.

### **Budget Policy and Procedures**

Plato Academy (K-8) Finance Committee and the ESP shall be responsible for planning, preparing, and presenting an annual school budget for the Board of Directors' adoption. The Board of Directors expects the Finance Committee to work closely with the School Leader and staff to assess the needs of the charter school. For budgeting purposes, the fiscal year begins on the first (1<sup>st</sup>) day of July and ends on the thirtieth (30<sup>th</sup>) day of the following June.

In connection with preparation of the annual budget, the charter school shall follow all procedural requirements:

- ✓ The charter school shall adhere to the budget preparation and maintenance standards set forth.
- ✓ The charter school will pay for current expenditures with current revenues. The charter school will avoid budgetary procedures that pay for current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures or accruing future years' revenues.
- ✓ The School Principal and ESP shall review all purchase orders for sufficiency of budget.
- ✓ The School's accountant will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts.
- ✓ The ESP shall provide the status of the budget during a report to the Board of Directors on a monthly basis.
- ✓ The ESP shall present proposed Budget Adjustment Requests (BARS) as needed to maintain a positive balance by object code for all funds.
- ✓ The ESP shall keep the Board of Directors informed of the availability of revenue for budgeting purposes.
- ✓ If required, the charter school shall integrate performance measurement and productivity indicators within the budget.

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

#### ***Exhibit "I" marked: "Start-Up Budget Projection"***

All start up costs with the exception of insurance(\$9,275), legal costs(\$625), marketing/outreach(\$650), organization development(\$2,325), technology(\$3,400) and training and development(\$8,725), will be donated by Superior Schools Corp. Plato Academy's monthly cash flow projections are included with the attached budget documents.

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

Plato Academy's fundraising plan may include:

- **Annual "School Celebration Gala":** This "gala" shall highlight the student achievements to the community and shall provide an opportunity to the school to attract donations and net receipts from merchandise sales, food and beverage sales.
- **Direct Mail Campaign:** A direct mail campaign shall be undertaken and directed to affluent national known donors.
- **Special TV and Radio Donation Campaigns:** Plato academy will establish radio and TV stations relationship. Plato Academy shall have opportunities to raise significant funds for special school needs.
- **Special Student Works Silent Auctions:** The school shall conduct one annual special silent auction event highlighting student works of art. With the parents' permission, the net proceeds shall be donated to the school.
- **PTO Fundraising:** The school shall encourage the Parent Teachers Organization (PTO) to establish and conduct several fundraising events for the benefit of the school.

**Section 18: Financial Management and Oversight**

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

The School Board shall develop sound policies to safeguard all school funds.

**FOR BUDGETED ITEMS:**

The Board will approve an annual budget prior to the beginning of every school year. The payment for any board approved budgeted expense will require the Board or their designee to approve prior to payment. All efforts will be undertaken for the initial budget to be inclusive of all anticipated expenditures during the school year.

The day to day management of the School's finances will involve the Principal and the ESP. The Principal and the ESP will be responsible for recommending purchases or to identify needed services to maintain the instructional program and physical facility in top condition. Upon identifying a good or service the Board or their designee will authorize a purchase order for the procurement of a good or service.

Upon the delivery and confirmation of ordered materials or the satisfactory completion of a service, the Board or their designee approves the packing slip, work order or shipping bill and returns these with initialed invoices and other appropriate documentation to the Board

Small, miscellaneous purchases are facilitated through either a small, school-based impress fund or pre-paid charge cards held by the Principal for emergency expenditures. All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the Board, Principal and management entities have full visibility on all internal fund revenues and expenses.

**18.B Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.**

**FINANCIAL, ACCOUNTING AND INTERNAL CONTROL POLICIES**

**A. Financial Statements and Record Keeping**

Plato Academy will maintain its books on the basis of accounting as defined in the Red Book. Monthly financial statements will be prepared for the School's Board of Directors to review and approve. Such financial statements, including both the Statement of Financial Position and the Statement of Activities will be provided to members of the Board at their regular meetings.

**B. Annual Audit**

The Board Chairperson will engage a Certified Public Accounting firm to conduct an annual audit of the school's books and records the audit is to be completed no later than 120 days after the close of the corporation's fiscal year. The Annual Report shall be made available to all Board members and to any member of the public who requests it in writing.

**C. Budgeting Process**

The ESP or their designee shall prepare an Annual Financial Budget. The budget will be presented to the Board of Directors for their approval, to cover the next fiscal year's expenses. This budget will be

presented on a program basis. The ESP or its designee will present updates of the budget at subsequent meetings of the Board as necessary.

The annual budget for the upcoming fiscal year shall be submitted for review and approval by the board. The annual budget will be based upon the revenues normally received through the district. Along with the report of audit findings/financial statements, the Treasurer or his/her designee shall review both and prepare a "budgeted vs. actual" summary for board review. Ultimately, the board will assure strong financial oversight of the budget, audits, and expenditures. The school will operate using a data-driven decision making process for fiscal accounting and reporting. It will be critical to have a data management system that can provide the data required to make critical decisions. The software shall provide access to forms/database management systems that will allow for efficient management of the school and its records. Plato Academy agrees to comply with the State's/Sponsor's rules, policies/procedures for federal/state Grants Management, which include: Working with the Grants Management Department/the Supervisor of Charter Schools to facilitate Sponsor's approval for all federal/state grants; Submitting Grant Application Executive Summary Form/grant description, and an annual end-of-the-year Grant Final Report; Ensuring that all grant indirect costs are appropriated to the district for applicable Federal Grants that are approved, monitored and/or disbursed by the Sponsor; and submit expenditures to the Sponsor in a timely manner (indicated in the Florida Statutes). Plato Academy will maintain all financial records, which constitute an accounting system in accordance with accounts, and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools." The school will provide year-end financial report/program cost information in the Florida State-required formats for inclusion in the district's reporting compliance.

#### **D. Purchasing Policies**

The purpose of Plato Academy Procurement Practices procurement is to provide a system where maximum open and free competition allows us to acquire the goods and services needed at the best possible price. The following policy statement is intended to govern all purchasing activities related to our federally funded CSP Grant. This statement shall provide guidance to Plato Academy staff and to our commercial vendors concerning acceptable practices. Our goal is to fully implement required procurement regulations, policies and guidance as set forth by federal and state statutes.

Plato Academy will follow accounting policies and procedures that comply with generally accepted accounting principles. Any procurement of goods and services shall be made by the procurement officer/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timeliness, reputation and prior dealings.

#### **Competitive Bidding Procedures**

All bids for supplies, materials, equipment, and contractual services in excess of \$500.00 for any single item, shall require at least three (3) bids whenever possible (exceptions to this are when an item is obtainable only from an exclusive vendor and product availability) from qualified vendors. The Board may at its discretion waive the three (3) bid requirement for repeat purchases with established vendors.

Bids must include all pertinent information to be considered valid, i.e. scope of work, price, specifications etc. The Board of Directors reserves the right to reject any or all bids and accept that accept bid which appears to be in the best interest of Plato Academy. The Board of Directors reserves the right to waive any informalities in, or reject any or all bids or any part of any bid. The Board reserves the right to exercise all options set forth in the Invitation to Bid documents. Any bid may be withdrawn prior to the



scheduled time for the opening of bids. Any bid received after the time date specified shall not be considered.

The bidder to whom the bid is awarded may be required to enter into a written contract with Plato Academy.

A. **Competition:** Plato Academy shall demonstrate goods (products) and services procured are conducted in an openly competitive, public manner. The procurement policy involves competitive bidding, selection of the most advantageous bid for the school, and justification for any sole-source bid.

B. **Comparability:** Plato Academy recognizes for true competition to take place, there must be reasonable product and service descriptions consistent with industry guidelines, to properly describe the products and services to be purchased, the volume of planned purchases and the frequency of procurements.

D. **Procurement Review Process:** This procurement plan shall receive an annual internal Program review by senior staff who are not directly associated with the purchase of goods (products) and service procurement process.

E. **Contract Administration:** All purchased items (good/products) or services shall be checked or verified by designated staff upon their arrival and prior to acceptance, to ensure goods (products) and services received are the proper grade, quality, count or type as ordered and were billed at the prices quoted, bid or offered. The person receiving the items (goods/products) and service deliveries should have a copy of the order placed with the vendor, to check the delivery. All invoices and receipts shall be signed and dated by the receiving employee or representative and maintained as required.

#### **Plato Academy Procurement Code of Conduct**

The Procurement Code of Conduct governs the performance and actions of Plato Academy officers, Board of Directors, employees or volunteers who are engaged in any aspect of bidding, procurement, contracting, federal grants or the administration and supervision of contracts supported entirely or in part by federal entitlement funds disbursed by state or local district.

1. No employee, officer, director, volunteer or agent of Plato Academy shall participate in the selection, award or administration of a bid or contract supported funds if a conflict of interest is real or apparent to a reasonable person.

2. Conflicts of interest may arise when any employee, officer, director, volunteer or an agent of Plato Academy has a financial, family related, or any other beneficial interest in the vendor firm selected or considered for a bid award or contract.

3. No employee, officer, director, volunteer or agent of Plato Academy shall do business with, award contracts to, or show favoritism toward a member of (his or her) immediate family, spouse's family or to any company, vendor or concern who either employs or has relationship to a family member. Award of a contract or bid which violates the spirit or intent of federal, state and local procurement laws and policies established to maximize free and open competition with qualified vendors shall be considered null and void.

4. Plato Academy's employees, officers, directors, volunteers or agents shall neither solicit or accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of ten dollars (\$10.00) from a potential vendor, bidder, or from any party to a sub-agreement or contract.

5. As permitted by law, rule, policy or regulation, Plato Academy shall pursue appropriate legal, administrative or disciplinary action against an employee, officer, director, volunteer, vendor or vendor's agent who is alleged to have committed, or has been convicted of or pled no contest to a procurement related infraction. If said person has been convicted, disciplined or pled no contest to a procurement violation, this person shall be removed from any further responsibility or involvement with grants management, procurements or bids, consistent with school board, state or federal policy.

#### **Equipment (Non-Binding; Non-Contractual; Non-Grant)**

Plato Academy equipment may be loaned, if allowed by law (statutes) to other organizations on a temporary basis subject to the approval of the Board Chairperson. Surplus equipment, if allowed, may be donated to member organizations at the discretion of the Board. Maintenance contracts will be purchased when it is economical to do so.

#### **F. Internal Controls**

The School will utilize the standard state codification of accounts as contained in the Financial/Program Cost Accounting/Reporting for Florida Schools for both internal/external reporting. The governing board will annually adopt/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/recommendations. The board will also review and monitor the financial statements of the school during regularly scheduled Board Meetings. Internal accounting procedures pertaining to receivables/disbursements are as follows:

1. **Receivables:** All cash payments will be logged, coded by source, and deposited within three (3) business days. Deposits will be reconciled to cash receipt logs.

2. **Payables:** Disbursements will be made only to authorized/approved vendors. All checks over a pre-approved threshold, as established by the Governing Board, will require dual signatures. Bank statements will be reconciled monthly/reported to the Governing Board. Plato Academy will report on a monthly basis to the Sponsor/the Board on all payroll reports, financial statements, and other information requested to meet compliance. Plato Academy 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). The Annual Operating Budget shall be the financial plan for the school operation. The annual operating budget will be based on the school districts fiscal year. It provides the framework for both expenditures/revenues for the fiscal year and translates into financial terms the educational programs goals. The operating budget shall support the school's mission. The annual budget shall contain the following sections/corresponding detail: Revenues, Operating Expenses broken down by staff salaries, employee benefits, purchased services, supplies/materials, capital outlays, and facility costs, and Revenues over Expenses, and Transfers to Capital Reserves. All bills (invoices) must be approved by the Board Chairperson and Treasurer or Secretary or designee prior to payment.

##### **a. Procedures for Cash Disbursement**

Plato Academy shall establish a cash management program to safeguard all cash in its custody and control. Plato Academy shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds. Plato Academy shall utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded. All disbursements (including payroll) except those from petty cash will be made by check. All checks will be made payable to specified vendors or payees and shall not be made payable to cash. Voided checks shall be stamped VOID and properly defaced by

removing the area of the signature line and retained in a file for inspection by management as well as external auditors. Support for payment shall be attached to a check when presented for signature.

### **3. Bank Reconciliations**

Plato Academy shall have a cash management program to safeguard all cash in its custody and control, which will include reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance. Plato Academy shall have all bank statements received on a monthly basis. The unopened bank statement will be received and opened by the Board or their designee. Upon review all bank statements shall be forwarded to the Business Manager who will be responsible for the reconciliation of all existing bank accounts. The Board or their designee shall review the activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger cash account. Adjustments to the school's cash accounts, for items such as bank charges, must be made via a Journal Entry in the school General Ledger and must clearly identify the reason(s) for the adjustment(s) in the description. The reconciliation for any given account shall include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger. Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than six (6) months old shall be voided and the vendor or who the check was issued to shall be informed. The bank reconciliation must be completed as expeditiously as possible after the receipt of the bank statement to ensure that the cash account balance as shown in the school's general ledger is as accurate as possible. Copies of all bank reconciliations must be kept for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

**4. Signature Authority.** A Board member and the Board's designees shall have signature authority for such checks, or others as designated by the Board.

### **G. Petty Cash**

Plato Academy may establish and maintain a cash management program to safeguard all cash in its custody and control. Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage, gasoline for bus, etc. Plato Academy shall keep the petty cash fund separate from other funds. The total amount of petty cash kept on hand by the charter school shall not exceed \$200.00. The petty cash fund shall be stored in a locking file cabinet in the Plato Academy business office. The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered from the operating fund whenever necessary. The employee who reconciles the fund cannot be the same employee responsible for the disbursement of petty cash. The petty cash fund is subject to random cash counts by management as well as audit by external auditors.

The petty cash receipt is to be completed in the following manner:

- a. The petty cash receipt is to be completed in duplicate.
- b. The receipt shall include the name of the employee who is receiving reimbursement and the date the reimbursement is made.
- c. The exact description for the transaction.
- d. The total amount of reimbursement.
- e. The completed receipt must be validated by the person authorized to obligate funds for the amount of reimbursement.
- f. An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

### Student Activity Fund Management

In general, Student Activity Funds are those funds that are owned, operated, and managed by students under the guidance and direction of a staff member for educational, recreational, and/or cultural purposes.

- Projects that raise student activity funds should contribute to the educational experience of students and not be in conflict with, but rather add to the existing curriculum.
- All Activity Fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.
- The school principal, or his/her designee, is responsible for the management of the school's activity funds.
- The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected.
- The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the Procedures for the Receipt of Funds at all times.

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

Plato Academy will maintain the records of the Charter School at the location designated by the Board in accordance to the standards set by The Association of Records Management (ARMA). Financial records including personnel files will be maintained and kept for those periods required by law. This shall include any retention schedules that are required by the School Board. Plato Academy will ensure that designated on-site staff receive proper training for student school record-keeping. The ESP will coordinate with the Board, and the Board's accountant and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Sponsor and State Law.

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

Plato Academy will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fire proof cabinet and access to those records will only be by appropriate personnel. IEPs will be stored separately in a fire proof cabinet. Financial records including personnel files will be maintained and kept for those periods required by law.

All departments and offices will ensure that their recordkeeping practices are in compliance with applicable Plato Academy policies and external laws, regulations, standards, and professional ethics.

#### **18.E Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.**

Plato Academy will provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter agreement. Plato Academy will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A" or better and financial size category of "VI" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement.

1. Directors and Officers Insurance: One million dollars per claim/two million dollars aggregate, maximum \$25,000 deductible.
2. Professional Liability Insurance: One million dollars per claim/two million dollars aggregate, with a \$30,000 defense reimbursement aggregate.
3. Commercial General Liability Insurance: One million per occurrence/two million aggregate with no deductible.
4. Automobile Liability Insurance: One million per accident with no aggregate and no deductible. Hired/non owned auto liability is included.
5. Worker's Compensation Insurance: Worker's Compensation Policy is one million dollars (\$1,000,000) per occurrence.
6. Property Coverage: The School shall provide evidence of business personal property insurance, to include furniture, fixtures, equipment and machinery used in the school.
7. Health Insurance: Plato Academy employees will provide health insurance coverage through the leasing arrangement with the contract employer. The School will provide coverage including a prescription drug benefit with a major health care insurer. Employee dependants and spouses are eligible for coverage through the plan at the employee's expense.

**Section 19: Action Plan**

**19.A Present a projected timetable for the school's start-up, including but not limited to the following key activities:**

- 1. Identifying and securing facility**
- 2. Recruiting and hiring staff**
- 3. Staff training**
- 4. Governing Board training**
- 5. Policy Adoption by Board (if necessary)**
- 6. Lottery, if necessary**
- 7. Student enrollment**

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

Please see Plato Academy's Action Plan attached at Exhibit J.

**SECTION IV: STATEMENT OF ASSURANCE**

(See signed page attached)

## 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 Plato Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable 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 Steve Christopoulos, Manager of Plato Academy Schools, to sign as the legal correspondent for the school.

  
Steve Christopoulos

August 1, 2014

*Date*

AMENDED AND RESTATED ARTICLES OF INCORPORATION

OF

PLATO ACADEMY SCHOOLS CORPORATION  
(N12000003891)

FILED  
2012 MAY 21 AM 9:18  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

These Amended and Restated Articles of Incorporation of Plato Academy Schools Corporation (the "Corporation"), a Florida not-for-profit corporation, dated as of May 2, 2012 are being duly executed and filed to amend and restate the Corporation's Articles of Incorporation that were filed on April 13, 2012. These Amended and Restated Articles of Incorporation were duly executed and are being filed in accordance with Section 617.1007 of the Florida Statutes.

ARTICLE I

Name

The name of the corporation is Plato Academy Schools Corporation.

ARTICLE II

Principal Office

The principal street address and mailing address is 401 S. Old Coachman Road, Clearwater Florida 33765, or at such other place as may be designated, from time to time, by the Board of Directors.

ARTICLE III

Duration

The period of duration of the Corporation is perpetual.

ARTICLE IV

Purposes

The Corporation's purpose shall be to be organized and to operate exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law or statute (the "Code"), including, but not limited to the following:

1. To establish, provide, promote, supervise, own, and conduct schools, including, but not limited to charter schools, and educational options, programs, and offerings that provide students with a high-quality education, and will fulfill these purposes in a manner and in accordance with a policy that the Corporation shall not discriminate against students on the basis of race, color, gender, national origin or ethnicity;



2. To operate exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Code, in the course of which operation:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its members, trustees, officers, or other persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein;

b. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including publishing or distribution statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code;

c. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under section 501(c)(3) of the Code or (ii) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code;

d. No gift or grant will be accepted if it contains major conditions which would restrict or violate any of the Corporation's educational or charitable purposes or if it would require serving a private as opposed to a public interest;

3. To seek sources of support, including the solicitation of grants and loans from government bodies, and other public and private sources, and direct or indirect contributions from the general public, as may be necessary to enable it to qualify as a publicly supported organization. In the event this Corporation is in any one year determined to be a "private foundation" as defined by Section 509(a) of the Code, it shall:

a. Distribute its income for each tax year at such time and in such manner so that it will not become subject to the tax on undistributed income imposed by Section 4942 of the Code.

b. Not engage in any act of self-dealing as defined in Section 4941(d) of the Code.

c. Not retain any excess business holdings as defined in Section 4943(c) of the Code.

d. Not make any taxable investments as defined in Section 4944 of the Code.

e. Not make any taxable expenditures as defined in Section 4945(d) of the Code.

4. To engage in any activity in which a non profit corporation may engage under the laws of the State of Florida, and sections 170(b) and (c) and 501(c)(3) of the Code.

The Corporation shall have all powers now or hereafter granted by law, and in addition thereto shall have all powers lawfully necessary or required to carry out its purposes and objects. All of the assets or earnings shall be used exclusively for the purposes hereinabove set out, including payment of expenses incidental thereto. The property of this Corporation is irrevocably dedicated to educational and charitable purposes.

**ARTICLE V**  
**Membership**

The Corporation shall not have members.

**ARTICLE VI**  
**Board of Directors**

The manner in which the directors of the Corporation are elected shall be set forth in the Bylaws of the Corporation.

**ARTICLE VII**  
**Bylaws**

The Board of Directors of this Corporation shall adopt Bylaws for the governance of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors in the manner set forth in the Bylaws.

**ARTICLE VIII**  
**Dissolution**

Upon dissolution or winding up of this Corporation, all assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to one or more of the Corporation's exempt purposes within the meaning of Section 501(c)(3) of the Code, or as otherwise required by Florida law or charter school contract with a school board. Any such assets not so disposed of shall be disposed of exclusively for such purposes by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located; no assets shall inure to the private benefit of any person.

**ARTICLE IX**  
**Registered Agent**

The name and Florida street address of the registered agent of the Corporation is: Thomas Hareas, 305 Signature Terrace, Safety Harbor, Florida 34695.

**ARTICLE X**  
**Amendment**

These Articles of Incorporation may be amended in the manner as set forth in the Bylaws.

IN WITNESS WHEREOF, the undersigned, pursuant to Section 617.1007 of the Florida Statutes, certifies that these Amended and Restated Articles of Incorporation of Plato Academy Schools Corporation were adopted and approved on May 2, 2012 by a majority of all the directors of the Corporation, that no approval of members was necessary because the Corporation has no members, and that the number of votes cast by the directors for such amendments was sufficient for approval.

Dated this 2nd day of May, 2012.

Plato Academy Schools Corporation


By: 

Name: Elias M. Kolettis, D.O., M.S.

Title: Chairman of the Board of Directors

**ACCEPTANCE OF REGISTERED AGENT**

Having been named as registered agent and to accept service of process for the above Corporation at the place designated in these Amended and Restated Articles, I hereby accept the appointment as registered agent and agree to act in this capacity. I further agree to comply with the provisions of the all statutes relating to the proper and complete performance of my duties, and am familiar with and accept the obligations of my position as registered agent.

  
\_\_\_\_\_  
Thomas Hareas  
Registered Agent  
Date:

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 15 2014

PLATO ACADEMY SCHOOLS CORPORATION  
401 S OLD COACHMAN RD  
CLEARWATER, FL 33765

Employer Identification Number:  
45-5042950  
DLN:  
17053325363002  
Contact Person: LYNN HALL ID# 75092  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
April 13, 2012  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

PLATO ACADEMY SCHOOLS CORPORATION

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Tamera Ripperola". The signature is written in dark ink and is positioned above the typed name.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

PLATO ACADEMY SCHOOLS CORPORATION

INFORMATION FOR CHARTER SCHOOLS

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 not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

**BYLAWS**  
**OF**  
**PLATO ACADEMY SCHOOLS CORPORATION**

**Amended: February 6, 2013**

**Section 1**  
**GENERAL**

1.1 Name. The name of the Corporation is Plato Academy Schools Corporation, hereinafter referred to as "the Corporation."

1.2 Nonprofit Purposes. The Corporation is organized and shall be operated exclusively as a nonprofit and tax-exempt organization dedicated to the educational and charitable purposes stated in its Articles of Incorporation.

**Section 2**  
**OFFICES**

2.1 Registered Office and Agent. The Corporation shall continuously maintain a registered office and registered agent within the State of Florida.

2.2 Principal Office. The principal office of the Corporation shall be located at such place as shall be determined from time to time by its Board of Directors.

2.3 Additional Offices. The Corporation may also have offices at such other places as the Board of Directors may from time to time determine and the business of the Corporation may require.

**Section 3**  
**SEAL**

The Corporation may have a seal in the form determined by the Board of Directors. Said seal may be used by causing it or a facsimile thereof to be impressed or affixed or otherwise reproduced, or by writing the word "SEAL" beside the signature of an authorized officer of the Corporation.

**Section 4**  
**MEMBERSHIP**

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

**Section 5**  
**BOARD OF DIRECTORS**

5.1 Powers. The property, affairs, and business of the Corporation shall be managed by its Board of Directors, which may exercise all such powers of the Corporation and do all such lawful acts and things as are not prohibited by statute, the Articles of Incorporation, or these Bylaws.

5.2 Number and Term. The number of directors shall consist of no less than three (3) persons and no more than nine (9) persons. Directors shall hold office for three-year terms. Board members may be elected to serve consecutive terms of office. Directors may not be elected for more than three consecutive terms.

5.3 Appointment and Qualifications. Directors of the Corporation shall be elected by a vote of a majority of those directors present at any regular meeting of the Board of Directors, or at a special meeting convened for that purpose. The Board may include an appropriate percentage chosen from the members of the charter school community.

5.4 Vacancy. If the office of any director becomes vacant, the remaining directors, though less than a quorum, by a majority vote, shall select a successor to serve the unexpired term of the vacated directorship.

5.5 Resignation or Removal. Any individual director may resign at any time by delivering written notice to the Corporation. Unless the written notice specifies a later effective date, the resignation shall be effective when accepted by the Board of Directors. A director may be removed from the Board without cause by a majority of the directors then in office.

5.6 Director 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.

**Section 6**  
**OPERATION OF THE BOARD OF DIRECTORS**

6.1 Meetings.

a. Annual Meeting. The Board shall hold an annual meeting each year for the purposes of organization, selection of Directors and officers, and the transaction of other business, unless notice is otherwise given of a different time. Reasonable notice of time and location of the annual meeting shall be given to all members of the Board.

b. Regular Meetings. The Board of Directors shall hold a minimum of four (4) meetings in each fiscal year on such dates as may be called by the Chairman. Reasonable notice of time and location of the meeting shall be given to all members of the Board.



c. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting or as soon as possible in the event of an emergency. The notice shall set forth the time, place and purpose of the meeting.

6.2 Notice and Place of Meetings. 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 by the Chairman. Appropriate notices of the meeting complying with Florida law shall be posted and delivered to the board of directors. Notice will be deemed received by a director when sent via mail, facsimile, e-mail or telephone.

6.3. Waiver of Notice of Meeting by Board Member: Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

6.4. Quorum. A simple majority of the directors then in office shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a simple majority of the directors voting at a duly constituted meeting of the Board shall be the act of the Board of Directors, except as may be otherwise specifically provided by statute or by the Articles of Incorporation or by these Bylaws. Unless otherwise permitted by law, so long as a quorum of the Board is physically present at the meeting, Directors may participate via telephone conference or other interactive electronic technology in the event of extraordinary circumstances as determined by the Board. 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, except as may be otherwise specifically provided by statute or by the Articles of Incorporation or by these Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors so long as any action taken is approved by at least a majority of the required quorum for such meeting.

## Section 7 OFFICERS OF THE BOARD

7.1 Officers. The officers of the Corporation shall be Chairman, Vice Chairman, Secretary, and Treasurer. The Board may appoint such other officers and assistant officers as may be deemed necessary who shall hold their offices for such terms, exercise such powers, and perform such duties as the Board shall determine from time to time. Any two or more offices may be held by the same person. Except as otherwise provided by the Board, the officers of the Corporation must be Directors of the Corporation. The failure to elect an officer shall not affect the existence of the Corporation.

7.2 Election and Term of Office. All officers shall be elected by a majority vote of the Board and shall serve at the pleasure of the Board. All officers of the corporation shall hold their respective offices for at least one (1) year or until their resignation, removal or other disqualification from service, or until their respective successors shall be elected at an annual meeting. In case of the absence or disability of an officer of the Corporation, or in any other case that the Board of Directors may deem sufficient reason therefore, the Board of Directors, by a majority vote, may delegate for the time being any or all of the powers or duties of any officer to any other officer, director, or any other person.

7.3 Vacancy. Any vacancy occurring in the officers may be filled by a majority vote of the Board of Directors present at any meeting of the Board of Directors at which there shall be a quorum present.

7.4 Resignation or Removal. 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. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a majority vote of the Board.

7.5 Chairman. The Chairman of the Board shall preside at all meetings of the Board of Directors. The Chairman 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. The Chairman may sign, upon authorization 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 shall have such other rights, duties, and powers as are authorized by the Board of Directors from time to time.

7.6 Vice Chairman. The Vice Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

7.7. 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.

7.8. Treasurer. The Treasurer shall, unless the Board of Directors otherwise determines, appropriately steward the property of the Corporation, and 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.

7.9 Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

7.10 Officer Compensation. 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 expenses incurred for serving the Corporation as an officer or in any other capacity.

## Section 8 COMMITTEES OF THE BOARD

8.1 Committees of the Board. The Board may establish standing committees and special committees of the Board on an annual basis or as needed. Unless otherwise specified by the Board or these Bylaws, the Board may annually appoint the members and a chairman of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman may be made at the annual meeting of the Board. In addition, the Board may appoint the members and a chairman of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a majority vote of the Board.

8.2 Standing Committees. Standing committees may be created as required by the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified when the committee is created.

8.3 Special Committees. Special committees may be created as required by the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified when the committee is created.

8.4 Committee Members' Term of Office. Unless otherwise specified by the Board, members of each committee shall continue in office until the next annual meeting of the Board or until their successors are appointed, unless the committee of which they are members shall be sooner terminated by the Board or until their earlier resignation, death, or removal as committee members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee, and specifically without limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

8.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee. Appropriate notices of the meeting complying with Florida law shall be posted and delivered to the committee members and the board of directors at least five (5) days prior to such meeting. Notice will be deemed received by a committee member or a director

when sent via mail, facsimile, e-mail or telephone.

8.6 Authority. The designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual member thereof of any responsibility imposed on it, him, or her by law. Committee recommendations are not binding until and unless adopted by a majority vote of the Board of Directors in session, provided a quorum is present.

## Section 9 FISCAL MATTERS

9.1 Fiscal Year. The Board of Directors shall have the power to fix, and from time to time to change, the fiscal year of the Corporation. Unless otherwise fixed by the Board, the fiscal year shall end on June 30 of each year.

9.2 Deposits. The Board of Directors shall select banks, trust companies, or other depositories in which the funds of the Corporation not otherwise employed shall, from time to time, be deposited to the credit of the Corporation.

9.3 Checks, Drafts, Etc. 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 or such other person or persons as the Board of Directors may from time to time designate, and in such manner as shall from time to time be determined by the Board.

9.4 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer or agent shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable pecuniarily for any purpose or in any amount.

9.5 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by the Board, which authority may be general or confined to specific instances.

9.6 Gifts and Contributions. The Board of Directors or, by delegation, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purpose or for any special purpose of the Corporation. The Corporation may accept any such contribution, grant, bequest or devise that is designated for a specific project or purpose if such designation is consistent with the Corporation's general tax exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special

fund, purpose or use. The Corporation shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax exempt purposes.

9.7 Endowments. Any endowments for the general purposes or for any special purpose of the Corporation may be approved by the Board of Directors.

9.8 Partnerships and Joint Ventures. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any partnerships or joint ventures that the Board determines will advance the purposes and goals of the Corporation as described in the Corporation's Articles of Incorporation and will not jeopardize the Corporation's tax-exempt status.

## Section 10 INDEMNIFICATION

10.1 Indemnification. The Corporation shall indemnify a director or officer of the Corporation who prevails in the defense of any proceeding to which he was a party because he is or was a director or officer of the Corporation against reasonable expenses incurred by him in connection with the proceeding. Any person made or threatened to be made a party to any action or proceeding, whether civil or criminal, by reason of the fact that he, his testator or intestate, is or was a director, officer, or agent of the Corporation, may be indemnified by the Corporation, and the Corporation may advance his related expenses, to the fullest extent permitted by law. A director, officer, or agent shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation.

10.2 Insurance. The Corporation may purchase and maintain insurance to indemnify: (a) itself for any obligation which it incurs as a result of the indemnification of directors and officers in the manner provided by law; and (b) the Corporation's directors, officers, employees, and agents, to the full extent permitted by law. Such insurance must satisfy the requirements imposed by law.

## Section 11 OTHER PROVISIONS

11.1 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.

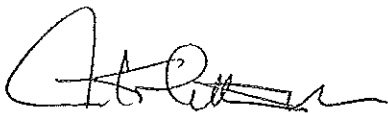
11.2 Transactions with Interested Parties. Unless otherwise provided by law or by contract with the Corporation, a contract or other transaction between the Corporation and one or more of its directors, officers, or family members thereof (hereinafter "Interested Party"), or between the Corporation and any other entity, of which entity one or more directors, officers, or trustees are also Interested Parties, or in which entity an Interested Party has a financial interest shall be voidable at the sole election of the Corporation if neither of the following provisions are satisfied: a) the material facts of the transaction and the Interested Party's interest were disclosed or known to the Board of Directors or a committee of the Board of Directors, and the Board of Directors or committee authorized, approved, or ratified the transaction, or b) the transaction was fair and reasonable to the Corporation at the time it is authorized by the board, a committee, or the members. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors (or a committee thereof) which authorizes, approves, or ratifies such contract or transaction, but may not vote on such transaction.

## Section 12 AMENDMENTS

12.1 Amendments. The Articles of Incorporation and these Bylaws may be amended, altered, or repealed, wholly or in part, at any meeting at which a quorum is present by a majority of the Board of Directors.

## CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the Chairman of the Board of Directors of Plato Academy Schools Corporation, a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors on February 6, 2013.



\_\_\_\_\_  
Elias M. Kolettis, D.O., M.S.  
Chairman of the Board of Directors

# PLATO ACADEMY SCHOOLS CORPORATION

## 1.1 CONFLICTS OF INTEREST POLICY

### **1. Reason for Policy**

As a nonprofit, tax-exempt entity, Plato Academy Schools Corporation (the "Corporation") has been organized for public benefit and depends on grants, charitable contributions, and other forms of public support. This organization, therefore, has a mandate to at all times promote public, not private, interests, and to avoid conflicts of interest. The Internal Revenue Service as well as state corporate, tax, and consumer protection officials view the operations of nonprofit organizations akin to a public trust, with legally enforceable accountability to both governmental authorities and members of the public.

### **2. Summary of Policy**

Any possible conflict of interest on the part of a Director, officer, or management employee, ("Decision Makers," as defined below in Section 3), shall be fully and promptly disclosed to the Chairman of the Board of Directors, who shall promptly investigate the facts and report to the Board as a matter of record. Disclosure shall be made as soon as a Decision Maker discovers a personal or other entity interest which could affect the activities, programs, property, employees or services of this organization, or any matter or transaction potentially requiring Board action. Further, each Decision Maker shall annually complete the Annual Conflicts of Interest Questionnaire (Attachment A) confirming that all conflicts and potential conflicts existing during the previous year, or currently existing, have been disclosed.

When a possible conflict has been disclosed, the Board shall determine whether a conflict actually exists and whether it is material. Where a material conflict exists, the Board shall determine whether the contemplated transaction or other conflicting involvement may be authorized as just, fair and reasonable as to the organization. The decisions of the Board on these matters will be guided by independent counsel as appropriate, and their guiding principle shall be the integrity and best interests of this organization and the advancement of its purposes.

Between the general public and this organization and its Decision Makers, there exists a fiduciary duty which carries with it a broad and unbending duty of loyalty. The Decision Makers have the responsibility to administer the affairs of this organization honestly and prudently, and to exercise their best care, skill and judgment for the sole benefit of this organization. These persons shall exercise the utmost good faith in all transactions related to their duties, and they shall not use their positions with this organization or knowledge gained therefrom for their personal benefit. The best interests of this organization must always have the first priority. All transactions must only be approved if they secure for this organization full competitive advantages as to product, service and price, and contains no material element of private benefit.

### **3. Persons Concerned**

This policy is directed not only to Directors and officers, but to all employees who can influence the actions of this organization or its Board, or make commitments on their behalf ("Decision Makers"). For example, this would include all who make purchasing decisions, all other persons who might be described as "management personnel," and all who have proprietary information concerning the organization (collectively "Decision Makers").

#### **4. Areas in Which Conflicts May Arise**

Conflicts of interest may arise with third party entities whenever a Decision Maker is wearing a second hat of responsibility, either personally or with another organization. These conflicts occur in a multitude of contexts. Here are a few examples:

1. Persons or entities supplying goods and services to this organization.
2. Persons or entities from whom this organization leases property, equipment, and staff.
3. Persons or entities with whom this organization is dealing or planning to deal in connection with the donation, purchase or sale of real estate, securities, or other property.
4. Persons or entities paying honoraria or royalties for products or services delivered by this organization or its agents or employees.
5. Other nonprofit or for-profit organizations pursuing possible affiliation or collaboration for a transaction, project or ongoing program.
6. Foundations, government grantors or contractors, corporations, or others supporting the organization.
7. Agencies, organizations and associations that monitor, regulate, or otherwise affect the operations of this organization.

#### **5. Nature of Conflicting Interests**

A material conflicting interest is defined as an interest, direct or indirect, between a Decision Maker and any other person or entity (such as those examples mentioned in Section 4) which might affect or influence, *or might reasonably be thought by others* to affect or influence, the judgment or conduct of a Decision Maker of this organization. As examples, direct interests might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with this organization or its affiliate.
2. Investing in a business in which this organization or an affiliate holds an interest that reasonably could affect the value of the individual's investment.



3. Investing in a non-publicly traded business in which the Decision Maker either owns 5% or more of the voting stock, or in any other way exercises effective influence of the business.
4. Holding office, serving on the Board, participating in management or being otherwise employed (or formerly employed) in any third party dealing with this organization or its affiliate.
5. Receiving any form of remuneration or benefit for services with respect to individual transactions involving this organization or its affiliate.
6. Using this organization's or any affiliate's personnel, equipment, supplies, or resources, or good will for personal benefit, or for other than organization-approved activities, programs and purposes.
7. Receiving personal gifts or loans from third parties dealing with this organization or its affiliate. (Receipt of any gift is disapproved except gifts of nominal value which could not be refused without discourtesy. No personal gift of money should ever be accepted.)
8. Obtaining or possessing an interest in real estate, securities or other property that this organization or its affiliate might consider buying or leasing.
9. Expending staff time during normal business hours for personal affairs or for other organizations, nonprofit or otherwise.
10. Obtaining or reserving personal ownership or royalty interest in copyrights, trademarks or patents in which this organization or its affiliate has an interest.

## **6. Indirect Interests of Related Parties**

Conflicting interests may also be indirect. A Decision Maker will be considered to have an indirect interest in another entity, transaction, or property if any of the following have an interest:

1. A family member of a Decision Maker. (Family member is defined by the IRS for these purposes as spouses, brothers and sisters (by whole or half blood), spouses of brothers and sisters (by whole or half blood), ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.)
2. An estate or trust of which Decision Maker or family member is a beneficiary, personal representative, or trustee.
3. An entity of which a family member of the Decision Maker is an officer, Director or employee, or in which the family member has ownership or other proprietary interests.
4. A colleague or employee of a law firm, accounting firm, or other professional entity of which the Decision Maker or family member is an owner, employee, or otherwise affiliated.

## **7. Interpretation of This Statement of Policy**

The relations listed in Section 4 potentially giving rise to areas of conflicting interests and the direct and indirect interests listed in Sections 5 and 6 are not exhaustive. Conceivably, conflicts might arise in other areas or through other relations. It is expected that each Decision Maker will recognize such areas and relation by analogy.

The fact that one of the interests described in Sections 5 and 6 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is sufficiently material to be of practical importance, or if material, is necessarily adverse to the interests of the organization. *However, it is the policy of the Board that the existence of any of the interests described in Sections 5 and 6 shall be promptly disclosed and fully investigated before any transaction is consummated.* It shall be the continuing responsibility of all Decision Makers to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make disclosures of all relevant facts and circumstances.

As soon as practical after a potential conflict is identified, disclosure should be made to the President (or if he or she is the one with the conflict, then to the Chairman of the Board of Directors, who shall promptly investigate and bring these matters to the attention of the Board.

The Board shall then determine whether a conflict exists and whether it is material. Where a material conflict exists, the Board shall determine whether the contemplated transaction may be authorized as just, fair, reasonable, and in the best interest of the organization. The decisions of the Board on these matters will be guided by independent counsel as appropriate, and their guiding principle shall be the integrity and best interests of this organization and the advancement of its purposes.

The following describes the procedure that the Board should employ when dealing with a potential conflict of interest:

- (1) Any Board member having a possible conflict of interest on any matter shall not vote or use his or her personal influence on the matter, and shall be recused from final discussion and voting after answering all Board questions and fully informing the Board of all pertinent detail.
- (2) The Chair of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the Corporation's best interest and for its own benefit, and whether the transaction is fair and reasonable to the Corporation. The Board or committee shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(5) The Minutes of the Board will reflect all conflicts of interest disclosures and abstentions from voting and the existence of a quorum.

**8. Annual Conflicts of Interest Questionnaire**

To further promote and facilitate the full disclosure of potential and actual conflicts of interest, upon appointment to the Board of the Corporation and each year thereafter, Decision Makers shall complete an Annual Conflicts of Interest Questionnaire.

**EXHIBIT E**  
**PLATO ACADEMY K-8**  
**STAFFING PLAN**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Faculty Position	2015-16	2016-17	2017-18	2018-19	2019-20
School Principal	1	1	1	1	1
Assistant Principal	0	1	1	1	1
Secretaries	1	1	1	2	2
Office Clerk	1	2	2.5	3	3
Core Classroom Teachers	14	22	36	36	36
P.E. Teachers	2	3	4	4	4
Assist. P.E. Teachers	0	1	1	2	2
Music Teachers	0.5	1	2	2	2
Art Teachers	0.5	1	2	2	2
Greek language Teachers	2	3	3	3	3
RtI/ESE/Guidance	1	4	6	6	6
Gifted Teacher	0.5	1	2	2	2
Janitorial/Cleaning Support	1	2	2	3	3
Total	24.5	43	63.5	67	67

.5 = part time

**Charter School Management Agreement  
Between  
Plato Academy and Superior Management Corporation.**

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## CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between Plato Academy Charter School, ("Plato") and Superior Management Corporation ("Superior")

### Recitals:

**WHEREAS**, Plato has a contract with Pinellas County Public Schools (the "Sponsor") to operate a charter School (the "School").

**WHEREAS**, Plato is governed by its Board of Directors (the "Board").

**WHEREAS**, Plato experienced extreme financial and educational problems since its inception to a point of near collapse and total failure.

**WHEREAS**, By November 23, 2004, Plato had spent all but \$143.07 of its operational funds and had a projected deficit of over \$150,000.00 to the end of the 2004-2005 school year, as indicated by its finance committee.

**WHEREAS**, By November 23, 2004, Plato had spent all but \$4,543.37 of its \$250,000.00 initial year start up federal grant, and Plato's student count had dropped from a total enrollment of 78 down to 46 with only 32 students actually attending on the first day of the new administration.

**WHEREAS**, Plato board members started discussions of winding down and closing the school during the November 23, school board meeting, and Plato was going to shut down and close, unless Superior director(s) stepped in and volunteered their services to save and resurrect the school.

**WHEREAS**, Superior Directors and affiliates have up to date saved the school in excess of \$55,000 by donating their salaries and benefits that would had otherwise been paid to other employees to fill the volunteered positions.

**WHEREAS**, Superior directors undertook the task of "saving the school" at an extreme personal and financial risk by providing free management and educational services and by "backing" the school operations financially.

**WHEREAS**, Officials of Superior have resurrected the school from the brink of collapse, managed the school to a state of financial stability, gained parent trust and respect, reversed the trend from one of losing students to one of gaining students, and significantly improved the climate, educational management and financial state of the school through their perseverance, hard work, dedication and passion for the school and its mission.

**WHEREAS**, Superior through the influence of its director(s), has solicited and caused donations to Plato in excess of \$40,000 since November 23 2004.

**WHEREAS**, Superior directors through their personal influence and a personal donation of \$32,000, have negotiated an amendment to the lease that includes extremely favorable terms and conditions to the school. Landlord concessions include a combination of waiver of rent, reduction of rent and a more than a dollar per dollar rent credit for school benefit improvements. Provided Plato takes full and immediate advantage of the rent credits for building and occupying additional classrooms, the total four year cash savings resulting from Superior's donations and renegotiated lease savings comes to over \$375,385.32.

**WHEREAS**, Although the current state of the school is highly improved, the possibility of the school's total collapse and failure remains high in the event superior directors elect to end their financial support and services to the school.

**WHEREAS**, Plato faced extreme risk of shutting down due to a variety of financial and other risks including but not limited to a demand in the amount of \$143,232.69 by the prior

administration, prior bad publicity, unpaid financial liabilities and demands for immediate financial and other compliance by the Sponsor.

**WHEREAS,** The Sponsor through their representative demanded the receipt of a balanced budget before allowing the opening of the school for the for the 2005-2006 school year commencing on August 3, 2005, and accepted the budget presented which included a donations line item of \$106,065.32 in order to balance the budget, only after superior personally represented to the sponsor his personal guarantee and financial backing of the school to cover any expected donations shortfall and other school liabilities.

**WHEREAS,** Plato was not able to project and produce such balanced budget without Superior's aid and financial guarantees.

**WHEREAS,** Superior directors wish to obtain future financial and other assurances from Plato before continuing with their services and financial support.

**WHEREAS,** Plato recognizes that Superior director(s) have proven their management abilities beyond any reasonable doubt as the have successfully resurrected the school and turned it around from both a financial and educational collapse.

**WHEREAS,** Plato recognizes Superior's ability, passion and commitment for the success of the school and wishes to enter into this long term management agreement with Superior.

**WHEREAS,** Plato recognizes the need for a Pre-K program and a before/after care program to be offered on school grounds for the benefit of Plato and to be in line with the curriculum and visions of Plato Academy.

**WHEREAS,** Plato wishes the Pre-K program will serve as a "farm" in preparing students to enter Plato's kindergarten classes, and wishes the before/after care program to serve as mainly an enrichment program serving Plato's students.

**WHEREAS,** Plato can not financially afford, is not willing to assume the financial risk, does not have the capability, desire and financial resources to develop and successfully manage the before/after care and the pre-k program, and wishes to assign such to a professional manager.

**WHEREAS,** Plato wishes to insure its existence and survival, to fulfill its public obligation to govern the school responsibly, and to maintain the freedom to take appropriate action to ensure the fiscal and academic health of the school.

**WHEREAS,** The Board recognizes that it is ultimately accountable for both the academic and financial health of the school, and wishes to continue to exercise its fiduciary responsibility to the school by remaining in control and actively involved in the oversight of the school's operations, setting and approving broad school policies such as but not limited to budget, curriculum, admissions, procedures, student conduct, school calendars, and dispute resolution procedures.

**WHEREAS,** Plato desires to ensure that its Charter School is professionally managed and operated in accordance with the requirements of its contract with Pinellas County Public Schools and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities.

**WHEREAS,** Superior has been established to provide professional management and consulting services to Charter Schools.

**WHEREAS,** officials of Superior are familiar with the governmental agencies and requirements needed to establish and operate a Charter School as well as the requirements of all State and Federal authorities and of the local municipal and or county government which may be applicable to the operation of the School or its facilities.

**WHEREAS,** Plato believes that Superior through its services is capable to deliver a financially viable and academically excellent school.

**WHEREAS,** Superior and Plato desire to enter into agreements for the purpose of having Superior manage the Charter School.

**WHEREAS,** Superior has provided all board members a copy of the Charter Friends National Network's "charting a clear course: a resource guide for building successful partnerships



between charter schools and school management organizations”, understands all the ramifications and responsibilities of entering into this into this agreement, and enters into this agreement for the ultimate benefit of the school.

**WHEREAS**, Superior has recommended that Plato obtains independent legal advice and aid in negotiations before entry into a management contract.

**NOW THEREFORE, the parties to this Agreement agree as follows:**

**1. Recitals:**

The foregoing recitals are true and correct and are incorporated herein.

**2. Engagement:**

The School engages Superior for the purpose of managing, staffing and operating Plato and Superior accepts such engagement pursuant to the terms of this agreement.

**3. Financial Guarantee:** In order for Plato to arrive at a balanced school budget for the 2005-2006 school year and to guarantee the financial viability of the school, Superior agrees to donate to the school in increments as needed up to the amount of \$161,141.92. In the event revenue increases through additional enrollments and expenses decrease through cost effective management, Superior’s donation requirement will decrease accordingly.

**4. Plato School Management and Administrative Duties:** Superior will coordinate the management and administrative duties required to operate the Charter School. In connection with this, Superior will report to the Board and advise it of the systems established for administrative duties, including those related to ongoing operational budget. In providing services, Superior will comply with all Board and School Policies and Procedures already in place, and with all applicable State and Federal rules and regulations. Superior’s services will include facilities design, staffing and human resource coordination, as well as the day to day administration of the school including regulatory compliance, legal and the maintenance of the books and records of the school as well as the bookkeeping and budgeting and financial forecasting that is provided to the Governing Board for its oversight.

**5. Pre-K and Before/After Care Programs Management and Administrative Duties:**

Superior shall identify, develop and manage the Pre-K and the before/after programs to be offered as additional services but separate from the operations of the School as granted under the “Charter Contract” with the Sponsor. These are programs that are not encompassed by the Charter School Agreement between the School and its Sponsoring School Board. Accordingly, the School elects not to offer these programs directly, but rather to authorize Superior to do so. In furtherance of that, Superior will retain the necessary operators to provide the underlying services to the parents and students desiring them. Superior 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. Superior, and/or the service providers selected by it, shall be the direct primary supplier to the parents and students of those ancillary services.

**6. Board of Directors Meetings:** Superior will schedule, coordinate and attend the meetings of the Board and the staff of the Charter School and maintain the minutes and records of those meetings and comply with the requirements of State law regarding such meetings and record keeping.

7. **Record Keeping:** Superior will maintain the records of the Charter School at the location designated by the Board. Plato will ensure compliance with the State requirements for record keeping. Plato will ensure that designated on-site staff receives proper training by the Sponsor's Office of Information Technology (O.I.T.) for student school record-keeping through its designated Management Information Services programs.

8. **Bookkeeping:** Superior will coordinate with the accounting firms recommended by Superior and accepted by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Sponsor and State law.

9. **Staff Administration:** Superior will identify and provide sufficient qualified personnel to operate Plato including without limitation, one principal and such other administrators, teachers, clerical, cafeteria, and such other staff to enable Superior to operate the Charter School. Superior will provide such personnel as Superior, in its sole judgment, determines are necessary to properly operate the Charter School in accordance with the Charter. Superior shall determine in its own discretion the salaries and benefits which will be provided to such personnel and shall administer the provisions of such benefits. The Pinellas County School District pay scale will be used as a guide in setting the salaries and benefits of all employees. The classroom "lead teachers" employed by the School will be certified as required by Chapter 231, F.S. Superior may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teacher aides in the same manner as defined in Chapter 231, F.S. (e.g. section 231.15, F.S.) as described in Florida's Charter School Legislation.

Employees selected will be hired as School employees. Superior will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. Superior will propose a professional employee management company, such as A-1 Staffing services, to the Board that can perform the human resource services for the School. Once the Board approves a human resource provider, Superior will coordinate the services provided. The use of a professional employer organization will allow the staff of Plato Academy to enjoy the same level of benefits that are available to employees of large organizations such as Fortune 500 companies. The Board will have complete discretion to decide which service provider to use. Superior will be the liaison for the School vis-à-vis the human resource company. All School-based contracted employees will be assigned to the Charter School and may only be removed, dismissed, or transferred by a Superior recommendation and Board approval. The costs associated with such personnel shall be paid by Plato in accordance with the annual Charter School Budget, provided however for the balance of the 2005-2006 school year, Superior shall provide the services of a full time Principal without any additional cost or charge to the school.

10. **Annual Budget:** In addition, Superior shall prepare and submit a detailed annual budget of the Charter School on or before June 15<sup>th</sup> of each year (the "Annual Charter School Budget"). This annual budget shall include the total number of student stations for the coming academic year, as well as all recommended capital purchase requests, debt repayments and/or cash loans required, operating revenues and operating expenditures for the following school year. Superior shall operate within its Annual Charter School Budget, as approved by the Charter School. In the event that Superior requires additional funds in excess of those within the Annual Charter School Budget, it shall propose amendments to the budget to the Charter School for the Charter School's consideration, setting forth in detail the reasons and necessity for the additional funds.

11. **Audits:** Superior shall accommodate one (1) audit per year of the Charter School which shall include the availability of office space, telephone and copying equipment, and access to all

school records and source documents. The cost associated with such audit shall be paid from the Annual Charter School Budget.

**12. Financial Projections:**

Superior will prepare annual budgets and financial forecasts for the Charter School to present to the Board for review and approval. 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. The Governing board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by Superior and a certified accounting firm, will adopt accounting policies and procedures.

Superior will coordinate the preparation of monthly financial statements to the Sponsor, which will include a statement of revenues and expenditures and changes fund balances prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in its Charter School contractual agreement with Plato Academy. The school will provide the Sponsor with annual financial reports as required by the sponsor. 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, no later than September 20<sup>th</sup> of each year.

**13. Contact Person:**

The initial contact persons for Superior shall be Steve Christopoulos.

**14. Grant Solicitation:** Superior will solicit grants available for the funding of the Charter School from the various government and private and institutional sources that may be available for such. Such grants include the Federal Grants Program Start-Up and Continuation Grants for Charter Schools.

**15. License:** Plato grants Superior the right of first refusal for management of other Charter Schools that Plato Academy or its board members may operate or license to operate in the future under the name "Plato Academy" or any derivation of the name to Superior. The terms and conditions of such license or management agreement will be substantially similar to this agreement and will be for the purpose of opening other charter schools, operating the before and after care programs, and operating the Pre-K program. Plato further grants Superior a license to operate the Pre-K and the Before and After School Care Programs under the name of Plato Academy or any derivative of Plato Academy such as but not limited to "PlatoKids", "PlatoTime" and "PlatoKidCare".

**16. Financing Solicitation and Coordination:**

Superior will coordinate obtaining financing from private and public sources for loans desired by the Board.

**17. Other Funding Sources and Activities:**

Superior will coordinate the solicitation of Capital Outlay Funds from the appropriate State or local agencies. Similarly, Superior will coordinate the solicitation of other State, Federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to the Charter Schools from time to time. Superior shall be responsible for all fund raising activities on behalf of the Charter School, and the Charter School shall cooperate fully with any and all such fund raising efforts. In this connection, the Charter School shall appoint a development committee and

designate its chair. The Charter School and the development committee shall work cooperatively with Superior's staff to solicit private donations for the Charter School.

**18. Annual Reporting:**

Superior will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School. The report will be submitted to the Board for approval, and Superior will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

**19. Student Assessment:**

Superior will prepare a student assessment methodology and may retain on behalf of the School professionals to administer and evaluate results. Superior will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

**20. School Board Representation:**

Superior will serve as primary liaison with school board officials on behalf of the School. In connection therewith, Superior representatives will attend required meetings and public hearings.

**21. Governmental Compliance:**

Superior will ensure compliance with State and Sponsor regulations and reporting requirements of the Charter School, including site inspections.

**22. Charter Renewal Coordination:**

Superior will coordinate with the School's Sponsor for renewal of the school's Charter on a timely basis. Superior will negotiate the terms of the renewal contract with school's Sponsor.

**23. Curriculum Development:**

Superior shall identify and or develop curricula in connection with the operations of the School, mission of the school as identified in the school charter application to the school district, and the desires of the board provided such desires are in line with the vision and mission of the school founders as outlined in the initial charter school application. Superior shall plan, implement and oversee a curriculum for the charter School which complies with federal and state law, the policies of the Chartering Entity and The Charter, which curriculum shall contain, but not be limited to, rules and requirements relating to students admissions, bilingual education, student records, access to equal educational opportunities, school year and school day requirements, special education, student testing, extra-curricular and co-curricular activities and programs. In addition, Superior shall (a) design, implement and oversee student recruitment and enrollment procedures and (b) oversee the administration of all standard tests to the students of the Charter School which are required by law, Chartering Entity policy or the Charter.

**24. Facilities Identification Expansion, Design and Development:**

Superior shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Superior shall assist the School in planning the design of new facilities or in the expansion of existing ones. Further, Superior shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

**25. Systems Development:**

Superior will identify and develop school information systems to be used in connection with the administration and reporting system for the school. This includes filing systems for accounting documentation, student records, computer systems and telecommunication services.

**26. Training:** Superior shall be responsible for (a) the training and continuing education of its educational faculty, including the principal, administrators, and State of Florida certified teachers associated with the Charter School and (b) implementing and monitoring professional development activity requirements applicable to the Charter School's administrative and instructional personnel. The costs associated with such activities shall be paid for from the Annual Charter School Budget .

**27. Contract Administration:** Superior shall coordinate, negotiate and administer contracts entered into by the Charter School for necessary services performed by third parties.

**28. Management Information Systems ("MIS"):** Superior shall assist and oversee the Charter School in designing, purchasing, implementing and administrating a MIS for the Charter School. Responsibility for maintaining all data and records stored and used by the Charter School's server shall be with Superior and shall be in accordance with the Charter. The cost associated with any design, purchase, implementation, and administration shall be paid for from the Annual Charter School Budget. On behalf of the Charter School, Superior, at its sole discretion, shall determine the MIS system to be utilized at the Charter School.

**29. Cafeteria Management Service:** Superior shall provide management services for the Charter School's cafeteria which enables the Charter School to comply with all federal and state laws, ordinances, rules, and regulations and the Charter regarding the provision of food service to all students attending the Charter School. Superior may contract for food services by an outside caterer, or may arrange for onsite food preparation. Superior shall pay for all costs associated with such service and collect all fees paid for such services. Superior will retain any surplus and pay for any deficit associated with these services.

**30. Insurance:** Superior shall ensure that the Charter School complies with all insurance requirements set forth in the Charter. The costs associated with such insurance shall be paid for from the Annual Charter School Budget.

**31. Parent Activities:** Superior shall coordinate and oversee all organized parental involvement, including any required participation of parents of children enrolled in the Charter School. In addition, Superior shall establish and work with any parent-teacher organization to be established at the Charter School for the purposes of furthering the goals of the Charter School.

**32. Public Relations:** Superior shall, jointly with the Charter School, be responsible for all official public relations for the Charter School, including without limitation community outreach, press releases, and media relations. Approval of both Superior and the Charter School shall be obtained prior to any official public relations communiqué.

**33. Coordination with Chartering Entity:** Superior shall be responsible for coordinating any and all activities of the Charter School with the requirements of the Chartering Entity and the Charter and for complying with all reasonable requests of the Chartering Entity regarding the Charter School.

**34. Responsibilities of the Charter School:** The Charter School shall be responsible for the following:

**35. Establishment of Operating Account:** The Charter School shall establish an Operating Account with Superior as signatory for the operating and performance of the Charter School (the "Operating Account").

**36. Cooperation:** The parties shall, in good faith, share all information received from the Chartering Entity so as to comply with mutual obligations herein. Any information, whether written or oral, which is transmitted by the Chartering Entity to the parties shall be shared between the parties promptly.

**37. Complaints:** The Charter School shall act jointly with Superior to resolve any complaints brought by parents, teachers or other relating to the Charter School's compliance with applicable legal requirements.

**38. Maintenance of Charter:** The Charter School shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the Chartering Entity, are fully complied with at all times. If the Charter School, shall at any time, receive notice from any public authority or other person that the Charter Schools or may be in violation of the Charter, the Chartering Entity rules or any provision of any applicable law or regulation, the Charter School shall immediately notify Superior of the asserted violation and shall thereafter work diligently with Superior to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.

**39. Tax Status:** The Charter School shall take all reasonable steps to maintain status as a 501 C(3) tax-exempt organization under federal and, if applicable, state law such that contributions to the Charter School are deductible to the donor for federal income tax purposes. If the Charter School and Superior conclude it is appropriate to do so, the Charter School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax deductible contributions in support of the Charter School and/or of education generally.

**40. Extracurricular Activities:** Superior shall offer extracurricular programs. Said extracurricular activities shall include, but are not limited to, before and after school activities at the Charter School. The fees charged for such extracurricular activities shall be customary and consistent with local practice and applicable law and funds collected by Superior for such extracurricular activities shall be additional revenues earned by Superior.

**41. Subcontracts:** Superior may subcontract for the performance of any of its responsibilities set forth in this Agreement. The Charter School may have an opportunity to review any and all proposed sub-contracts in connection with the performance of the duties, functions, and responsibilities under this Agreement.

**42. Compliance with Applicable Law and Charter:** Superior shall be responsible for ensuring that the Charter School complies with all laws, ordinances, rules and regulations applicable to it, including the terms of the Charter.

**43. Further Assurances:** The parties hereby agree from time to time to execute and deliver such further and other assurances, assignments and documents and do all matters and things which may be convenient or necessary to more effectively and completely carry out the intentions of this Agreement.

**44. Outside Business:** Nothing contained in this Agreement shall be construed to restrict or prevent, in any matter, Superior or its representatives or principals from providing services to any third-party similar to the services provided pursuant to this Agreement.

**45. Proprietary Information:** The Charter School agrees that Superior shall own all copyrighted and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, or any other materials created and developed by Superior, its employees, agents or subcontractors, or by any individual working for or supervised by Superior, which is developed during working hours or during time for which the individual is being paid and which is specifically identified by Superior in writing as being copyrighted or proprietary. Superior shall have the sole and exclusive right to license such materials for use by other school districts, public schools, or customers or to modify and/or sell such material to other schools and customers, including this school. The Charter School, to the extent permitted by law, shall treat all proprietary information specifically identified in writing by Superior as though it were a trade secret and copyrighted and shall use efforts as may be reasonably requested by Superior so as not to disclose, publish, copy, transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement.

#### **TERM OF AGREEMENT**

**46. Initial Term:**

The commencement date shall be deemed the date of execution of this agreement. The length of the Agreement shall be coextensive with the term of the Charter contract with Pinellas County Public Schools.

**47. Renewal:**

The term of this Agreement shall be renewed along with any renewals to the Charter Agreement with Pinellas County Public Schools.

**48. Termination:**

This agreement may be terminated for any of the following reasons:

- A. Superior's failure to successfully negotiate and arrange for the Charter Agreement renewal between Plato and the appropriate government authorities.
- B. Enrollment of students decline below 80 students at any time after February 7, 2006.
- C. Superior's failure to honor all of its financial guarantees as outlined above.
- D. Superior's failure to provide, recommend and implement an annual balanced budget report.
- E. Superior's failure to deliver an above average academic school as compared with all other public schools in the State of Florida through State testing results.

Termination will only be effective provided Plato provides superior with a notice sent via certified mail containing in detail the reasons for the proposed termination and also providing Superior with a reasonable "cure" period of not less than 60 days.

#### **COMPENSATION**

**49. Base Compensation:**

The School shall pay Superior a Charter School Management fee equal to fourteen percent (14 %) of all the Florida Education Finance Program (FEFP) funds or equivalent funding replacement received by the school. All payments will be paid to Superior in equal monthly installments over the term of this agreement and will be due not later than 15 days after the applicable funds are received by the school from the funding agency. Compensation for the

2005-2006 school year shall be based upon all FEFP funds received by the school for the entire 2005-2006 school year without regard to the commencement date of this agreement.

**50. Reimbursement of Costs:**

Superior will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to the Board and subject to Board approval. This may include services that are not within the regular course of running the School, such as special projects, litigation coordination and land use coordination. Such projects may include the engagement of other professionals or consultants who may be independent from Superior or part of Superior's network of consulting professionals. Superior shall be reimbursed for actual costs it incurs in connection with travel, lodging, and food required attending conferences and other events on behalf of the Charter School. The Board shall give prior approval for such costs.

**OTHER MATTERS**

**51. Conflicts of Interest:**

If any officer, shareholder, employee or director of Superior serves on the Board of the Charter School (here referred to as the "Superior Board Member"), such Superior Board Member shall abstain from voting on any matter before the Board which affects this Agreement or which could potentially pose a conflict between the interest of Superior and the Charter School. For example, on any matter that involves the potential transfer of a teacher or other staff member from one Charter School managed by Superior to another, the Superior Board member shall abstain from voting.

**52. Legal Fees:**

In any proceeding to enforce the terms hereof, the prevailing party shall be entitled to recovery of an attorney fee, in addition to other costs of suit.

**53. Miscellaneous:**

(1) Neither party shall be considered in default of this Contract if the performance of any part or all of this Contract 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 Contract shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Contract. This Contract may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties.

(3) Neither party shall assign this Contract without the written consent of the other party; such consent shall not be unreasonably withheld.

(4) No waiver of any provision of this Contract shall be deemed or shall constitute a waiver of any other provision unless expressly stated.

(5) If any provision or any part of this Contract 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 Contract and all such provisions shall remain in full force and effect.

(6) This Contract is not intended to create any rights of a third party beneficiary.

(7) This Contract is made and entered into in the State of Florida and shall be interpreted according to the laws of that state.

(8) Every notice, approval, consent or other communication authorized or required by this Contract shall not be effective unless same shall be in writing and sent postage prepaid by United



State 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:

(9) The headings in the Contract are for convenience and reference only and in no way define, limit or describe the scope of the Contract and shall not be considered in the interpretation of the Contract or any provision thereof.

(10) This Contract may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Contract.

(11) Each of the persons executing this Contract has the full power and authority to execute the Contract on behalf of the party for whom he is she signs.

**54. Confidentiality:** Both parties agree that the terms of this Agreement shall be kept confidential. Each party agrees not to disclose the terms of this Agreement without first obtaining the prior written consent of the other party of unless in the good faith opinion of its counsel, such disclosure is required by law.

**THIS CONTRACT** was approved at a meeting of the Board of Directors of The Plato Academy held on the 7<sup>th</sup> day of February, 2006.  
At that meeting, the undersigned Director of the Plato Academy was authorized by the Board to execute a copy of this Agreement.

**IN WITNESS THEREOF**, the parties hereto have executed this Contract as of the day and year first above written.

**PLATO ACADEMY**

By: Terry Brocklehurst, Secretary  
Authorized Representative

Name: Terry Brocklehurst

Stephan Azar, Chairman  
Stephan Azar

**SUPERIOR MANAGEMENT CORPORATION**

By: Steve Christopoulos  
President

Name: Steve Christopoulos

## Charter School Management Agreement

### Addendum # 1

THIS CHARTER SCHOOL MANAGEMENT AGREEMENT ADDENDUM (the "Agreement") is made by and among PLATO ACADEMY NON PROFIT, a Florida nonprofit corporation (hereinafter referred to as the "PANP"), and SUPERIOR MANAGEMENT INC. or its assignees, (hereinafter referred to as the "SUPERIOR") a Florida for profit corporation (hereinafter referred to as "Superior").

**Whereas:** PANP is a Florida nonprofit corporation that has been granted a charter to operate the original Plato Academy public charter school located in Clearwater Florida established in 2004.

**Whereas:** Superior is a Florida for profit corporation established to provide professional management and consulting services to Charter Schools.

**Whereas:** PANP and Superior have entered into a charter school Management Agreement dated February 6<sup>th</sup> 2006.

**WHEREAS,** PANP recognizes that for the past 6 years, Superior has delivered a financially viable and academically excellent school through its management services.

**Whereas:** PANP desires to support the opening and operation of additional charter schools and desires to secure professional school management services for these schools.

**Whereas:** PANP has granted Superior in accordance to section # 15 of the executed management agreement, the right of first refusal for management of other Charter Schools that Plato Academy or its board members may operate or license to operate in the future under the name "Plato Academy" or any derivation of the name to Superior.

**Whereas:** PANP has conducted a request for services proposal (RFP) from competing charter school management companies and has provided Superior the right of first refusal for management of other charter schools licensed by PANP in accordance with section number 15 of the Agreement.

**Whereas:** PANP desires to renegotiate and amend the terms of the management agreement with Superior for the Clearwater Plato Academy and to include all additional PANP current and future schools including licensed schools.

**Whereas:** PANP has proposed affiliation agreements with its licensed schools and desires to ensure that the all Plato Academy schools continue to be professionally managed and operated in accordance with the requirements of their contracts with its sponsor(s) and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities.

NOW, THEREFORE, In consideration of the foregoing recitals, of the mutual promises hereafter set forth, and of other good and valuable consideration, Superior and PANP hereby agree as follows:

- I. **RECITALS:** The foregoing recitals are true and correct and are incorporated herein by reference.
  
- II. **ADDITIONAL SERVICES:** In consideration of entering into this agreement for management services to all current and future Plato Academy schools, Superior pledges the following additional management services or upgrades:
  - A. **Bookkeeping:** Superior shall centralize and pay for all bookkeeping services required to operate the school including costs for personnel, supplies and office space utilized.
  - B. **Data Entry:** Superior shall centralize and pay for all data entry services required to operate the school including costs for personnel, supplies and office space utilized.
  - C. **Business Managers:** Superior shall provide and compensate one Business Manager to be installed at each school site.
  
- III. **AGREEMENT TERMS MODIFICATION:** Paragraph # 3 of the management agreement is hereby deleted in their entirety and replaced with:

**Financial Support:** Upon PANP request, Superior shall offer continuous financial and organizational support and shall defer any payments and fees due to Superior until PANP generates a budget surplus and clearly demonstrates financial viability. Superior's offer of continuous financial support shall be contingent upon Superior's financial ability and PANP's need(s) assessment by Superior. All cash advances and loans to PANP shall be made at Superior's sole judgment and discretion. Superior shall offer school start up financial and organizational support for all new licensed schools. Financial support shall be in the form of cash advances or loans as needed and in accordance to Superior's financial ability, at not more than five percent (5%) annual interest rate. Any funds due to Superior shall be deferred until Plato generates a budget surplus and clearly demonstrates financial viability. In the event this agreement is terminated for any reason or upon expiration of this agreement, all funds due to Superior shall be due and payable upon such expiration or termination contingent upon PANP's financial ability. In the event PANP is unable to pay all funds due to Superior upon expiration or termination, Superior agrees to extend a loan for the balance due, payable over a three year period after such expiration or termination at an interest rate not to exceed 5%.

- IV. **TERM MODIFICATION:** Paragraph # 46, 47, 48 and 49 of the management agreement are hereby deleted in their entirety and replaced with:

46. **Term:**

A. **Commencement:** This Agreement shall become effective upon the signing by both parties, and upon the applicable Sponsor's review and approval of this Agreement based on fiscal and legal compliance with all applicable laws, ordinances, rules, and regulations.

- B. Term: Term: The term of this agreement shall be for a period of one and one half (1 ½) years and shall expire on June 30, 2012.

47. Renewal:

A. General. The parties herein acknowledge and agree that this Agreement shall renew at the expiration of the initial term with the renewal of the PANP charter agreement with its sponsor for the length of the charter renewal, unless either PANP or Superior shall exercise their option to terminate this Agreement by giving written notice at least one year prior to the expiration of the original term or any of the extended terms. All renewals will cover all Plato Academy schools governed or licensed by PANP. The length of any renewal period shall match the length of the Clearwater Plato Academy charter renewal.

B. RFP. PANP reserves the right to conduct additional RFP's and shop for competing bids prior to any Agreement renewal.

48. Termination: In addition to all other available rights and remedies, PANP shall have the right to terminate this Agreement only for "cause". "Cause" is hereby defined as a material breach of this Agreement, including but not limited to any of the terms, facts or circumstances specified in this Agreement. In addition, this agreement may be terminated for any of the following reasons:

- A. Superior's failure to successfully negotiate and arrange for the Charter Agreement renewal between Plato and the appropriate government authorities.
- B. Superior's failure to provide, recommend and implement an annual balanced budget report.
- C. Superior's failure to deliver an above average academic school as compared with all other public schools in the State of Florida. For this purpose, an above average academic school is defined as a school that scores higher than the combined average of all public schools in the annual State wide required comprehensive assessment test (FCAT).
- D. Superior's failure to maintain student enrollment at 80% or higher of capacity. Capacity shall be defined as the combined average number of student stations opened and available for immediate occupancy from all Plato Academy school sites and shall be limited to two classes per grade per school unless otherwise agreed upon in writing by both parties.

Termination will only be effective provided Plato provides superior with a notice sent via certified mail containing in detail the reasons for the proposed termination and also providing Superior with a reasonable "cure" period of not less than 60 days.

49. Base Compensation: PANP shall pay Superior a charter school management fee of ten percent (10%) of all revenue it receives from any and all sources including state, local and federal funds. All payments will be paid to Superior in equal monthly installments over the term of this agreement and will be due not later than 15 days after the applicable funds are received by the school from the funding agency.

PANP shall in addition pay Superior incentive fees based on performance as follows:

A. **Enrollment Incentive:** PANP shall pay Superior a two percent (2%) additional fee from all revenue in the event student enrollment is maintained at 90% or higher of capacity. Capacity shall be defined as the combined number of student stations opened and available for immediate occupancy from all Plato Academy school sites and shall be limited to two classes per grade per school unless otherwise agreed upon in writing by both parties.

B. **Academic Results Incentive:** PANP shall pay Superior a two percent (2%) additional fee for any one year that Plato Academy schools combined FCAT average exceeds by a minimum of ten percent (10%) the average of all other FCAT scores of public schools in the State of Florida required to take the FCAT for comparable grades and subjects.

Incentive fees if any, shall be determined at the end of each school year and shall be due and payable to Superior as a lump sum prior to the commencement of the following school year.

V. **CHARTER AGREEMENT WITH SPONSOR:** In the event any terms or provision of this Agreement are in conflict or are inconsistent with the charter agreement between the sponsor and Plato, the terms of the charter contract will prevail where applicable.

VI. **AFFILIATION AGREEMENTS:** In the event any terms or provision of this Agreement are in conflict or are inconsistent with the services pledged by the attached sample affiliation agreement between PANP and the Plato Academy schools, the affiliation agreement services pledged will prevail where applicable.

**THIS CONTRACT** was approved at a meeting of the Board of Directors of the Plato Academy Non Profit, Inc., held on the January 6, 2011. At that meeting, the undersigned Director of the Plato Academy Non Profit, Inc., was authorized by the Board to execute a copy of this Agreement.

**IN WITNESS THEREOF**, the parties hereto have executed this Contract as of the day and year first above written.

BOARD OF DIRECTORS OF  
PLATO ACADEMY NON PROFIC, INC.

SUPERIOR MANAGEMENT CORP.

By: [Signature] Date 1/12/2011  
Chairperson

By: [Signature] Date 1-12-2011  
President

Attest: [Signature] 1/17/2011  
Commissioner Joseph Ayoub

Attest: [Signature] 1-12-2011  
Secretary

## Revenue Estimate Worksheet for Plato Academy Charter School

Based on the Second Calculation of the FEFP 2014-15

School District: Sarasota

**1. 2014-15 FEFP State and Local Funding**

Base Student Allocation \$4,031.77 District Cost Differential: 1.0049

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	254.00	1.126	286.0040	\$ 1,158,753
111 Basic K-3 with ESE Services	34.00	1.126	38.2840	\$ 155,109
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
<b>Totals</b>	<b>288.00</b>		<b>324.2880</b>	<b>\$ 1,313,862</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	34.00	PK-3	251	\$ 1,028	\$ 34,952
Additional Funding from the ESE		PK-3	252	\$ 3,318	\$ -
Guaranteed Allocation. Enter the		PK-3	253	\$ 6,771	\$ -
FTE from 111, 112, & 113 by		4-8	251	\$ 1,152	\$ -
grade and matrix level. Students		4-8	252	\$ 3,442	\$ -
who do not have a matrix level		4-8	253	\$ 6,895	\$ -
should be considered 251. This		9-12	251	\$ 820	\$ -
total should equal all FTE from		9-12	252	\$ 3,110	\$ -
programs 111, 112 & 113 above.		9-12	253	\$ 6,563	\$ -
<b>Total FTE with ESE Services</b>	<b>34.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 34,952</b>

3. Supplemental Academic Instruction:		Per Student
District SAI Allocation	\$ 8,387,902	
divided by district FTE	41,317.27	\$ 203
(with eligible services)		\$ 58,464

**4. Reading Allocation:**

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

**Total Base Funding, ESE Guarantee, and SAI \$ 1,407,278**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1) X	DCD	X Allocation factors	
PK - 3	324.2880	1.0049	1325.01	= 431,790
4-8	0.0000	1.0049	903.80	= 0
9-12	0.0000	1.0049	905.98	= 0
<b>Total *</b>	<b>324.2880</b>			<b>Total Class Size Reduction Funds \$ 431,790</b>

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

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>324.2880</u>	by district's WFTE:	<u>45,220.08</u>		
to obtain school's WFTE share.					<u>0.7171%</u>
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>288.00</u>	by district's UFTE:	<u>41,317.27</u>		
to obtain school's UFTE share.					<u>0.6970%</u>
Letters Refer to Notes At Bottom:					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,004,546</u>	x	0.7171%	\$ <u>7,204</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,004,546			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(c)	<u>33,736,237</u>	x	0.7171%	\$ <u>241,923</u>
<b>9. Discretionary Millage Compression Allocation .748 mills (UFTE share)</b>	(b)	<u>0</u>	x	0.6970%	\$ <u>-</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>(66,946)</u>	x	0.7171%	\$ <u>480</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>416,027</u>	x	0.7171%	\$ <u>2,983</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,162,271</u>	x	0.6970%	\$ <u>22,041</u>
Dual Enrollment Instructional Materials Allocation (See footnote below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
<b>13. Student Transportation</b>	(d)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
<b>14. Digital Classrooms Allocation (UFTE share)</b>	(c)	<u>584,171</u>	x	0.6970%	\$ <u>4,072</u>
<b>15. Florida Teachers Classroom Supply Assistance Program</b>	(f)				
<b>16. Food Service Allocation</b>	(g)				
					<b>Total \$ <u>2,116,811</u></b>
<b>17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)</b>					
If you have more than a 75% ESE student population please place a 1 in the following box:					\$ <u>-</u>

**NOTES:**

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
  - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(f), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

## Revenue Estimate Worksheet for Plato Academy Charter School

Based on the Second Calculation of the FEFP 2014-15

School District: Sarasota

**1. 2014-15 FEFP State and Local Funding**

Base Student Allocation \$4,031.77 District Cost Differential: 1.0049

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	254.00	1.126	286.0040	\$ 1,158,753
111 Basic K-3 with ESE Services	34.00	1.126	38.2840	\$ 155,109
102 Basic 4-8	284.00	1.000	284.0000	\$ 1,150,633
112 Basic 4-8 with ESE Services	68.00	1.000	68.0000	\$ 275,504
103 Basic 9-12		1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
<b>Totals</b>	<b>640.00</b>		<b>676.2880</b>	<b>\$ 2,739,999</b>

**2. ESE Guaranteed Allocation:**

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	34.00	PK-3	251	\$ 1,028
		PK-3	252	\$ 3,318
		PK-3	253	\$ 6,771
	68.00	4-8	251	\$ 1,152
		4-8	252	\$ 3,442
		4-8	253	\$ 6,895
		9-12	251	\$ 820
		9-12	252	\$ 3,110
		9-12	253	\$ 6,563
<b>Total FTE with ESE Services</b>	<b>102.00</b>			<b>Total from ESE Guarantee \$ 113,288</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	\$ 8,387,902	Per Student
<i>divided by district FTE (with eligible services)</i>	41,317.27	\$ 203
		\$ 129,920

**4. Reading Allocation:**  
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 2,983,207

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1) X	DCD	X Allocation factors	=	
PK - 3	324.2880	1.0049	1325.01	=	431,790
4-8	352.0000	1.0049	903.80	=	319,696
9-12	0.0000	1.0049	905.98	=	0
<b>Total *</b>	<b>676.2880</b>				<b>Total Class Size Reduction Funds \$ 751,486</b>

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





## Revenue Estimate Worksheet for Plato Academy Charter School

Based on the Second Calculation of the FEFP 2014-15

School District: Sarasota

**1. 2014-15 FEFP State and Local Funding**

Base Student Allocation \$4,031.77 District Cost Differential: 1.0049

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTEx BSA x DCD (e)
101 Basic K-3	254.00	1.126	286.0040	\$ 1,158,753
111 Basic K-3 with ESE Services	34.00	1.126	38.2840	\$ 155,109
102 Basic 4-8	372.00	1.000	372.0000	\$ 1,507,168
112 Basic 4-8 with ESE Services	68.00	1.000	68.0000	\$ 275,504
103 Basic 9-12		1.004	0.0000	-
113 Basic 9-12 with ESE Services		1.004	0.0000	-
254 ESE Level 4(Grade Level PK-3)		3.548	0.0000	-
254 ESE Level 4(Grade Level 4-8)		3.548	0.0000	-
254 ESE Level 4(Grade Level 9-12)		3.548	0.0000	-
255 ESE Level 5(Grade Level PK-3)		5.104	0.0000	-
255 ESE Level 5(Grade Level 4-8)		5.104	0.0000	-
255 ESE Level 5(Grade Level 9-12)		5.104	0.0000	-
130 ESOL (Grade Level PK-3)		1.147	0.0000	-
130 ESOL (Grade Level 4-8)		1.147	0.0000	-
130 ESOL (Grade Level 9-12)		1.147	0.0000	-
300 Career Education(Grades 9-12)		1.004	0.0000	-
<b>Totals</b>	<b>728.00</b>		<b>764.2880</b>	<b>\$ 3,096,534</b>

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	34.00		PK-3	\$ 1,028	\$ 34,952
Guaranteed Allocation. Enter the			PK-3	\$ 3,318	-
FTE from 111, 112, & 113 by			PK-3	\$ 6,771	-
grade and matrix level. Students	68.00		4-8	\$ 1,152	\$ 78,336
who do not have a matrix level			4-8	\$ 3,442	-
should be considered 251. This			4-8	\$ 6,895	-
total should equal all FTE from			9-12	\$ 820	-
programs 111, 112 & 113 above.			9-12	\$ 3,110	-
			9-12	\$ 6,563	-
<b>Total FTE with ESE Services</b>	<b>102.00</b>			<b>Total from ESE Guarantee</b>	<b>\$ 113,288</b>

3. Supplemental Academic Instruction:	District SAI Allocation	Per Student
	\$ 8,387,902	
<i>divided by district FTE</i>	41,317.27	\$ 203
<i>(with eligible services)</i>		\$ 147,784

**4. Reading Allocation:**

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

**Total Base Funding, ESE Guarantee, and SAI \$ 3,357,606**

**5. Class size Reduction Funds:**

	Weighted FTE (From Section 1) X	DCD	X Allocation factors	
PK - 3	324.2880	1.0049	1325.01	= 431,790
4-8	440.0000	1.0049	903.80	= 399,621
9-12	0.0000	1.0049	905.98	= 0
<b>Total *</b>	<b>764.2880</b>		<b>Total Class Size Reduction Funds</b>	<b>\$ 831,411</b>

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

<b>6A. Divide school's Weighted FTE (WFTE) total computed</b>					
in (d) above:	<u>764.2880</u>	by district's WFTE:	<u>45,220.08</u>		
to obtain school's WFTE share.					1.6902%
<b>6B. Divide school's Unweighted FTE (UFTE) total computed</b>					
in (b) above:	<u>728.00</u>	by district's UFTE:	<u>41,317.27</u>		
to obtain school's UFTE share.					1.7620%
Letters Refer to Notes At Bottom:					
<b>7. Other FEFP (WFTE share)</b>	(a)	<u>1,004,546</u>	x	1.6902%	\$ <u>16,979</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,004,546			
Lab School Discretionary		0			
<b>8. Discretionary Local Effort (WFTE share)</b>	(c)	<u>33,736,237</u>	x	1.6902%	\$ <u>570,210</u>
<b>9. Discretionary Millage Compression Allocation .748 mills (UFTE share)</b>	(b)	<u>0</u>	x	1.7620%	\$ <u>-</u>
<b>10. Proration to Funds Available (WFTE share)</b>	(a)	<u>(66,946)</u>	x	1.6902%	-\$ <u>1,132</u>
<b>11. Discretionary Lottery (WFTE share)</b>	(a)	<u>416,027</u>	x	1.6902%	\$ <u>7,032</u>
<b>12. Instructional Materials Allocation (UFTE share)</b>	(b)	<u>3,162,271</u>	x	1.7620%	\$ <u>55,719</u>
Dual Enrollment Instructional Materials Allocation (See footnote below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
<b>13. Student Transportation</b>	(d)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
<b>14. Digital Classrooms Allocation (UFTE share)</b>	(e)	<u>584,171</u>	x	1.7620%	\$ <u>10,293</u>
<b>15. Florida Teachers Classroom Supply Assistance Program</b>	(f)				
<b>16. Food Service Allocation</b>	(g)				
<b>Total</b>					<b>\$ <u>4,848,118</u></b>

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

**NOTES:**

(a) District allocations multiplied by percentage from item 6A.  
(b) District allocations multiplied by percentage from item 6B.  
(c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.  
(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.  
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.  
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes  
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.  
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.  
(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

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

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

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

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

Plato Academy K-8  
Budget Projection for 5 years

	Year 1 288	Year 2 640	Year 3 728	Year 4 728	Year 5 728
<b>STUDENTS:</b>					
Students					
<b>REVENUE:</b>					
PEFP Local and State Funding	2,014,643	4,102,866	4,605,657	4,605,657	4,605,657
Capital Outlay Funds (Estimate at \$327 per student)	94,176	209,280	238,056	238,056	238,056
Food Services	101,750	227,920	259,259	259,259	259,259
CSP Grant	175,000	175,000	0	0	0
<b>REVENUE:</b>	<b>2,385,569</b>	<b>4,715,066</b>	<b>5,102,972</b>	<b>5,102,972</b>	<b>5,102,972</b>
<b>5000 INSTRUCTION: Teachers</b>					
Teachers K-3	811,840	811,840	811,840	811,840	811,840
Teachers 4-8	\$50,740	811,840	1,014,800	1,014,800	1,014,800
Teachers Foreign Language	\$33,040	66,080	99,120	99,120	99,120
Teachers PE	\$50,740	101,480	152,220	202,960	202,960
Teachers PE Assist	\$28,635	28,635	28,635	28,635	28,635
Teachers RTI/ESE	\$28,635	57,269	229,077	343,616	343,616
Teachers Art	\$50,740	25,370	50,740	101,480	101,480
Teachers Music	\$50,740	25,370	50,740	101,480	101,480
Teachers Gifted	\$28,635	28,635	57,270	85,905	85,905
<b>5000 INSTRUCTION: Teachers</b>	<b>1,116,044</b>	<b>2,291,482</b>	<b>2,789,836</b>	<b>2,789,836</b>	<b>2,789,836</b>
<b>5000 INSTRUCTION: Materials</b>					
Brain POP @ \$1,677.50 Bundled (K-8) subscription annual	1,677	1,677	1,677	1,677	1,677
Curriculum Assoc. (Language Arts/Math) @ 25.00 per student annual	7,200	16,000	18,200	18,200	18,200
Discovery Ed @ \$4.50 per student annual subscription	1,296	2,880	3,276	3,276	3,276
Edmentum: Study Island @ \$21.50 per student annual	6,192	13,760	15,652	15,652	15,652
Learning A-Z (Raz-Kids) @ \$68.75 per grade annual	1,100	2,200	2,475	2,475	2,475
Curriculum texts online fees and consumables	133,920	122,400	27,720	25,000	25,000
Pearson - Write 2 Learn Bundled (6-8) @ \$20.00 per student annual	0	3,520	5,280	5,280	5,280
Scholastic - Classroom Magazines @ \$3.50 per student annual	1,008	2,240	2,548	2,548	2,548
Write Reflections Bundled (K-5) @ \$1,141.67 Annual Subscription	1,142	1,142	1,142	1,142	1,142
Zaner-Bloser (Spelling Connections) @ \$314.25 per grade annual	5,028	10,056	11,313	11,313	11,313
Furniture (refurbished)	37,500	81,248	20,312	0	0
<b>5000 INSTRUCTION: Materials Total</b>	<b>196,062</b>	<b>257,122</b>	<b>109,594</b>	<b>86,562</b>	<b>86,562</b>
<b>6500 INSTRUCTIONAL-RELATED TECHNOLOGY:</b>					
Tablet (refurbished) Students (K-5) @ \$235.00	67,680	41,360	0	0	0
Tablet Teachers (K-5) @ \$235.00	3,760	1,880	0	0	0
Laptops Students (6-8) @ \$245.00	0	43,120	21,560	0	0
Laptop Teachers (K-8) @ \$245.00	0	1,960	980	0	0
Epson Projector (Smart Board Integration) @ \$2,150.00	34,400	34,400	8,600	0	0
<b>6500 INSTRUCTIONAL-RELATED TECHNOLOGY:</b>	<b>105,840</b>	<b>122,720</b>	<b>31,140</b>	<b>0</b>	<b>0</b>
<b>7100 BOARD:</b>					
Legal	5,000	7,000	9,000	10,000	10,000
Annual Corporate Registration - Sunbiz	61	136	155	155	155
Board Training and Meetings:	1,000	2,222	2,528	2,528	2,528
<b>7100 BOARD:</b>	<b>6,061</b>	<b>9,358</b>	<b>11,683</b>	<b>12,683</b>	<b>12,683</b>
<b>7200 GENERAL ADMINISTRATION:</b>					
SACS Accreditation	650	650	650	650	650
<b>7300 SCHOOL ADMINISTRATION:</b>					
Principal	\$73,750	73,750	73,750	73,750	73,750
Assistant Principal	\$57,230	57,230	57,230	57,230	57,230
Secretary	\$28,635	28,635	28,635	57,269	57,269
Office Clerk / Reception	\$28,635	28,635	57,269	85,904	85,904
Administrative Supplies	2,400	5,333	6,087	6,067	6,067
Other Misc Supplies	1,500	333	3,792	3,792	3,792
Water Boy	593	1,318	1,499	1,499	1,499
Insurance	9,275	12,750	15,500	17,500	17,500
<b>7300 SCHOOL ADMINISTRATION:</b>	<b>144,787</b>	<b>236,618</b>	<b>272,377</b>	<b>303,011</b>	<b>303,011</b>
<b>7400 FACILITIES ACQ &amp; CONSTRUCTION:</b>					
Playground Purchase	23,500	23,500	0	0	0
<b>7400 FACILITIES ACQ &amp; CONSTRUCTION:</b>	<b>23,500</b>	<b>23,500</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>500 FISCAL SERVICES:</b>					
Accounting	5,100	5,100	6,000	6,500	7,000
District Fee	87,441	87,441	87,441	87,441	87,441
<b>7500 FISCAL SERVICES:</b>	<b>92,541</b>	<b>92,541</b>	<b>93,441</b>	<b>93,941</b>	<b>94,441</b>

Plato Academy K-8  
Budget Projection for 5 years

	Year 1 288	Year 2 640	Year 3 728	Year 4 728	Year 5 728
Students					
300 FOOD SERVICES:					
Student Lunch - Pinellas County Schools	101,750	227,920	259,259	259,259	259,259
7700 SUPPORT AND CENTRAL SERVICES:					
Support and Central Services	333,980	660,109	714,416	714,416	714,416
7700 MARKETING CENTRAL SERVICES	12,453	27,674	31,479	31,479	31,479
7900 OPERATION OF PLANT:					
Rent Main Bldg	120,868	246,172	276,339	276,339	276,339
Lawn care	1,200	2,667	3,033	3,033	3,033
Cleaning Services	28,500	56,000	107,994	107,994	107,994
Janitor/Cleaning Service Support	24,544	24,544	49,088	98,176	196,352
Administrative Supplies	4,500	10,000	11,375	11,375	11,375
Janitorial Supplies	6,500	14,444	16,431	16,431	16,431
Electric, Water	29,450	65,444	74,443	74,443	74,443
Telephone - from FEFP funds	1,750	1,900	2,100	2,400	2,500
Pest Control	1,200	1,300	1,400	1,500	1,500
7900 OPERATION OF PLANT:	218,512	422,471	542,203	591,691	689,967
8100 MAINTENANCE OF PLANT:					
General Maintenance and Repairs	14,891	33,091	37,641	37,641	37,641
TOTAL EXPENDITURES	2,367,072	4,405,257	4,893,719	4,921,170	5,019,946
REVENUE LESS EXPENDITURES	18,497	309,809	209,253	181,802	83,026



**PLATO ACADEMY (K-8)**  
**ACTION PLAN (2015 or 2016 Opening Projection)**

Item #	TASK	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	E C D
1	Award of Charter		X											October
2	Recruit and hire school principal				X	X	X							February
3	Governing Board Training					X								January
4	Organize/implement community partnerships						X	X	X	X	X	X	X	On-going
5	Create marketing plan and materials					X	X	X						March
6	Charter Negotiation Complete							X						March
7	Open school banking account							X						March
8	Market school to prospective students/parents						X	X	X	X	X	X		June
9	Identify, secure, & complete arrangements to set up facility					X	X	X	X	X	X			June
10	Open enrollment periods begin and lottery for each if necessary					X	X	X	X	X				May
11	Recruit, complete hiring faculty						X	X	X	X	X	X		July
12	Begin/develop/complete Board Policy/ Procedures			X	X	X	X	X	X	X	X			June
13	Begin/develop/complete curriculum guides implementation	X	X	X	X	X	X	X	X	X				May
14	Begin/develop/complete textbook/ instructional materials list					X	X	X	X	X	X			June
15	Organize/implement/complete parent involvement processes			X	X	X	X	X	X	X	X	X	X	On-going
16	Plan, organize, conduct teacher/staff in-service								X	X	X	X	X	August
17	Notify appropriate entity of enrollment and collect pertinent information									X	X	X	X	August
18	Organize/implement/complete technology orientation program									X	X	X	X	August
19	Organize/implement/complete professional development										X	X	X	On-going
20	School begins												X	August