

MODEL FLORIDA CHARTER SCHOOL APPLICATION

**SARASOTA ACADEMY OF
MATH AND SCIENCE**

A TUITION-FREE PUBLIC CHARTER SCHOOL SERVING GRADES K-8

PROPOSED OPENING – AUGUST 2014

SUBMITTED BY – ADVANTAGE ACADEMY OF HILLSBOROUGH, INC.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: SARASOTA ACADEMY OF MATH AND SCIENCE

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Advantage Academy of Hillsborough, Inc.

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: Michael Strader

TITLE/RELATIONSHIP TO NONPROFIT: Education Service Provider

**MAILING ADDRESS: Sarasota Academy of Math and Science
C/o Charter School Associates, Inc.
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Coral Springs, Florida 33071**

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NAME OF EDUCATION SERVICE PROVIDER (if any): Charter School Associates, Inc.

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

Projected School Opening: 2014-2015

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-7	490	930
Second Year	K-8	680	930
Third Year	K-8	848	930
Fourth Year	K-8	888	930
Fifth Year	K-8	910	930

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

Michael G. Strader
Printed Name

Project Director
Title

August 1, 2013
Date

EXECUTIVE SUMMARY

SARASOTA ACADEMY OF MATH AND SCIENCE, Grades K-8

The Governing Board members of Advantage Academy of Hillsborough, Inc. respectfully submit the attached charter application for Sarasota Academy of Math and Science, a proposed charter school serving up to 910 students entering Kindergarten through the eighth grade. The proposed charter school will occupy a 4.5 acre facility located at 809 Beneva Road in Sarasota. A newly constructed charter school consisting of approximately 49,000 square feet to include computer labs, a media center, science labs, spacious classrooms and a multi-purpose auditorium/lunchroom is planned for the site. The building will be built to the same high standards and include many of the same amenities as the Board's new K-8th (Hillsborough Academy of Math and Science) and 6th-12th (Bell Creek Academy) locations in Tampa.

Established in February 2008, the Advantage Academy of Hillsborough family of schools has grown from a single K-5 campus located in Plant City, Florida to three campuses (2012-2013) serving approximately 1,500 students with two new school sites opening August 2013, Bell Creek Academy and Hillsborough Academy of Math and Science. Bell Creek Academy will be the Board's first Middle/High combination charter school. Bell Creek Academy was developed after substantial parent encouragement from families already enjoying the very high caliber program at the Board's Valrico Lake Advantage Academy location. Each school serves an involved parent constituency and each of the school's families made the conscious effort to choose one of the three high quality public schools of choice operated by Advantage Academy of Hillsborough to meet the needs of their child(ren). The result is a family of schools that continues to grow enrollment, improve student performance and meet high standards of financial oversight and compliance.

The Board assures the Sponsor that it is committed to high ethical standards, absolute stewardship of the public's trust and funding and a positive relationship with the School Board of Sarasota County Public Schools as sponsor of Sarasota Academy of Math and Science. The Board, its consultants and management operator look forward to the opportunity to provide additional information regarding the performance of its schools and the plans to develop a high performing charter school at 809 Beneva Road.

The Mission of Sarasota Academy of Math and Science

To provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

The Purpose of Sarasota Academy of Math and Science:

To support the school's mission statement by preparing students to actualize their potential and lead successful lives as productive citizens by helping them to:

- √ *Communicate effectively*
- √ *Think critically and creatively*
- √ *Solve problems resourcefully*
- √ *Use technology effectively*
- √ *Work Cooperatively*
- √ *Develop as self-directed learners*

IV. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Polk Academy of Math and Science 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 Michael G. Strader (name), Project Director (title) to sign as the legal correspondent for the school.


Signature

8/01/2013

Date

Michael G. Strader
Printed Name

Table of Contents

Sarasota Academy of Math and Science

1. EDUCATIONAL PLAN.....	6
Section 1: Mission, Guiding Principles and Purpose.....	6
A. Provide the mission statement for the proposed charter school.....	6
B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S. In accordance with the law, charter schools shall be guided by the following principles:	7
C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S. In accordance with the law, charter schools shall fulfill the following purposes:	10
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:.....	23
Section 2: Target Population and Student Body	26
A. Describe the anticipated target population to be served.	26
B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.....	27
C. Provide a description of how the student population projections were developed.....	28
Section 3: Educational Program Design	29
A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.....	29
B. Describe the proposed charter school’s educational program.	30
C. Describe the research base for the educational program.	43
D. Explain how the educational program aligns with the school’s mission.	55
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.	60
Section 4: Curriculum Plan	64
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.	64
B. Describe the research base and foundation materials that were used or will be used to develop the curriculum.	81
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.....	92
D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.....	110
E. Describe proposed curriculum areas to be included other than the core academic areas.....	111
F. Describe how the effectiveness of the curriculum will be evaluated.	118
Section 5: Student Performance, Assessment and Evaluation	123
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.....	123
B. Describe the school’s student placement procedures and promotion standards.....	127
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.....	133

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.	133
E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.	135
F. Describe how student assessment and performance data will be used to evaluate and inform instruction.	140
G. Describe how student assessment and performance information will be shared with students and with parents.	143
Section 6: Exceptional Students	146
A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.	146
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.	147
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.	147
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.	152
E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.	154
F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.	155
G. Provide the school's projected population of students with disabilities and describe how the projection was made.	156
H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.	157
I. Describe how the school will serve gifted and talented students.	158
Section 7: English Language Learners	163
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.	163
B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.	176
C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.	177
Section 8: School Climate and Discipline	179
A. Describe the school's planned approach to classroom management and student discipline.	179
B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.	180
II. ORGANIZATIONAL PLAN	183
Section 9: Governance	183
A. Describe how the school will organize as or be operated by a non-profit organization.	183
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.	183

C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to	185
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.....	187
E. Explain how the founding group for the school intends to transition to a governing board. ..	189
F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.....	189
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.	190
H. Outline the methods to be used for resolving disputes between a parent and the school.	190
Section 10: Management.....	192
A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.	192
B. Outline the criteria and process that will be used to select the school’s leader.	200
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.	202
D. Explain the school’s plan for recruitment, selection, and development.	203
Section 11: Education Service Providers	206
A. Describe the services to be provided by the ESP.....	206
B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).....	207
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.	208
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.	209
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.	211
F. Provide a summary of the ESP’s history, including its educational philosophy and background and experience of senior management.	212
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.	214
Section 12: Human Resources and Employment.....	215
A. Explain the school’s compensation plan, including whether staff will be publicly or privately employed.	215
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.	215
Section 13: Student Recruitment and Enrollment.....	227

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.....	227
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.	227
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. ...	228
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.	229
E.	Explain any other efforts to encourage parental and community involvement, if applicable.	229
III.	BUSINESS PLAN	232
Section 14:	Facilities	232
A.	Describe the proposed facility, including location, size and layout of space.	232
B.	Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school’s opening.	232
C.	Describe how the facility will meet the school’s capacity needs for students to be served. ...	233
D.	Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.....	233
E.	Describe the back-up facilities plan.....	234
Section 15:	Transportation Service	235
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.	235
Section 16:	Food Service	237
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.	237
Section 17:	Budget	239
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.	239
B.	Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance.	239
C.	Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.....	239
D.	Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.	243
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.	244
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.....	244
Section 18:	Financial Management and Oversight	245
A.	Describe who will manage the school’s finances and how the school will ensure financial resources are properly managed.....	245

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.	246
C. Describe the method by which accounting records will be maintained.	248
D. Describe how the school will store student and financial records	248
E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.	249
Section 19: Action Plan.....	251
A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities	251
IV. STATEMENT OF ASSURANCES.....	253

V. ATTACHMENTS

Attachment 1 – Certificate of Incorporation/Fictitious Name	254
Attachment 2 – ByLaws	264
Attachment 3 – Board Member Information	273
Attachment 4 – Proposed ESP Agreement (Draft)	278
Attachment 5 – Prior Board Conflict of Interest Document	293
Attachment 6 – ESP School List and Contacts	298
Attachment 7 – Start-up Budget/5 Year Budget/Cash Flow Projections	303
Attachment 8 – Building Hope Commitment Letter	320
Attachment 9 – Internal Accounting Control – Policies and Procedures	322
Attachment 10 – SAMPLE Parent-Student Contract	355

1. EDUCATIONAL PLAN

A word about the transition from NGSSS to Common Core:

Florida has adopted new standards, called Common Core State Standards in English Language Arts and Mathematics, which will impact the way children are taught, how they learn, and how they will be assessed. Florida's schools will be fully integrated with these standards by school year 2013-2014. By understanding these standards now, students, teachers, and parents, can get a head start on paving the road to success.

The State of Florida is currently transitioning its educational standards from the Next Generation Sunshine State Standards (NGSSS) to the Common Core State Standards (CCSS). This transition began in the fall of 2011 with Kindergarten students and continued this past fall with First graders. Starting in the fall of 2013, Second grade students will be fully immersed in these new standards with a blended curriculum of NGSSS and CCSS for Third grade through seniors.

The Common Core State Standards are an educational initiative that seeks to bring individual state's curriculum into alignment with each other by following the concept of standards-based education reform. Currently 45 states and the District of Columbia have adopted these new standards and educators and researchers from across the nation are working together to collaborate on the best instructional practices and curriculum to meet the new, rigorous standards.

At the time of the writing of this application, the Common Core Standards have not been fully implemented. Therefore both Next Generation Sunshine Standards and the FCAT will be discussed in addition to the most current information regarding the Common Core Standards and the PARCC.

Section 1: Mission, Guiding Principles and Purpose

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

The Mission of Sarasota Academy of Math and Science:

To provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

The Purpose of Sarasota Academy of Math and Science:

To support the school's mission statement by preparing students to actualize their potential and lead successful lives as productive citizens by helping them to:

- √ Communicate effectively*
- √ Think critically and creatively*
- √ Solve problems resourcefully*
- √ Use technology effectively*
- √ Work Cooperatively*
- √ Develop as self-directed learners*

To accomplish this goal, the school will implement a diverse, equitable curriculum aligned to the Next Generation Florida Sunshine State Standards/Common Core Standards. The faculty and staff will work diligently to educate students in all subject areas with a special focus on math and science. The teachers will emphasize high expectations for all students as they create a learning environment that focuses on conceptual learning and engages students in meaningful activities that enable them to apply and communicate their knowledge. Technology will be used to help all students actively learn in an inquiry-based curriculum. The inquiry-based process uses varied instructional strategies and scientific technologies to enable students to develop as self-directed learners.

The Vision of Sarasota Academy of Math and Science:

To provide opportunities for interdisciplinary learning with a challenging and rigorous curriculum that promotes effective communication and critical thinking enabling students to be well prepared for high school and in preparation for leadership in the global community.

The School will engage students in a rigorous program of reading, mathematics, science, social studies, language arts, world languages and multiple electives enhanced by the use of technology. The School will broaden student learning by offering opportunities outside of the classroom in observational and experience-based learning in local natural environments, museums and through community partnerships with local agencies.

Students will experience a cross curricula instructional approach using the Next Generation Sunshine State Standards and Benchmarks/Common Core Standards. “Improving Student Achievement” will serve as the school’s “mantra” and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

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

Sarasota Academy of Math and Science is dedicated to preparing each student to be a contributing member of the community, and for continued success in further education. In so doing, the School recognizes that each student is unique and is capable of learning and achieving academic success. Sarasota Academy of Math and Science’s goal is to help its students explore and develop their intellectual potential while reinforcing traditional values.

The **core philosophy** is to educate ALL *learners* through an exemplary curriculum at this K-8 special emphasis school. The following Guiding Principles, in accordance with §1002.33(2)(a), Florida Statute, will be inextricably woven throughout the School, and fixed firmly, as a result of the implementation of the following:

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

Sarasota Academy of Math and Science proposes to meet high standards of student achievement by aligning its curriculum to the NGSSS/Common Core Standards and the educational requirements of the *No Child Left Behind Act* (NCLB). This combination is designed to meet high academic standards, which coupled with a high degree of parental and local community involvement, provides for the standards,

flexibility, and diversity envisaged by the Charter School Statute. Charter schools provide parents with a choice for the education of their child(ren) within the State's public education system. The approval and development of Sarasota Academy of Math and Science will give parents and students a charter school choice for a rigorous academic program with a special emphasis on Math and Science. This will be supported by consistent data collection and the use of differentiated teaching strategies to match each student's learning style.

Sarasota Academy of Math and Science will:

- Provide a clear focus on academic excellence by implementing state-of-the-art curricula founded upon traditional educational methodologies and current research within the framework of the works of Bloom, Webb, Marzano and others. The delivery of the curricula will be enhanced by innovative and balanced instructional methods such as project-based instruction, computer-enhanced activities, direct instruction, Mathletics, Project M² - M³, Jason Project, STEM initiative and self-directed learning. Excellence in the school will be facilitated by a team of highly qualified teachers, and it will be supported by collaboration with parents and the community.
- Implement a comprehensive assessment program involving the use of a variety of student assessments, including, but not limited to, state assessment programs, district assessments, district baseline and interim assessments, teacher developed assessments, NGSSS/Common Core aligned test generators and school climate surveys. These instruments will be used to evaluate differentiated instructional strategies and learning processes and to improve the school environment on a consistent basis.
- Provide opportunities for all learners to achieve at high levels and to become engaged in their own progress toward mastery of the NGSSS/Common Core standards.
- Implement the Positive Behavior Support Plan (PBS) via P.A.R.R., the School's progressive discipline plan. Research indicates that a major contributing factor to student academic success is 'time on task.' Positive Behavior Support (PBS), developed by Florida's Department of Education is an approach to behavioral intervention that integrates features of applied behavioral analysis with student-centered values. This initiative is school-wide and systemic. PBS is a collaborative program which reduces disruptive behavior and the need for disciplinary exclusion, maintains communication between home and school, develops effective and consistent interventions for problem behavior and draws on proactive positive reinforcement strategies to achieve meaningful and durable behavior and lifestyle outcomes. Positive Behavior Support (PBS) is a process that is consistent with the core principles of Response to Intervention (RtI). Similar to RtI, PBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. The discipline program will include a strong focus on ethical behaviors provided by the *Character Counts Program*.
- Provide prospective parents and students a thorough explanation of the curriculum, expectations and requirements of the School. This information is delivered through open houses, online question and answer formats, published information, and one-on-one meetings with school representatives. Frequent school to home communication continues after a student is enrolled. This communication takes a variety of forms, including, but not limited, parent-teacher conferences, newsletters, online access via a password controlled portal (EdLine) where

parents/students may stay up to date with teacher assignments, grades and direct communication from a student's teacher(s).

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

Sarasota Academy of Math and Science will:

- Utilize the research-based Florida Continuous Improvement Model (FCIM) and the FOCUS process will overlay the entire organizational structure of the school to guarantee academic success and financial efficiencies. The six steps to implementation include: faculty FCIM training; development of an implementation timeline; data disaggregation; development of an Instructional Focus Calendar; communication to all stakeholders regarding the importance of staying focused daily on the NGSSS Benchmarks/Common Core Standards and scheduled communication (focus groups) with all stakeholders. The outcome of this year's work will dictate the development of an improvement plan for the subsequent school year.
- Achieve annual performance gains in the student's mathematics, science, reading and writing levels.
- Show a safe school environment as indicated in results from student, teacher and parent surveys.
- Show program satisfaction from parents and students as indicated in results from student and parent surveys.
- Use site-based management to assure that money spent by the School will be spent for the academic achievement of students, in accordance with the mission, goals and objectives.
- Ensure that all teachers have the necessary instructional materials, on-going professional development and supplies to ensure mastery of the NGSSS/Common Core Standards, as well as the school's mission, goals and objectives.
- Reward and award administration, teachers and staff for their performance.
- Conduct audits performed by a Certified Public Accountant.
- House students in a facility that will be less costly to construct than a comparable District school due to the applicant's ability to avoid following the State Requirements for Education Facilities (SREF) per S. 1002.33, FS.

➤ ***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 Family Educational Rights and Privacy Act (FERPA) (34 CFR § 99.31(a)(8) gives parents certain rights with respect to their children's education records.

- Parents will be invited to review their student's academic progress and assessment results and to discuss specific academic strengths and weaknesses.
- All students will participate in developing an ongoing Personal Academic Plan, representative of their progress which will be monitored through teacher-led conferencing and data chats.
- The FCIM will provide for the ongoing evaluation of student progress. In combination with FCIM, there will be quarterly and separate parent and student focus groups. These groups will operate under the Stop-Keep-Start format. Utilizing this "stop doing", "keep doing" and "start doing" questioning approach allows facilitators to ask broad questions, giving stakeholders the freedom to answer in many different ways. Each focus group will begin with the "Stop" question

because it is typically easier for people to reflect on the items that they wish to see changed. Next will be the “Keep” question which is more difficult. Lastly, the group will focus on the “Start” questions which allow stakeholders to dream of the future and the possibilities of programs that they would like to see in place. Results from these focus groups will be transcribed and delivered to school families in a timely manner. This combined with disaggregated data on each student will ensure that parents and other stakeholders have access to ongoing analysis of individual student-gains and school-wide progress.

- Parents will be provided a password to EdLine and the Interactive Classroom providing them access to student grades, assignments, attendance and incremental progress.
- The School will provide parents with notification of student progress through report cards at the nine week period, interim reports at the four and one half week period, and parent-teacher conferences as requested by teachers and/or parents.
- The School will analyze students’ data and results from diagnostic assessments to determine whether or not a child gains a year’s worth of learning as defined by the state of Florida using the NGSSS/Common Core State Standards and the FCAT/PARCC assessment. Students demonstrate a year’s worth of learning on the FCAT in one of three ways:
 1. Improve achievement levels from 1→2, 2→3, 3→4, or 4→5;
 2. Maintain within the relatively high levels of 3, 4, or 5; or
 3. Demonstrate more than one year’s growth within achievement levels 1 or 2 as indicated by the developmental scale score. Parents will be provided with information related to enhancing their child’s performance on FCAT/PARCC. (*Once the PARCC is finalized and implemented the school will adjust as necessary.*)
- The School will provide remedial classes and tutorials to students based on their baseline/diagnostic test scores and the 2014 FCAT results. The school will also provide advanced classes to students requiring an accelerated curriculum.
- The School will provide parents an annual assessment report based on FCAT/PARCC.

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

➤ ***Improve student learning and academic achievement.***

The purpose of Sarasota Academy of Math and Science, in keeping with §1002.33(3)(b), F.S., is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through a curriculum rooted in solid educational research aligned to the Common Core Standards, continuous assessment of data related to student performance, analysis of student learning gains and a staff that understands that without student engagement, learning is not successful.

The School will prepare all students to reach their maximum potential in all subjects with a special emphasis on mathematics, science and reading using research-based exemplary curricula/program enhancements such as Mathletics, Bricks4Kids, Leggo Robotics, Project M²-M³, STEM, Jason Project, Harcourt Storytown (*Although the current CRRP for elementary students for Sarasota County Public Schools is Harcourt Storytown at the time this application is written, the school will adopt the CRRP in use at the time the school opens or may submit a CRRP to the Department of Education for review and*

approval.) and Holt Elements of Literature (middle school) for Reading. The School will utilize month-by-month scope and sequence calendars aligned to the NGSSS/Common Core Standards. To ensure student achievement the School will assure the following:

- The instructional content considered essential for all students to learn versus the content considered supplemental will be identified and communicated to teachers
- The amount of essential instructional content that has been identified can be addressed during the time available to teachers
- The essential instructional content is organized and sequenced in a way that students have ample opportunity to learn it and demonstrate mastery
- Minimized interruptions and the proactive scheduling of non-instructional activities during the school day protects the instructional time available to teachers

Closely monitored and assessed, all students will be observed to ensure adequate progress on the NGSSS/Common Core Standards. All students will benefit from various forms of assessment including, but not limited to, state accountability tools, district interim assessments, school interim assessments, academic progress reports in core content areas, verbal assessments, group activities and cross-curricular activities and projects that will provide insight to student progress. Assessment activities will take place in the classroom, alone and in small groups while also providing students with hands-on activities to implement learning practices that are relevant and real-world.

Low performing students will benefit from intervention programs designed to remediate achievement progress, such as small group instruction, interventions and after school tutoring. The school will implement the Florida Department of Education's Just Read, Florida's initiative to provide opportunities for students to show progress in reading, writing and communication skills.

All students will maintain a Personal Academic Plan (PAP) empowering them to track their own academic progress. The PAP will include Data Chats initiated from baseline achievement levels to determine future rates of academic progress. Student goals are set for each student, skill/gap areas are identified and student grouping is adjusted. Throughout the year, the PAP will be updated and students are expected, at a minimum, to achieve mastery of each of the required NGSSS/Common Core standards for the grade level.

Programs designed with strong parent involvement, produce students who perform better than in programs that do not involve parents at all. Parent participation is integral to the success of the School and through the School Improvement Planning process; parents will be solicited for the development of future goals and objectives. In addition, all parents sign a pledge agreeing to volunteer a minimum of ten (10) hours per family per school year. Parents will be asked to participate in the Parent/Teacher/Student Organization and to serve on the School Advisory Committee.

Parent involvement will also be fostered through access to Ed Line and the Interactive Classroom where parents receive real-time updates regarding their child's status through continuous communication with the teacher and administrative staff.

Sarasota Academy of Math and Science will fully participate in all aspects of the FCAT and the Partnership for Assessment of Readiness for College and Careers (PARCC) as required by Florida Statute. The school will also conduct its own data analysis of student learning by other proven assessment

tools. Data will be used to identify student progress toward mastery of required NGSSS/Common Core Standards to implement individualized strategies to improve outcomes. The school will analyze data reports by age groups, grade levels, AMO subgroups, attendance and other aspects of the student population that will enhance the schools' knowledge of student learning styles and individual needs. Differentiated instructional strategies will be utilized to meet each student's individual academic needs and learning styles.

All students who are English Language Learners (ELL) will participate in programs designed to enable those students to communicate and function successfully in English in an academic environment. This is in addition to participation in the regular classroom for core content instruction.

A variety of programs and services to meet the diverse needs of students with disabilities will be offered. The instructional program for students with disabilities will be aligned to the NGSSS/Common Core Standards and the Individual Educational Plan (IEP) thus providing ample opportunities for the student to learn and achieve individual outcomes. Instruction with accommodations supports the pathways described in the IEP.

Methods utilized by Sarasota Academy of Math and Science will include but not be limited to:

- a) Pre-assessment, interim assessment and screening designed to ensure that all students are at their appropriate instructional level in reading and math; and if not, then by prescribing a specific learning plan to enable the student to reach grade level expectations.
- b) Expand mastery-based learning through use of such methods as Direct Instruction and Brain-based learning in all course instruction to meet the NGSSS/Common Core Standards and incorporating the No Child Left Behind Act to ensure a year's worth of learning;
- c) Utilize the Florida Continuous Improvement Model (FCIM) as a model for focusing on high student achievement. Each student's progress will be continuously monitored by such methods as on-going assessments, class analysis charts and data chats.
- d) Establishing a comprehensive program to recognize and reward students for measurable achievement of academic gains and character development.

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

The effective implementation of the curriculum is dependent on several factors. One of the most important factors is the creation of a nurturing classroom culture and environment that is conducive to learning. Sarasota Academy of Math and Science is committed to fostering a school and community climate where education can flourish.

The School places a primary focus on reading as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school found within S.1002.33(2)(b)(c), FS. The School's desire is to teach children to understand what they read, through systematic, direct instruction of the NGSSS/Common Core State Standards which are aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. In order to make reading a primary focus, all objectives from Florida's Reading Program Specifications will be implemented at the School.

Specification 1: Professional Development

1.1 Comprehensive Initial Professional Development

- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Lead by School-site Expertise

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Align with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

Sarasota Academy of Math and Science will continually access new information and research from the Florida Center for Reading Research (FCRR) and Just Read Florida! to fortify and enhance a research-based reading curriculum. Sarasota Academy of Math and Science uses a 90 minute reading block in kindergarten through fifth grades, with differentiation for specific student learning needs, timely and specific feedback, and high student achievement to ensure the greatest impact of a full instructional block. All middle school students will participate in a year-long reading class whether it is a remedial reading class for struggling students or a literature class for more advanced students.

The school will adopt Florida's four-step problem solving and Response to Intervention (RtI) process designed to revise instruction and intervention. The steps include:

1. Problem Identification entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
2. Problem Analysis, involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. During Intervention Design & Implementation, evidence-based interventions based upon data collected previously are selected or developed, then implemented.
4. 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 evaluated so that the effectiveness of instructional efforts is measured.

The RtI framework is characterized by a fluid continuum of academic and behavior instructional supports. Three tiers are used to describe the level and intensity of the instruction/interventions as they are provided across the continuum as follows:

- Tier 1: Core, Universal Instruction & Supports - General academic and behavior instruction and support provided to all students in all settings.
- Tier 2: Targeted, Supplemental Interventions & Supports - More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.
- Tier 3: Intensive, Individualized Interventions & Supports - The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

RtI is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions.

RtI follows the premise that all students need to progress at a rate that corresponds to at least one year's growth for every year of instruction. Therefore, an indicator of high-quality instruction would be equivalent to most of the students in the school progressing at that rate without need for additional intervention. In RtI this level of support is described as "Core Instruction" or Tier 1, and includes the use of the Instructional Focus Calendar and small-group differentiated instruction to meet students' varied needs.

For those students who begin a school year already behind in key academic areas such as reading or language, and who require additional (supplemental) intervention to achieve "catch up growth," it is imperative to provide that support as early as possible, in order to help those students to eventually meet expectations. Therefore, Tier 2 includes intervention, usually delivered in small groups, outside of core instruction, that provides additional time engaged in mastering specific skills. Successful Tier 2 interventions should allow most students (approximately 70% of students receiving Tier 2 support) to progress at a rate that allows for catch up growth.

For a small number of students, effective Tier 1 and Tier 2 supports are insufficient to allow them to catch up and meet expectations. For those students, intensive, individualized intervention plans are developed, implemented, monitored, and revised as needed. Because there are many reasons why students might fail to respond to Tier 2 interventions, the level of problem solving needed to determine the particular barrier to the child being successful may be rigorous. For some children receiving these Tier 3 interventions, the process of developing and monitoring intervention might lead to a determination that they require special education. For all students that require Tier 3 intervention, the RtI process of monitoring and revising intervention as needed, continues until it is no longer needed.

Advanced academic programs provide curriculum that is tailored to students' cognitive and affective needs and promotes experiences that intensify learning to better prepare students for the workplace while providing equity and access to all students. Advanced learners flourish because teachers support high expectations with a rigorous curriculum. Students learn through open-ended assignments, flexible grouping, differentiated instruction, challenging instructional materials, and enrichment opportunities.

Honors courses are available to all middle school students. These courses are accelerated from the regular school curriculum, and provide additional critical-thinking skills to students. In middle school, the only

subjects available at the Honors Level are foreign language, mathematics, and science. Middle school students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Up to six high school credits may be earned in middle school.

Sarasota Academy of Math and Science will implement a gifted education program to serve eligible students. This program will provide a qualitatively different program designed to meet the needs of gifted students. A gifted student is defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance. Eligibility under State Board Rule includes a documented need for the program, a majority of gifted characteristics, and an intelligence quotient in the superior range. Additional eligibility criteria are available for limited English proficient students and students from low socio-economic status families.

Homework and class-work help is offered after school throughout the week by classroom teachers to assist students in need of extra practice. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process.

When learning gains are not progressing, there are additional resources available. For students requiring additional intervention, after school tutoring will be available at the School. These sessions are designed to provide extra interventions for students to bring them up to grade level expectations.

Teachers use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Teachers provide parents, students and appropriate school staff information regarding student progress by updating the Personal Academic Plans, using data derived from FAIR, ongoing progress monitoring, report cards, and state/district testing results. Once Common Core has been fully implemented the school may consider utilizing the Northwest Evaluation Association Assessment tool (NWEA), a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness. NWEA is fully correlated to the Common Core Standards.

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation of the tutoring program. Initiating and strengthening collaboration between school and home provides the basis for support and reinforcement of students' learning as well as continuous monitoring of progress throughout the learning process.

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

The innovation of Sarasota Academy of Math and Science will be the use of exemplary curriculum delivered through a variety of proven instructional methods and guided by frequent data analysis of teaching outcomes, 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 NGSSS/Common Core Standards. Sarasota Academy of Math and Science will not be restricted to the content of the curriculum, and whenever it is deemed necessary by the administration, new elements will be introduced.

The school will expose students to a wide variety of challenging text that will be incorporated into social studies, science, math, reading, language arts and elective classes. Students will be presented with challenging comprehension activities that require students to not only read, but to also deliberately re-read text multiple times with the intention of pondering and answering higher order questions resulting in

engaging and productive discourse. These instructional strategies require high levels of content application that enables students to transfer their skills into reading across all content areas. When students re-read complex text multiple times they begin to develop a careful understanding of what they read before engaging their opinions, appraisals or interpretations. In turn, writing is also inextricably linked to the reading process and will be incorporated across the curriculum as an aid to comprehension. Students will participate in extensive written reader response activities such as Before Reading activities, During Reading activities and After Reading activities. Students are required to use evidence from the story or passage to support their written answer.

According to the Congressional Research Service (CRS) Report for Congress, March 21, 2008 presented by Jeffrey Kenzi, Specialist in Education Policy- “When compared to other nations, the math and science achievement of U.S. pupils and the rate of STEM degree attainment appear inconsistent with a nation considered the world leader in scientific innovation. In a recent international assessment of 15-year-old students, the U.S. ranked 28th in math literacy and 24th in science literacy. According to STEM Florida, in education, the need of the hour has never been greater, and STEM—Science, Math, Engineering and Technology—is the key. STEM is for students, and their future, who will need it for four out of five jobs when they graduate. If Florida's economy and beyond is to survive, compete, and grow, teaching STEM skills are key”. Because of these reports and others, Sarasota Academy of Math and Science has chosen Science and Math as the school's focus.

STEM (Science, Technology, Engineering and Mathematics) is not a separate subject, rather STEM demands that lessons and projects are implemented that connect all subjects. One way to think about STEM is in the context of desirable learning strategies that require the teacher and students to take the time to go deeper into the content. STEM provides in-depth experiences that students share and can therefore discuss and explain.

A STEM unit often starts off with a science activity that introduces the concept and leads to the initial research. Besides library books and internet searches, communicating with experts and collaborating with peers, email, blogs, chats, video-conferencing and other social networking tools and strategies add to the learning by involving advisors and collaborators and teaches students how being connected should be part of their learning process.

In addition, a true STEM experience involves the “E” – Engineering. Students should be building something or improving a design. Solving a problem through building and improving involves trials and testing things out. Collecting data, the “M” or math component of STEM involves analyzing performance data so students can make adjustments to their design — quantifying what is really best or most efficient. Students working in small groups will learn as they note differences in design and efficiency between their creation and those of other groups.

As the overall project continues, the connections afford many opportunities to vocalize and clarify thinking. The writing and communications work can involve creative writing and sharing experiences through stories, poetry, music, video and art of various kinds (STEAM!).

Blending STEM with “connected classroom” strategies is a powerful learning model — a highly *active* learning model.

The Science curricula will be integrated throughout the curriculum to the greatest extent possible. This will be accomplished via thematic units, class projects and other activities that lend themselves to this

integration. Students will participate in weekly lab assignments, keep a Science journal beginning in Kindergarten to include field study assignments, activities, etc., go on grade specific field studies and interact with members from the community associated with the field of Science. The school will provide opportunities for students and teachers to interact with experts in different scientific fields through webinars, videos, lesson plans and other activities that will make Science exciting for students.

In a report released on July 19, 2011, the National Research Council has presented a new framework for K-12 Science education that identifies the key scientific ideas and practices all students should learn by the end of high school. The framework will serve as the foundation for new K-12 science education standards, to replace those issued more than a decade ago. The National Research Council is the operating arm of the National Academy of Sciences and National Academy of Engineering; all three are independent, nongovernmental organizations.

“Currently, science education in the U.S. lacks a common vision of what students should know and be able to do by the end of high school, curricula too often emphasize breadth over depth, and students are rarely given the opportunity to experience how science is actually done,” said Helen Quinn, committee chair and professor emerita of physics at SLAC National Accelerator Laboratory in Stanford, Calif. “The new framework is designed to address and overcome these weaknesses. It builds on what is known to work best in science education, based on research and classroom experience both in the U.S. and around the world. It provides a blueprint that will guide improvements in science education over many years.”

The framework specifies core ideas in four disciplinary areas –

- ✓ life sciences
- ✓ physical sciences
- ✓ earth and space sciences
- ✓ engineering, technology

All students should understand the applications of science in these four areas by the time they finish high school. For example, among the core ideas in the physical sciences are “matter and its interactions” and “energy.” Students’ knowledge of these ideas should deepen over time.

The framework identifies seven concepts that have explanatory value across science and engineering, such as “cause and effect” and “stability and change.” These concepts will be taught in the context of core ideas from the disciplines of science, the report says, but teachers should use a common language for these concepts across disciplines, so that students understand the same concept is relevant in many fields. These concepts should become familiar touchstones as students progress from kindergarten through 8th grade.

According to the report, just as important are scientific and engineering practices, which have been given too little emphasis in K-12 education, the committee said. The framework specifies eight key practices that students should learn, such as asking questions and defining problems, analyzing and interpreting data, and constructing explanations and designing solutions. These practices should be integrated with study of the disciplinary core ideas and applied throughout students’ K-12 education.

These three dimensions must be used together for students to understand how science works, the committee stressed. For example, students should use the practices -- such as conducting investigations and then analyzing and interpreting the data -- to deepen their knowledge of the core ideas. (The National Academies, July 19, 2011)

In addition the School will utilize resources found at the National Science Foundation. The Foundation provides a diverse collection of lessons and web resources for classroom teachers, their students, and students' families. Materials are arranged by subject area to enable teachers to quickly find resources in the interest area, and then use them to create lesson plans or at-home activities. Most of the resources come from the National Science Digital Library (NSDL). NSDL is the National Science Foundation's online library of resources for science, technology, engineering, and mathematics education. It was established by the National Science Foundation to capture improvements in science, technology, engineering, and mathematics education and organize them into one point of online access. Collaborating partner institutions such as universities, museums, professional organizations, government agencies, research laboratories and publishers create the materials. The classroom resources include:

Arctic and Antarctic	Engineering
Astronomy and Space	Mathematics
Biology	Nano-Science
Chemistry and Materials	People and Society
Computing	Physics
Earth and Environment	

Teachers of Science will develop methods to inspire students and deepen their understanding of STEM content and concepts. The effective Science teacher will have content knowledge and expertise in the Science curriculum. This will insure that students are receiving the best education possible in the area of Science and Technology.

The mathematics curriculum will be integrated throughout the entire curriculum to the greatest extent possible. The principles that will guide Mathematics instruction are as follows:

- Learning requires the active participation of the student
- Students learn in a variety of ways and at different rates
- Learning is both an individual process and a group process

Teachers will focus instruction on the development of essential mathematical ideas as outlined in District, State, and National standards. New concepts and skills will be developed through real-world problem-solving opportunities. Cooperative learning provides students, in small groups, the opportunity to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning. Whole group instruction followed by discussion of the specific concepts, connections, and predictions provides for interaction by students as a class. Students will be engaged in problem solving and teachers will focus on the thinking process to assist students in understanding concepts. Assessments for math will occur every day as an integral part of instruction. Teachers will require students to justify, explain and reach higher cognitive levels rather than just recall. As students develop skills and understanding of concepts, they become more confident and motivated in the expression of their mathematical ability.

Sarasota Academy of Math and Science will adopt a proven method for implementing Mathematics instruction and in addition to other supplements the school will have the advantage of a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning through numbers, geometry, measurement, and algebra. The use of manipulatives (including computer manipulatives) will be integrated into the math classes.

Mathletics will be utilized as a supplement to the math program. Mathletics: Through a partnership with Samsung, provides complete step-by-step examples and animation available on demand for every student

for every question. Real-time formative assessment and feedback free the teacher to focus on those students that are in the most need of individual instruction. Automaticity of basic skills is supported via an engaging multiuser gaming environment where improvement (not winning) accrues benefits for a virtual avatar. Other aspects of the program are carefully designed to build and support problem-solving skills in more open-ended contexts. They include high quality printable materials that move students along a continuum from knowledge to application and higher- order reasoning. Virtual manipulatives that allow students to explore and pose problems in a more visual manner are part of the problem-solving program.

Sarasota Academy of Math and Science will also implement Project M²- Mentoring Young Mathematicians and M³ – Mentoring Mathematical Minds. Project M² units will be focused on "in-depth" mathematics using research-based practices and standards in mathematics education and early childhood education. One unit at each grade K-2 will focus on geometry and the other on measurement, both concepts that recently were identified in the *Curriculum Focal Points* (NCTM) as key areas to be emphasized in these grades. Project M³ Mentoring Mathematical Minds, is a 5-year collaborative research effort of faculty at the University of Connecticut, Northern Kentucky University, and Boston University and teachers, administrators, and students. Project M³ provides twelve units of mathematics designed for advanced students in grades three through five.

Sarasota Academy of Math and Science will use numerous instructional methods to deliver its comprehensive curricula including exemplary computer-based enhanced support, project-based instruction, Multiple Intelligence, Piaget's Process of Cognitive Development, Bloom's Hierarchy of Thinking, Webb's Depth of Knowledge, Cooperative Learning, Robert Marzano's Nine Instructional Strategies, abundant assessment and more.

The Sarasota Academy of Math and Science administrative team will work to ensure academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. The administrative team will monitor learning so that the academic content necessary for achievement within each grade is meeting the needs of the students.

The school will utilize several components to insure innovative learning methods:

1. Baseline Assessment and Data

Baseline assessment provides the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level, classroom level, and individual student-level goals.

2. Data Driven Instruction

The School will analyze baseline data and provide targeted professional development to support teachers' regarding the best instructional strategies that best meet the needs of each student. Teachers will adjust instructional focus, regroup students as needed and provide other differentiated instructional strategies, to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support, through collaboration ensures a culture of continuous improvement and increased student achievement.

3. Assessment

Following data-driven instruction, formative assessments will be given to determine areas of growth, and will be used to continue to identify instructional priorities. Assessments measure both

instructional effectiveness and student achievement. Formative assessments provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano, 2003).

Additionally, student performance will be assessed using data collected from interim benchmark assessments, school and teacher made assessments, Edmentum, and State and District mandated assessments.

Edmentum Assessments offer a full range of assessment solutions, including diagnostic and formative assessments designed to help educators understand each student's unique needs to more effectively guide instruction. The assessment solutions accurately evaluate learners and prepare them through a personalized learning path. This allows students to bypass objectives they have already mastered, gain confidence, and focus on topics that challenge them for a more relevant and satisfying learning experience.

Edmentum Assessments provides the school with valuable assessment tools that integrate with the curriculum, monitor student progress, and engage students through a personalized and effective learning environment.

4. Grading

Grading of formative assessments is done by the classroom teacher and is downloaded through Grade Quick and EdLine. The assessments are correlated to the specific level of the state standards to facilitate data collection. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Name	T4	T4	Week 1 AE pg. 85	Week 2 AE pg. 89	Week 3 AE pg. 95	Week 4 Culture Da	Week 4 AE pg. 98	Week 4 FCAT Test	Week 5 AE pg. 103	Week 5 AE pg. 104	Week 6 Chapter 11	Week 6 AE pg. 114	Week 7 AE pg. 115	Avg	Grade Quarter 4
Category	CVW	CVW	QUIZ	HW	CVW	CVW	CVW	CVW	TEST	CVW	TEST	CVW	CVW		
Date	04/07/11	04/11/11	04/26/11	04/21/11	04/28/11	04/27/11	05/16/11	05/16/11	05/19/11	05/23/11	05/23/11	05/26/11	05/26/11		
1. GASTRIBO, CONRBE	1	A	100	75	100	100	100	100	100	67	55	85	100	67.03	B
2. GAYLOR, GABRIELA	1	A	88	100	100	100	100	100	71	89	85	100	100	93.83	A
3. CEDENO, HERNAND, THALIA	1	A	75	100	100	100	100	100	86	100	85	100	100	94.34	A
4. GORVEAS, EMILY	1	A	38	100	100	100	100	100	36	36	76	100	100	86.34	B
5. DAVE, DAHLIA	1	A	100	75	100	100	100	100	100	100	95	100	100	98.26	A
6. DEAN, JADA	1	A	100	100	100	100	100	100	100	100	85	100	100	97.78	A
7. DURAN, BRYAN	1	A	100	100	100	0	100	100	100	100	85	100	100	91.04	A
8. ESPINAL, PABLO	1	A	100	75	100	100	100	100	100	100	85	100	100	98.28	A
9. GONZALEZ, ANDY	1	A	100	75	100	0	100	71	71	100	60	100	98	81.98	B
10. GONZALEZ, PATIA	1	A	100	75	100	100	100	100	100	100	85	100	100	90.70	A
11. JAMES, LEMMA	1	A	100	75	100	100	100	100	85	36	85	100	100	80.41	B
12. JUSINO, DORIMAR	1	A	100	75	100	100	100	100	100	67	90	100	100	93.75	A
13. LATIF, HANNAH	1	A	100	100	100	100	100	100	100	100	70	100	100	88.82	A
14. MARTINEZ, LUIS	1	A	100	100	100	100	100	100	88	85	100	100	100	94.82	A
15. NIEVES, ERMA	1	A	100	100	100	100	100	100	87	80	100	100	100	95.56	A
16. OAKLEY, REBECCA	1	A	100	75	100	100	100	100	100	100	90	100	100	96.05	A
17. ORTEGA, ALEXY'S	1	A	100	75	100	100	100	100	100	100	100	100	100	91.44	A
18. PELLERAN, AMANDA	1	A	100	75	100	100	100	100	100	100	75	100	100	94.85	A
19. PELLERAN, ANTHONY	1	A	100	75	100	100	100	100	88	100	75	100	100	92.89	A
20. RAMIREZ, EDWIN	1	A	100	100	100	100	100	100	100	67	90	100	98	96.78	A
21. RODRIGUEZ, SOPHIA	1	A	100	75	100	100	100	100	71	67	80	100	100	93.84	A
22. SANCHEZ, ISABELLA	1	A	100	100	100	100	100	100	100	100	100	100	100	97.47	A
23. SANTAGO, ANTHONY	1	A	100	100	100	100	100	100	71	35	75	80	88	67.70	B
24. SCHROEDER, KYLE	1	A	100	75	100	100	100	100	75	83	100	100	100	95.28	A
25. SELKOP, MEGHAN	1	A	100	75	100	0	100	100	67	80	100	100	100	89.31	B
26. SCOT, HATHERINE	1	A	100	100	100	100	100	100	100	100	65	100	100	93.88	A
27. SUAREZ, GUILLERMO	1	A	100	75	100	100	100	100	85	35	85	100	100	93.32	A
28. TORRES, KIMBERLY	1	A	100	100	100	100	100	100	88	100	85	100	100	95.26	A

The School will also utilize Edmentum for interim assessments. Edmentum's proven test preparation programs provide Common Core Standards-based instruction, assessment, and support for success on state tests and national exams. Edmentum's suite of solutions provide meaningful benchmarking data and assessment results that help educators pinpoint academic strengths and weaknesses, differentiate their instruction, and target individual student needs to ensure success on high-stakes testing. The test preparation programs are uniquely designed to provide focused instruction and support and raise student achievement. Data is correlated to the Common Core Standards and displayed in a format that

is easily utilized by teachers and administrative staff.

5. Reporting

Reporting of student progress will be done via Grade Quick, Edmentum and PMRN and offers the capability of disaggregating data by individual student, by individual class, by grade level and by school.

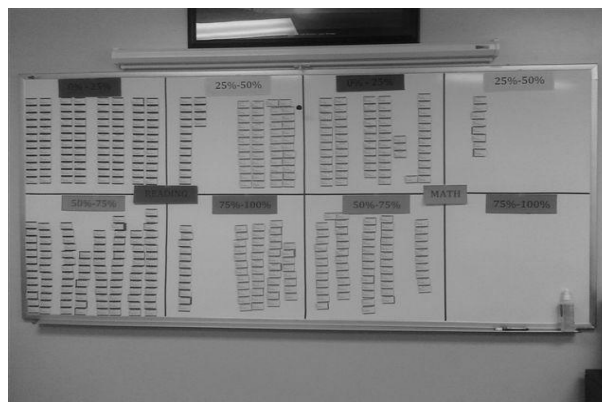
Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking progress towards achievement of NGSSS/Common Core expectations more efficient. It will also provide students, parents, teachers and administrators, information to make decisions about differentiating instruction for each student.



EdLine offers parents, and students online web access to student data from classroom assignments.

6. Decision-making

The process of data-driven instruction, assessment, grading and reporting of a particular standard follows the FCIM. Teachers and administrators will make the decisions, based on the data, to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.



7. Lesson Planning

The lesson plan template uses Marzano and Danielson's research-based Florida Educator Accomplished Practices (FEAP) to assist in planning and executing educationally sound and effective lessons across all disciplines. The lesson plan template requires teachers to input research based instructional strategies to use in the classroom, and provide learning strategies for students based on the content segment being taught. Teachers also input homework for students based on the lesson.

Homework is populated to EdLine onto the parent information screen. Students may complete the assignment on-line; the assignment is graded and goes directly to the teacher's grade book via Interactive Classroom. The School will provide a school-wide file where teachers can share lessons with other teachers allowing teachers to collaborate regarding subject area lesson plans.

8. Instructional Research

Teachers monitor student's academic progress throughout the quarter. Using the standards based curriculum, as well as content and concept-based assessments, teachers reflect on the assessments given to individualize student needs, by looking at mastery to see where students are, and to make comparisons in order to get a more in-depth understanding of how each student is progressing.

9. Personal Academic Plans

The Personal Academic Plan will be used by each student to enable them to continuously keep track of their progress empowering them to reach the high expectations they set for themselves. Students are encouraged to stretch their learning to reach achievable learning gains. Baseline achievement levels are incorporated into each student's Personal Academic Plan as a starting point, and then, based on areas of mastery and deficiency students' plans are modified. Goals are set for each student, skill areas are identified, and student grouping based upon academic needs is adjusted.

10. Character Education

Students will be taught the Six Pillars of Character demonstrating how they should be productive members of the community while working to achieve academic goals. The School will implement an integrated character education program focusing on academic rigor, good citizenship and opportunities for real-world experiences. The goal of the character education program is to instill in students strong character and citizenship qualities. The components of the program will be embedded into the academic courses by teaching character alongside academic content.

FCAT/PARCC Plan

The School will create a school-wide approach to preparation for the FCAT/PARCC. The plan will incorporate all subject areas. Some of the requirements of the FCAT/PARCC Plan will include school-wide achievement goals, the use of data charts, writing intervention schedules, reading instruction requirements, word of the week, math instruction requirements, and the use of Science labs, etc.

➤ *Require the measurement of learning outcomes.*

Student Learning Outcomes or SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in an activity or course. Outcomes are usually expressed as knowledge, skills, attitudes or values. SLOs specify an action by the student that must be observable, measurable and able to be demonstrated. The SLO's at Sarasota Academy of Math and Science are determined by the NGSSS/Common Core Standards and will be measured by interim assessments and the FCAT/PARCC. The purpose: of assessment is to obtain information that can be used by faculty to answer the following questions:

- Are our students learning what is important?
- Are they learning what they need to succeed?
- Are we improving in our ability to help students learn?
- Should our curriculum or teaching strategies be modified?
- Are there other techniques or additional resources that would help our students learn more effectively?

Baseline assessment provides the information needed to identify student strengths and gaps in learning, to effectively target instruction, and to set school-level, classroom level and individual student-level goals. Teachers begin the school year by reviewing the previous year's assessment data and the Baseline

Assessment administered at the start of the new school year to determine where to begin differentiated instruction based on student need. In addition teachers will begin to work with students to help them focus their learning, as they work to master specific skills and content in the NGSSS/Common Core Standards. Assessment data as well as FAIR data, and numeracy assessments will provide administrators and teachers with data for the measurement of learning outcomes for each individual student. Throughout the year school administrators meet with teachers in data chats to measure learning outcomes of each student by reviewing interim assessments to continue to make appropriate decisions regarding instruction. In addition to the Interim Assessments, the School will implement bi-weekly assessments in Reading, Writing Math and Science (grades 5& 8) to insure that all benchmarks are being mastered in a timely manner. The School will continue assessments as the end of the year approaches to track student learning and to prepare students for the following school year.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the educational program. This may include but not be limited to Accelerated Reader Reports, Ticket to Read, Mathletics, Edmentum and spelling and vocabulary assessments. Programs for Comprehensive Intervention that meet the state's rigorous guidelines for scientifically-based interventions will be measured and may include Soar to Success, Running Records, Oral Reading Checks and Retelling Rubrics. Overall success of the extended learning program will be measured through impact on student's success on state/district assessments, FAIR and data derived from school-made assessments.

The School will utilize interim progress reports for parents that provide an overview of the student's current level of performance and a measure of the student's progress toward attaining mastery of the Common Core Standards. By aligning state specific standards with each content area, teachers, parents, and students can identify the specific areas that have been mastered and those areas where a student needs improvement and support.

RtI requires the effective use of data for the following purposes:

- Screening data identifies students who are already in need of or likely will need Tier 2 intervention.
- Diagnostic data specifies core instructional focus and core differentiated instruction focus, and specifies Tier 2 and Tier 3 intervention focus.
- Progress monitoring measures rate of learning across time for groups or individuals and is used to maximize instruction and intervention outcomes. Progress monitoring helps determine adjustments to the level (Tier) of support needed for students.

Learning outcomes will be tied directly to the resources that produce desired outcomes meaning the Board will monitor its expenses for instruction vis-à-vis student achievement and give additional support to those areas that produce expected results.

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:

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

Sarasota Academy of Math and Science prefers to partner with traditional public schools to improve public education. The goal is to create an environment where there is mutual respect and the goal is to make sure that students are being provided the best education possible.

According to a report presented by the Office of Independent Education and Parental choice, the CREDO report states that charter schools perform at a lower level initially but outperform district schools by year three. In 2009, 23.4% of traditional schools met AYP with 35.5% of charter schools meeting AYP. Out of 63 comparisons for proficiency in Reading, Math and Science regarding total populations and individual AYP subgroups of White, African-American, Hispanic, Free & Reduced Lunch students, ESE and ELL students charter schools experienced higher achievement in 53 comparisons.

The Manhattan Institute for Policy Research conducted a study regarding competition between charter and traditional public schools and found that charter schools create an environment where superintendents and principals are responding to competition by making changes designed to produce more appealing and effective schools. This is especially true in districts where the superintendent was already disposed to reform district operations.

Superintendents across Florida have made changes in response to specific features of charter schools that are attractive to parents. Examples include:

- starting Montessori-style schools
- adding more choice options via magnet schools
- widespread belief among parents that the charter school is improving children's test scores leading some Florida school districts to start Saturday study programs
- changing to K-8 centers because of parents' concerns about safety in the public middle schools; and
- response to parental requests for charter-style before- and after-school programs

There is evidence that school managers respond to competition from other schools. In surveying principals about whether they were changing their school operations in response to competition, the study learned that:

- Principals adopt a more innovative approach to education at their school in direct proportion to the competitive enrollment pressure that they feel.

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

Empowerment involves shared decision-making which is essential to the school environment. The principal is the building leader who structures the climate to empower teachers and empowerment translates in to teacher leadership. Decisions are made by those working most closely with students rather than those at the top. Teachers must be convinced that teaching is a profession. Many say it is a profession but few believe it. Sarasota Academy of Math and Science will strive to project that image. Dress code, professional standards, behavior, and participation in professional activities - all enhance leadership qualities and capabilities. Teachers will place their diplomas, certificates, and awards on their walls to demonstrate their competence and leadership abilities.

Teachers at Sarasota Academy of Math and Science are considered the “professionals on-site” and are encouraged to collaborate and share their expertise at faculty meetings and in professional development activities. The School will facilitate other activities for professional growth and leadership that may include modeling and mentoring teachers new to the field. The Principal will foster teachers sharing and learning from each other. Professional growth and development will be encouraged and accommodated.

Achievements such as higher degrees, additional certifications, special seminars and workshops, presenting, doing research, writing a journal, receiving grants, partnerships, and/or honors will be encouraged and recognized.

Through the FCIM model, teachers and staff will participate in shared decision making at the school and in determining the focus and objectives of the school to meet student needs. Teachers will enjoy a new sense of ownership of the learning program by realizing greater flexibility in curriculum development and behavior management than is typical. Empowered teachers understand the importance of becoming a life-long learner, thus the school will encourage faculty to obtain higher level degrees and will provide mentoring and shadowing opportunities to facilitate their objective. Professional learning communities – grade level, department level – will enable teachers to confer with colleagues to disaggregate data and discuss shared individual students to improve academic success.

Committees will be developed to include teachers in procedures that impact the school day. These may include attendance committee, social committee, activity committee, discipline committee, student recognition, faculty get-togethers, etc. In addition, teachers will create grade-level mission statements that reflect back to the mission and vision of the school.

The Educational model developed by Sarasota Academy of Math and Science is a framework for continuous improvement, with its foundation in the research of Robert J. Marzano that focuses on school goals to increase student achievement. Every school administrator and faculty member will be trained in Marzano’s research.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

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

The school will be open to all eligible students residing in Sarasota County with special recruiting efforts focused on the residents of the immediate vicinity in which the school is located. The anticipated location for Sarasota Academy of Math and Science is 809 Beneva Road, Sarasota, FL 34237. The goal for enrollment is to reflect the community population that is served by the school. Sarasota Academy of Math and Science will be a community-based school. In order to minimize traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a “reasonable distance” as provided under Fla. Stat., s. 1002.33. However, the school will not discriminate on the basis of race, color, sex, religion, sexual orientation, national or ethnic origin, or disability in the admission of students.

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

The school will not charge tuition or fees except for those fees normally charged by other public schools.

Pursuant to S. 1002.33(10)(b), FS, the School will enroll eligible students who submit a timely application, unless the number of applications exceeds the capacity of the program, class, grade level or building, at which time a lottery shall be conducted.

Enrollment preference will be made available to children of employees, active military personnel, board members and to siblings of those students already enrolled or selected in a lottery process.

Pursuant to S. 1002.33(10)(f), FS, students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment through the lottery process.

Sarasota Academy of Math and Science will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act (reauthorized 2004). In accordance with State law, all necessary accommodations that do not impose an “undue hardship” will be made by the school to include students with disabilities.

Pursuant to S. 1002.33(10)(g), FS, students may withdraw from the School at any time and enroll in another public school in accordance with the Sponsor’s policy.

If the percentage of Free/Reduced meal students qualifying for the National School Lunch Program falls within the parameters set by the Sponsor to qualify Sarasota Academy of Math and Science for Title 1,

then the School will utilize such funding to provide appropriate services and resources as is required by Federal and State law and as established by the Sponsor.

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

Sarasota Academy of Math and Science will serve grades Kindergarten through eighth (K-7, year 1) for up to 910 students. However, the initial (year 1) enrollment projection is 490, year 2 is 680, year 3 is 848, year 4 is 888 and year 5 is 910. These figures are projections based on the experience of the Board and the ESP with other school openings.

The enrollment breakdown is anticipated as follows:

	Yr. 1; 2014-2015		Yr. 2; 2015-2016		Yr. 3; 2016-2017		Yr. 4; 2017-2018		Yr. 5; 2018-2019	
	Sect.	No.	Sect.	No.	Sect.	No.	Sect.	No.	Sect.	No.
K	4	72	5	90	5	90	5	90	5	90
1	4	72	4	72	5	90	5	90	5	90
2	4	72	4	72	5	90	5	90	5	90
3	3	54	4	72	4	72	5	90	5	90
4	2	44	2	44	3	66	3	66	4	88
5	1	22	2	44	2	44	3	66	3	66
6	6	132	6	132	6	132	6	132	6	132
7	1	22	6	132	6	132	6	132	6	132
8	0	0	1	22	6	132	6	132	6	132
Total	25	490	34	680	42	848	44	888	45	910

The number of students served in each class will be consistent with the requirements of the Class Size amendment to Florida’s Constitution and the implementing rules provided by the Florida Department of Education.

Sarasota Academy of Math and Science will manage its admission and enrollment practices such that it will comply with the Class Size Reduction requirements which currently require class size limits of no more than 18 students per class in grades K-3 and 22 students per class in grades 4-8 (now calculated at the “school” level for charter schools). Sarasota Academy of Math and Science’s plan of action to ensure 100% compliance with class size requirements sets specific limits on the maximum number of students that may be enrolled by grade and classroom. If for any reason, there are more student applicants for the available student spaces then the school shall conduct a random lottery to select the maximum number of students appropriate for the charter school facility using class size requirements and the occupancy established via the Certificate of Use, Certificate of Occupancy, or Fire Permit to also determine total school capacity.

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

The anticipated location for Sarasota Academy of Math and Science is 809 Beneva Road, Sarasota, FL 34237. A study of the surrounding area using 2011 population data shows 7,250 children, ages 6-13 in a three mile radius of the site and 25,389 children, ages 0-13 in a five mile radius of the site. Average household income (2011 data) in a five mile radius of the site is \$59,707 and median household income is \$45,286. The Board recognizes that the surrounding community's demographics are similar to Hillsborough Academy of Math and Science, located in Tampa, and the Board's experience in this community suggests that these middle income families are often the group most willing to pursue a charter school of choice rather than strap family budgets with private school tuition. The experience of the Governing Board, the ESP and the Developer (MG3 Development Group) believe that the total population of over 20,000 children in a five mile radius is adequate to support a projection of 910 students by year five of the school's opening.

A view of surrounding schools shows a number of traditional public schools but few charter school choice schools. The Governing Board again views this as similar to locations where schools under the Advantage Academy of Hillsborough structure operate and have enjoyed enrollment demand and growth as a result of parents desire to have public school options available.

School Name	Dist. from School	Grade 2012	Enrollment	Black (%)	White (%)	Hispanic (%)	Asian (%)	Multiracial (%)	Charter	Free or Red. Lunch Rate	Minority Rate	Title I
ALTA VISTA ELEMENTARY SCHOOL	1.79	A	562	28	22	44	1	4	NO	94	76	YES
BAY HAVEN SCHOOL OF BASICS PLUS	3.53	A	583	20	55	15	4	6	NO	45	45	NO
BOOKER MIDDLE SCHOOL	2.45	C	810	34	25	35	1	4	NO	81	74	YES
BRENTWOOD ELEMENTARY SCHOOL	2.71	A	647	9	24	60	2	4	NO	67	36	YES
EMMA E. BOOKER ELEMENTARY SCHOOL	1.94	C	524	72	7	15	0	6	NO	94	94	YES
FRUITVILLE ELEMENTARY SCHOOL	2.24	A	770	6	54	35	0	4	NO	57	46	NO
GOCIO ELEMENTARY SCHOOL	1.38	B	761	20	26	49	1	4	NO	86	73	YES
MCINTOSH MIDDLE SCHOOL	1.36	A	853	11	61	21	2	4	NO	55	37	NO
SOUTHSIDE ELEMENTARY SCHOOL	3.21	A	771	2	80	11	2	5	NO	25	19	NO
SUNCOAST SCHOOL FOR INNOVATIVE STUDIES	1.8	B	403	19	44	31	1	5	YES	81	49	YES
TUTTLE ELEMENTARY SCHOOL	0.93	A	671	13	18	64	1	3	NO	92	82	YES
WILKINSON ELEMENTARY SCHOOL	3.6	A	505	14	50	28	2	5	NO	73	51	YES

Section 3: Educational Program Design

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

Sarasota Academy of Math and Science will follow the Sponsor's calendar for the opening of school and ending of school dates. The School will begin the day at 6:30 a.m. for students requiring morning supervision prior to the start of school. Breakfast will be provided to students arriving prior to 8:00 a.m. Classes will begin at 8:30 a.m. and dismiss at 3:30 p.m. providing for a total school day of 7.0 hours. Sarasota Academy of Math and Science will meet a minimum of 180 school days and provide a minimum of 900 instructional hours to students in grades K-8.

Sample Elementary Schedule

Subject	Instructional Time
Homeroom	5
Reading	90
Math	90
Lunch	30
Recess	30
Language Arts	45
Social Studies	30
Science	50
Enrichment	45
End of Day Activities	5
Total Minutes	420

Sample Middle School Schedule

Subject	Instructional Time
Homeroom	15
Period 1	50
Period 2	50
Period 3	50
Lunch	30
Period 4	50
Period 5	50

Sample Elementary Schedule 180 days @ 350 min/day = 1,050 Instructional Minutes per Year	
Start Bell	8:30 a.m.
End Bell	3:30 p.m.
Total Minutes in Day	420
Less Homeroom	5
Less Lunch Time	30
Less Recess	30
Less End of Day Activities	5
Total Instructional Minutes	350

Sample Middle School Schedule 180 days @ 350 min./day = 1,050 Instructional Minutes per Year	
Start Bell	8:30 a.m.
End Bell	3:30 p.m.
Total Minutes in Day	420
Less Homeroom	15
Less Lunch Time	30
Less Pass Time	25
Total Instructional Time	350

Period 6	50
Period 7	50
Pass Time	25
Total Minutes	420

Middle School Student
Schedule (Grade 7)

Period	Subject
Homeroom	Homeroom
Period 1	Civics
Period 2	Comprehensive Science 2
Period 3	Computer Apps with Career Planning
Lunch	Lunch
Period 4	Language Arts 2
Period 5	Reading 2
Period 6	Mathematics 2
Period 7	PE

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

Sarasota Academy of Math and Science believes that all students are capable of achieving excellence through the use of a variety of teaching strategies, resources, and assessments in an engaging and collaborative environment. Highest student achievement occurs when students are provided an environment in which they are:

- a) given high expectations
- b) engaged in meaningful learning
- c) immersed in a variety of learning situations
- d) provided with demonstrations
- e) empowered to make responsible decisions
- f) provided time to practice
- g) allowed to try and make improvements
- h) given frequent feedback
- i) supported and feel intellectually and emotionally safe

The instructional process will be adapted to improve learning based on student outcomes and ongoing assessment.

An effective school embraces the following practices:

Mission Driven – Sarasota Academy of Math and Science is determined to get and keep students on track for higher education by creating a safe learning environment and a strong school culture with school leaders, teachers, parents and students all relentlessly focused on ensuring student success.

College Preparation Focus – The school will provide students with a rigorous, relevant and engaging curriculum as well as with co-curricular activities designed to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence.

Teachers Teach for Mastery – Teachers are not simply imparting a rigorous curriculum; they will be expected to teach for in-depth understanding. As needed, students are given remediation, acceleration and more time on task to learn and master key academic standards.

Wrap Around Support – By ensuring support that responds to students’ academic and social needs, the school will expect help from families and community partners. Personalized support will be evidenced through advisory programs, academic tutoring and mentoring.

Value of Professional Learning – The principal will serve as an instructional leader and teachers will collaborate and become actively engaged in on-going professional development throughout the year.

Accountability – The school will be a well-run organization with cohorts that help to generate creative solutions to challenges that arise and empower administrators and other leaders to make and implement decisions expeditiously.

Encouraging the use of innovative learning methods is a vital part of providing an educational program that truly meets the needs of all children. All learners possess areas of strength and areas of weakness and therefore, they express and received knowledge in many ways. Effective teachers understand the need to differentiate instruction for all students in order for learning to occur. Understanding a student’s area of intelligence, learning style, and/or learning preference is one way teachers can positively impact a student’s ability to learn. The role of the teacher is to observe what their students are doing, figure out why they are doing it that way, and to give them the right kind and amount of information and feedback so they may solidify their learning and perform what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations.

Learning a complex skill mandates that a person properly demonstrate the skill, with attention to the many variations that implementing the skill may require. In addition, acquiring a complex skill demands extensive practice during which time one learns the skill at a level which may be replicated with little conscious thought. There are many research-based instructional strategies which may be effectively used in the classroom to positively impact learning. Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for the application of what they have learned.

Sarasota Academy of Math and Science will use a variety of differentiated instructional methods to (a) ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family’s socioeconomic background, and (b) give students the ability to transfer these skills to new applications. Furthermore we will use the recommendations of the National Council of Teachers of Mathematics and the National Science Education Standards regarding those innovative ideas, research findings, and research-based instructional approaches to be utilized in the teaching and learning of these fields.

Sarasota Academy of Math and Science will enhance the instruction in all disciplines by effectively executing one or more of the following instructional approaches. Teachers will be supported through professional development to ensure successful implementation of the innovative method(s) listed:

Traditional Direct Instruction. Traditional Direct Instruction takes into account that students actively seek meaning from learning situations. If students are left on their own to discover concepts without the additional benefit of explicit, teacher-centered instruction, they are likely to construct inaccurate meanings from their experiences. In order to enhance the power of Direct Instruction it is necessary to specify

objectives in details, create strategies, determine the necessary pre-skills, put skills in sequence, plan the presentation, select examples, specify, practice, and review.

Modeling and Guided Practice: Modeling and Guided Practice are strategies that correlate with Direct Instruction. Modeling consists of performing a task in front of the student - thinking aloud while you are doing it- in order to show students how to do the task or use the strategy. Guided Practice consists of leading students through a strategy or task, asking for input and providing direction along the way. This follows the model “I do, we do, you do”. The final aspect of Direct Instruction includes various learning strategies in order for each child to reach their potential.

Project Based Instruction. While direct instruction is an indispensable teaching strategy, research indicates that another vital aspect of adolescent learning is through an interactive and active, hands-on process. Because students are naturally creative and curious, hands-on projects will be integrated throughout the curriculum to reinforce and enrich the students’ learning experiences. Individual teachers may employ simulations, independent study, projects and other approaches. Those teachers will emphasize learning activities that are long-term, student-centered and integrated with real world issues and practices. Four advantages to using project-based learning include:

- Adaptive: Project-based learning activities allow students with different learning speeds and learning styles to acquire skills in a timelier manner with more appropriateness to their need.
- Open-ended: Students generally learn skills when they are necessary to complete a task. Project-based learning helps students to develop their skills as they recognize the need to learn the skill, rather than simply learning procedures by rote memory.
- Supportive: Project-based learning provides students with the opportunity to teach each other, thereby increasing the education resources available to each student.
- Team Learning: This type of environment encourages student cooperation and provides a cooperative framework for solving problems and learning skills, rather than having students compete against one another for their grades.

Students will be required to exercise, refine or acquire needed skills to complete a project. As long as the outcomes are met, creativity and persistence will be encouraged and rewarded. This allows learning to become less abstract and more connected to students’ experiences. Project-based learning is assessed through the use of specific rubrics designed for each project. The rubric is a scoring guide that will differentiate, on an articulated scale, among a group of student samples that respond to the same project and range from excellent responses to ones that need improvement.

Cooperative Learning. Various methods of implementing Cooperative Learning that may be used:

- Heterogeneous Learning: Students are divided into heterogeneous learning groups with the purpose of helping each other prepare to compete in a tournament or learning game on a specific content topic.
- Jigsaw: Students are divided into heterogeneous groups and read a text of several parts. Original team members are then divided into ‘expert groups’ with students from other teams; each ‘expert group’ discusses and studies one specific section of the reading material. After study with their expert groups, team members return to their original teams to coach each other on their area of expertise.

- Investigation and Exploration: Students are divided into heterogeneous groups and given a research task. The students work together to decide what information they need, how to find it, how to organize it, and how to present it. Each group then makes a presentation to the class.
- Other Cooperative Learning methods include: Roundtable, Think-Pair-Share, Numbered Heads Together, Simple Structures and Tribes. Cooperative Learning focuses instruction on the different strengths and styles of each child. Through the use of Cooperative Learning, students have improved academic performance, personal and social gains and are more accepting of the diversity of others.

Differentiated Instruction: Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction methods include:

- Having a vision of success for students
- Providing a variety of assignments within units of instruction, realizing that students do not all learn in the same way.
- Recognizing the variance in learning styles of students.
- Allowing students to choose, with teacher direction, the route to their learning.
- Providing opportunities for students to demonstrate proficiency in an area they already know and allowing them to move forward.
- Offering tiered lessons, of varying degrees of difficulty, dealing with similar content.

Whole Group, Small Group and Individualized Instruction: Brief sessions in each of these settings provide opportunities for a variety of learning experiences. Whole-group instruction involves the whole class and certain kinds of activities lend themselves to this type of instruction. Whole group activities are important for students to learn to be part of a large group as well as to learn specific information. In the course of each day, teachers work with a variety of small groups. Sometimes the group is self-selected, at other times the teacher will select the students to work on a given activity or project. Individualized instruction provides the opportunity for students to learn in their own way, and to be successful.

Peer Teaching: This method continues to produce positive learning outcomes for both the peer teacher and the peer learner. Students assist their peer by demonstrating their knowledge and capabilities in many ways. Peer teaching reinforces the development of interpersonal and inter-group interaction skills, and provides practice in citizenship in and social action.

Low Student-Adult Ratio. Class size will be limited to a teacher pupil ratio in accordance with the constitutional amendment regarding class size. Volunteers with diverse and expert skills will be used to assist in all facets of the school. Volunteer tutors will be recruited from parents, business partners and local high school and college programs. These adults will serve as mentors, role models, guest speakers and academic tutors to assure that each student has the needed individualized instruction, small group interaction, and whole class learning experiences for a successful learning experience.

Multiple Learning Styles. Using teaching methods that take into consideration the students' learning styles can dramatically increase achievement. In addition, research reports positive effects when instruction based on learning styles is used with special education, under-achieving and at-risk students. In essence, all students will benefit from this teaching method. One of the many definitions of learning styles or preferences is "the mental process and instructional settings a student uses most effectively while learning" (More, 1993). Learning styles are not static but may differ depending on the nature of the learning activity or may change with experience.

Brain-based Learning - Cognitive Sciences: Brain-based learning is an instructional strategy based on the structure and function of the brain. By using brain research, the staff will be able to make better decisions about teaching and learning. It is the goal of the staff to create "brain-compatible" classrooms. The cognitive sciences take into account five key elements vital to a student's success:

- Task Analysis: All new learning proceeds from existing learning. For learning and retention to occur, the content must be meaningful to the learner.
- Advanced Organizers: The learner needs a model, picture, or rubric of the content.
- Immediate Feedback: The basic instructional model by which the individual student learns to manage his/her learning in its simplest form: the student acts, reflects on the consequences of the action (feedback), and learns a new response.
- Re-teaching: Students who did not achieve mastery the first time will be re-taught using a different method.

Critical and Creative Thinking Skills: Excellence in thought must be systematically cultivated. Students need experiences in thinking critically: examining situations, exchanging ideas, generating alternatives and testing conclusions. The critical thinking classroom shifts the emphasis from a content/process orientation to a problem-solving approach. Creativity is multidimensional, characterized by:

- Fluency — producing numerous ideas.
- Flexibility — engendering unusual ideas.
- Originality — generating unique ideas.
- Elaboration — adding details to the ideas.

Other learning styles include Learning Modalities-visual, audio, and kinesthetic/tactile; Social Learning - considers that people learn from one another, including such concepts as observational learning, imitation, and modeling; Concrete/Abstract Learning - use concrete hands-on learning materials that make abstract concepts more clear; Global/Analytic Learning – looking at the big picture or the details; and Left Brain/Right Brain - Right brain dominant students are accused of being dreamy sometimes, but they are probably deep in thought when that happens. Left brain dominant students enjoy traditional classes with lectures and fact-based test questions. Learning styles are a vital instructional tool to encourage each student to reach their full academic and social potential. At Sarasota Academy of Math and Science, the staff will strive to meet the changing needs of each learner.

Additionally, the school's philosophy is based on the belief that everyone in the education hierarchy must work together to align policies, resources, initiatives and accountability efforts to support the school in adopting and implementing a comprehensive school-improvement design.

The school also recognizes that the following impact student achievement:

- High Expectations – Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.
- Program of Study – Require each student to complete an upgraded academic core and a concentration.
- Academic studies – Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Sarasota Academy of Math and Science leaders will:

- Align core academic courses to essential NGSSS/Common Core Standards that prepare students for postsecondary studies and careers.
- Align student assignments, student work and classroom assessments to at least the proficient-level standards or higher as measured by FCAT/PARCC and other assessments.
- Require student projects with academic, technical and performance standards.
- Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics and science not only as core subjects but as enrichment and thematic units for the classroom.
- Engage students in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.
- Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Curriculum defines what students should know and be able to do. The curriculum for Sarasota Academy of Math and Science reflects community expectations, and the Florida NGSSS/Common Core State Standards. The overriding goal of the curriculum is to provide a balance between a firm foundation in basic skills and lifelong learning skills. The goal of students who go on to graduate is that they will be a(n):

- knowledgeable, lifelong learner who is engaged in the educational process
- individual who takes responsibility for their own actions
- effective communicator
- problem solver
- collaborative team worker
- self-directed learner who takes advantage of the opportunities available

The curriculum includes a core of significant knowledge expectations at appropriate instructional levels. The components of the curriculum are:

- The Next Generation Sunshine State Standards describe core knowledge, strategies and skills in language arts, mathematics, science, social studies, world languages, fine arts, physical education and career education.
- The Florida Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers.

- Unit and lesson objectives are derived by the school and/or teacher, using the items listed above.

In addition to the Next Generation Sunshine State Standards the school will follow the Florida Common Core State Standards and Assessments Initiative for English, Language Arts and Mathematics.

Ms. Pamela Picasso, Reading Coach, Ms. Linda Schwerer, Science/Math Coach, Ms. Stephanie McDonald, Reading Coach and Mrs. Teresita Nieves, Math Coach, all consultants for Charter School Associates, will work within the schools to assist teachers and provide on-going professional development regarding the NGSSS/Common Core Standards in the classroom as part of the daily curriculum.

Teachers and administrators will attend summer institutes, professional development and will participate in webinars in order to fully implement the Common Core Standards.

The Common Core State Standards in English Language Arts which includes reading standards were adopted by the Florida State Board of Education on July 27, 2010. These standards will be fully implemented with the beginning of the 2013-14 school year, and fully implemented and assessed beginning with the 2014-2015 school year for all grade levels.

The Florida Common Core Standards correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. The standards include: *Key Ideas and Details*, *Craft and Structure*, *Integration of Knowledge and Ideas*, *Range of Reading and Level of Text Complexity*.

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The CCSSA Writing standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples. The standards for writing define what students should understand and be able to do by the end of each grade. These standards will be fully implemented and assessed beginning with the 2014-2015 school year for all grade levels. The majority of tasks/questions designed for

instruction require text dependent analysis. Therefore, writing will be incorporated as a response to reading across the curriculum. This will assist with the enhancement and reinforcement of comprehension and writing skills in preparation of the Common Core transition.

The Common Core Standards for Speaking and Listening define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The standards include: *Conventions of Standard English, Knowledge of Language and Vocabulary Acquisition and Use.*


The Common Core State Standards in Mathematics were adopted by the Florida State Board of Education on July 27, 2010. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy). These standards are to be fully implemented and assessed beginning with the 2014-2015 school year for all grade levels. Currently the standards, now called the Next Generation Sunshine State standards in Mathematics are the standards being taught in the classroom and assessed on the FCAT 2.0 Mathematics Assessment. The Standards include:

The standards include:

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

Sample crosswalk for Mathematics already in use at CSA schools:

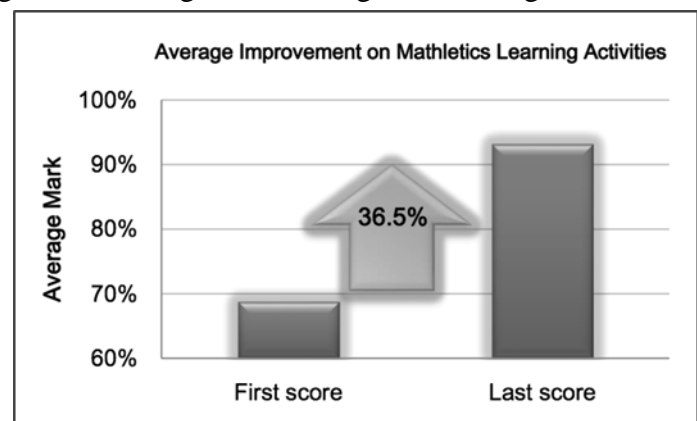
 Charter School Associates Second Grade Content Calendar				
August 2012 Math Content Calendar-Quarter 1				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16 Teacher Planning Day	17 Teacher Planning Day
20 Begin Qtr. 1 First Day of School -Welcome Back activities -Rules -Routines -Centers Day Procedures	21 1 st Grade Review: MA.1.A.6.2 MA.1.A.1.1 0-1 Four step plan 0-2 Model addition and subtraction	22 1 st Grade Review: MA.1.A.4.1 MA.1.A.2.2 0-3 Patterns 0-4 Tens and ones	23 1 st Grade Review: MA.1.A.2.1 MA.1.A.6.1 0-5 Compare numbers to 100 0-6 Count on by ones and tens	24 1 st Grade Review: MA.1.A.6.1 MA.1.G.5.1 0-7 Count back by ones and tens 0-8 Measure length with non-standard units
27 1 st Grade Review: Chapter 0 Review/Test	28 Diagnostic Math Test Introduce Centers Day Procedures	29 2.OA.2, 2.MD.6, 2.MD.9, 2.NBT.9 (MA.2.A.2.1) 1-1A Addition properties Review Centers Day Procedures	30 1-1B Count on to add Review Centers Day Procedures	31 Centers -Ch 0 Review

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Common Core Standards Descriptions for August	
<p>2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.2: Fluently add and subtract within 20 using mental strategies, such as counting on, making ten, decomposing a number to make ten, using relationship between addition and subtraction, using doubles and doubles plus 1. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>Highlighted Standards for Mathematical Practices (SMP) for this concept:</p> <p>SMP 1: Make sense of problems and persevere in solving them. SMP 7: Look for and make use of structure.</p> <p>SAT-10 Benchmarks for August (not already mentioned in Common Core)</p> <p>Students must be able to: -N/A</p> <p>Ongoing Activities for August</p> <ul style="list-style-type: none"> -Coins -Locate numbers on the number line -Apply number properties [commutative property (+) up to 3 numbers, associative property (+) up to 3 numbers, commutative property (x) with 2 numbers] -Calendar problems, ordinal numbers -Tell and write time to the hour, ½ hour, and nearest 5 minutes on analog/digital clock, elapsed time -Number line center, Automaticity center (addition/subtraction flash cards) -Identify shape attributes: Compose and decompose 2D and 3D shapes listed for each week
<p>Additional, Associated Resources</p> <p>Manipulatives:</p> <ul style="list-style-type: none"> • Connecting Cubes • Part-Part-Whole Diagrams <p>CPALMS Resources:</p> <ul style="list-style-type: none"> • Let's Learn Those Facts 	<p>Notes/Tips on connecting content:</p> <ul style="list-style-type: none"> • Connecting part-part-whole (a strategy in which students were introduced to in 1st grade) will help students understand the connection between numbers in addition & subtraction and how they are connected. Part-Part-Whole diagrams can be easily differentiated from having each section filled in for struggling students to having only one section of the diagram filled in for more advanced students. • Students can also use connecting cubes to help them model a part-part-whole diagram.

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Sarasota Academy of Math and Science will effectively integrate Mathletics in their Math instructional model. Mathletics has been an innovator and the number one global provider of quality mathematics materials for teachers through some of the most significant changes in teaching and learning in the U.S.A. The last decade has seen multiple initiatives and directives issued by states and their departments of education aimed at transforming the teaching and learning of math in the U.S.A. Results of the TIMMS and PISA studies show that the U.S.A. needs to take action to improve the math ability of its students. However, as the publishing criteria for the Common Core State Standards in Mathematics state, often the initiatives to improve mathematics education are not completely supported by commercially available resources. The new CCSS squarely target quality teaching with an innovative, focused, coherent, and rigorous approach to the learning of math, and are strongly supported by the Mathletics community, content, and pedagogy. In the coming years the schools



that meet the goals and criteria of the CCSS will be most successful in achieving above- standard, basic numeracy skills for their students. Teachers and administrators need support in achieving this goal and Mathematics is proven to aid teachers and students in this endeavor.

Sarasota Academy of Math and Science will incorporate Project M2 – Mentoring Young Mathematicians and Project M3 – Mentoring Mathematical Minds. Project M2 was developed by the University of Connecticut in coordination with the National Science Foundation and was tested in eleven schools in Connecticut, Kentucky, South Carolina and Texas for a five-year period. Project M2 has received the Distinguished Curriculum Award for Geometry with the Meerkats.

Project M2 is designed to:

- Provide advanced mathematics units for students in Grades K, 1, & 2;
- Develop students' understanding of geometry and measurement;
- Support young students real-world experiences in mathematics;
- Increase the mathematics achievement of all students in grades K-2.

Project M3 – Mentoring Mathematical Minds is a 5-year collaborative research effort of faculty at the University of Connecticut, Northern Kentucky University, and Boston University and teachers, administrators, and students in ten schools of varying socioeconomic levels in Connecticut and Kentucky. A team of national experts in the fields of mathematics, mathematics education, and gifted education created a total of twelve curriculum units of advanced mathematics. Project M3 received the National Association for Gifted Children Curriculum Studies Awards for:

- Unraveling the Mystery of the Moli Stone: Place Value and Numeration (2005)
- What's the ME in Measurement All About? (2006)
- At the Mall with Algebra: Working with Variables and Equations (2007)
- What Are Your Chances? (2008)
- Record Makers and Breakers: Using Algebra to Analyze Change
- Getting Into Shapes (2009)

Sarasota Academy of Math and Science will embrace the change in emphasis that is being promoted in Science education through the following changes in science education.

Less Emphasis On

- Knowing scientific facts and information
- Studying subject matter disciplines (physical, life, earth sciences) for their own sake.
- Separating science knowledge and scientific process
- Covering many science topics
- Implementing inquiry as a set of processes.

More Emphasis On:

- Understanding and applying scientific concepts and developing abilities of inquiry
- Learning subject matter disciplines in the context of inquiry, technology, science in personal and social perspectives, and history and nature of science
- Integrating all aspects of science content
- Implementing inquiry as instructional strategies, abilities, and ideas to be learned.

The STEM initiative is an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines – Science, Technology, Engineering and

Mathematics. The connections are made explicit through collaboration between educators resulting in real and appropriate context built into instruction, curriculum, and assessment. The common element of problem solving is emphasized across all STEM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn. Elements of science, technology, engineering, and mathematics (STEM) are woven into every subject at Sarasota Academy of Math and Science. Students incorporate their learning and engage in inquiry, problem-solving, and project-based learning. The curriculum is rigorous and made relevant by intensive STEM community involvement. At Sarasota Academy of Math and Science we do not want to hear, “When are we ever going to use this?” The School will work closely with the community to create a Speakers Bureau of community leaders who will share their knowledge of the applications of math and science in their everyday lives. This interaction with members from the community will bring relevance to learning at Sarasota Academy of Math and Science.



STEM activities may include but not be limited to:

Bricks4Kids - Bricks 4 Kidz after-school classes build on the universal popularity of LEGO® bricks to deliver a high quality of educational play. Kids construct a new model each week based on exciting themes from space to sports, amusement parks to animals. Working with a partner, kids experience the hands-on fun of model building, from concept to completion.

Benefits of the Bricks 4 Kidz program include:

- Reinforcement of math and science concepts
- Students develop an appreciation for how things work
- Helps build self-confidence and problem solving skills
- Fosters teamwork
- Lesson plans regarding topics such as:
 - Carbon Cycling
 - Ecology
 - Biodiversity

Transportation Technology Science Modules for topics such as:

Combustion and Emissions

A flickering candle lights the way for a scientific investigation. This lesson uses hands-on demonstrations and web-based presentations to explore the science of combustion. Students become environmental experts as they learn about combustion emissions and how they affect human health and the environment.

Ethanol

After adding yeast and glucose to a soda bottle capped with a deflated balloon, students watch as their balloon inflates. Students make sense of the chemistry and biology going on before their eyes by learning about fermentation, simple and complex sugars, and ethanol as an alternative fuel. Corn syrup, corn starch, table sugar, apples, and honey are all used in this activity to bring important concepts about alternative fuels into the classroom.

Flywheels

Students learn how the concepts of inertia and momentum are applied in modern transportation technology. Student design teams apply what they have learned to invent their own flywheel-powered cars.

Teachers will be provided varied resources to integrate STEM as part of the curriculum

In addition, the school will implement National Geographic's –The JASON Project to enhance the science curriculum and bring learning to life for students. The JASON Project connects students with great explorers and great events to inspire and motivate them to learn science. The award winning curricula is:

- Embedded with cutting-edge research from NASA, NOAA, the U.S. Department of Energy, the National Geographic Society and other leading organizations.
- Challenges students to apply their knowledge to the real-world scenarios scientists face every day.

JASON's core curriculum is aligned to Common Core Standards and provides activities, lesson plans, extensions, and interdisciplinary connections.

To positively impact student achievement, the consistent implementation of the core curriculum within the context of the Florida Continuous Improvement Model (FCIM) is essential. Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement is the teaching focus of the Florida Continuous Improvement Model (FCIM).

FCIM is based on the FOCUS Process.

F - Formulate a plan. - Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. - Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team. - Teach the instructional focus in the classroom.

U - Utilize assessments at short, frequent intervals. - Conduct frequent student assessments, maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities. – Provide tutorials for re-teaching or enrichment for objectives that have been mastered.

As an addition to the FCIM the school will establish SMART goals:

- ✓ Specific: The goal is focused on content area and by learners' needs
- ✓ Measurable: An appropriate instrument/measure is selected to assess the goal
- ✓ Appropriate: The goal is clearly related to the role and responsibilities of the instructional professional
- ✓ Realistic: The goal is attainable by the educator.
- ✓ Time-bound: The goal is limited to a single school year

The teacher/school will develop a means for attaining the goal strategies will be implemented. The teacher/school will monitor the implementation of strategies and progress toward the goal and will continue to implement the strategies with modifications if necessary. Data will be collected, reviewed and analyzed to determine if the strategies are working.

Sarasota Academy of Math and Science will implement the Secondary School Reform Initiative. The Secondary School Reform Plan is designed to ensure instructional excellence and community

engagement. The underlying principle of the plan is to significantly alter the educational experience of students in grades six through twelve with the intention of meeting the following goals:

- raise the academic performance of all students;
- increase the graduation rate;
- reduce the achievement gap;
- implement a cycle of continuous improvement in academics; and produce literate graduates who are ready for college, career, and citizenship.

In order to implement this reform effort six interdependent, core principles must be addressed by students, their parents, and members of the community. These six principles have been adopted to guide the development of a comprehensive plan designed to ensure that all students are valued and nurtured as individuals, challenged academically, and ready to pursue college, careers, and active civic participation as members of the community, nation, and world. The six principles are:

- personalized learning environments;
- academic engagement of all students;
- empowered educators;
- accountable leaders;
- engaged community and youth; and
- integrated system of high standards, curriculum, instruction, assessments, and supports

The Elementary and Secondary Education Act was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB). The major focus of No Child Left Behind was to close student achievement gaps by providing all children with a fair, equal, and significant opportunity to obtain a high-quality education. The U.S. Department of Education emphasized four pillars within the bill:

- **Accountability:** to ensure those students who are disadvantaged, achieve academic proficiency.
- **Flexibility:** Allows school districts flexibility in how they use federal education funds to improve student achievement.
- **Research-based education:** Emphasizes educational programs and practices that have been proven effective through scientific research.
- **Parent options:** Increases the choices available to the parents of students attending Title I schools.

The Obama administration released its blueprint for revising the Elementary and Secondary Education Act (ESEA) on March 13, 2010. The blueprint proposes revisions to accountability, college-career ready standards and assessments, diverse learners, early learning, public school choice, etc. The revisions included the addition of Annual Measurable Objectives (AMOs). Florida's waiver from reporting Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA) requires the state to report performance on annual measurable objectives (AMOs) in several areas of academic achievement. Information specifically required by the U.S. Department of Education for this annual reporting includes the following indicators for the "all students" group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II) or 20 USC Section 6311(b)(2)(C)(v)(II)--

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the State’s annual measurable objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and
- graduation rates for high schools.

Students are included in the following subgroups, which parallel subgroups reported in previous years for AYP:

- American Indian (Race)
- Asian (Race)
- Black or African American (Race)
- Hispanic (Ethnicity)
- White (Race)
- Economically Disadvantaged (Lunch Status)
- English Language Learners (ELLs)
- Students with Disabilities (SWDs)
- All Students

The educational program at Sarasota Academy of Math and Science will utilize high quality, research-based instructional materials to support the classroom teacher so that these teachers do not have to spend time developing new materials. When teachers do need to adapt or modify materials, they will be able to do so quickly to better meet the needs of students with diverse learning styles, experiences and abilities. We recognize that curriculum should not be driven by instructional materials but high quality curriculum materials such as those selected by Sarasota Academy of Math and Science should support the goals of the Common Core Standards.

The curriculum is designed to guide teachers, to suggest active teaching strategies/techniques, and to empower teachers to make professional judgments about specific procedures and instructional materials to use in helping students perform the intended outcomes. The basic curriculum (reading, writing, mathematics, science, social studies, language arts and all other electives) will be built upon, and assessed by, a framework of continuous expectations and competencies.

This plan relies on the educational principles of Piaget’s Process of Cognitive Development to determine stages of the cognitive development, the research of Robert Marzano, Bloom’s Hierarchy of Thinking and Webb’s Depth of Knowledge to establish and encourage critical thinking, especially at higher levels. Intrinsic to this educational plan is the evidence that students who find their curriculum relevant, and have the opportunity to become *active learners*, become personally invested in their own education.

C. Describe the research base for the educational program.

Instruction is defined as best practices of teaching. A balanced approach is attained by using a variety of teaching strategies and resources to implement the curriculum (student expectations). The instructional approach should be adapted and improved based on student needs and progress (assessment data). Sarasota Academy of Math and Science will assist teachers to implement research-based activities that have been shown to be successful in teaching low-performing students, on-level students and above-level students.

The components of instruction include planning, delivery, feedback/evaluation, and instructional improvement.

1. *Planning*. Planning for instruction is based on learner needs. It is a collaborative process with the learner.

2. *Delivery*. Delivery is based on planning and includes a variety of strategies and resources appropriate to the learner. It is frequently a collaborative process with the learner.

3. *Feedback/evaluation*. Feedback is a teacher's and student's response to the effectiveness of planning and delivery. It includes measurement of student progress and review of teaching and learning strategies.

4. *Instructional Improvement*. Instructional improvement is the process of making changes in planning and delivery based on feedback/evaluation.

Numerous instructional methods will be employed to deliver the scope and depth of the previously described instructional expectations. Teachers and parents will give particular attention to individual students and their responsiveness to the various instructional methods. At one time or another, much of the instructional strategies will consider or incorporate the following methods:

Multiple Intelligence: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning. The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions. The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Piaget Process of Cognitive Development: This plan relies on the educational principals of Piaget's to determine stages of cognitive development, from pre-concrete to concrete operational through the formal operational stage.

The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery learning" and exploration provides opportunities for learners to explore and experiment, thereby encouraging new understandings. Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding. One further implication for instruction is the use of concrete "hands on" experiences to help children learn. Additional suggestions include:

- Provide concrete props and visual aids, such as models and/or time lines
- Use familiar examples to facilitate learning more complex ideas, such as story problems in math.
- Allow opportunities to classify and group information with increasing complexity; use outlines and hierarchies to facilitate assimilating new information with previous knowledge.

Benjamin Bloom's Hierarchy of Thinking: The taxonomy was originally written in 1956 by Dr. Benjamin Bloom and revised in 2001 by Anderson, Krathwohl, et.al. The taxonomy uses verbs to differentiate level with many verbs appearing at multiple levels and do not clearly articulate the intended complexity. The stages of this taxonomy are relevant to all teaching. This taxonomy is effective in question and assessment

development and encouraging critical thinking, especially at higher levels. The taxonomy has been revised to correlate to Webb's Depth of Knowledge matrix.

Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge

Bloom's – Old Version (1956)

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Bloom's - New Version (1990's)

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

Webb's DOK (2002)

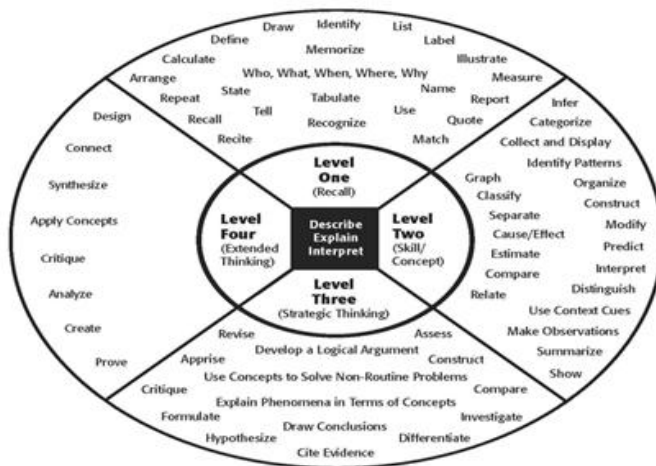
- Extended Thinking
- Strategic Thinking
- Skills and Concepts
- Recall and Reproduction

<p><i>Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.</i></p>		<p>Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.</p>	
<p>Bloom's Taxonomy</p>		<p>Webb's Depth of Knowledge & Corresponding Verbs</p>	
<p>Knowledge</p>		<p>Recall and Reproduction <i>Correlates to Bloom's 2 Lowest Levels</i></p>	
<p>Comprehension</p>		<p><i>Recall a fact, information, or procedure.</i></p>	
<p>Application</p>		<p>Skill/Concept</p>	
<p>Analysis</p>		<p><i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i></p>	
<p>Synthesis</p>		<p>Strategic Thinking</p>	
<p>Evaluation</p>		<p><i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i></p>	
<p>Remembering</p>		<p>Extended Thinking <i>Correlates to Bloom's 2 Highest Levels</i></p>	
<p>Understanding</p>		<p><i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i></p>	
<p>Applying</p>		<p>Recall and Reproduction</p>	
<p>Analysing</p>		<p><i>analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</i></p>	
<p>Evaluating</p>		<p><i>arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why</i></p>	
<p>Creating (Previously Synthesis)</p>		<p><i>apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues</i></p>	
<p><i>Put parts together to form a new whole</i></p>		<p><i>appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems</i></p>	
<p><i>Make judgments based on criteria and standards.</i></p>		<p><i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i></p>	

Debbie Perkins, 2008

Webb's Depth of Knowledge: In 1997, Webb developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. Since then the process and criteria have demonstrated application to reviewing curricular alignment as well. This body of work offers the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. It should

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people. 	<ul style="list-style-type: none"> Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data. 	<ul style="list-style-type: none"> Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts. 	<ul style="list-style-type: none"> Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

be noted that the term knowledge, as it is used here, is intended to broadly encompass all forms of knowledge (i.e. procedural, declarative, etc.). The following table reflects an adapted version of the model.

Gardner's Multiple Intelligence Application and Individual Learning Styles: Howard Gardner's multiple intelligences are the broad range of abilities that all students possess in varying degrees of strength which include linguistic, logical/mathematical, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal intelligences as well as environmental. Each student possesses all intelligences, which work together in complex ways. The staff at Sarasota Academy of Math and Science believes it is their responsibility to identify each student's learning method. The staff will concentrate not on "how smart the student is" but rather on "how the student is smart."

Another key component of the school's program will be to assess and instruct students according to individual learning styles. Research has proven that information is learned in one predominate style, such as the visual, auditory, tactile learner or a multi-sensory approach, depending on the student's needs.

Cooperative Learning: *Active learners* are also cooperative- and team-learners. Cooperative classrooms transform students from "I" to "we" learners, and teachers' roles shift from learning disseminator to learning facilitator. Cooperative learning also promotes oral communication, positive interdependence, individual accountability, collaborative social skills, and evaluative processing. Cooperative Learning is one way of providing students with a well-defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

The Five Basic Elements of Cooperative Learning:

1. Positive Interdependence
2. Face-To-Face Interaction
3. Individual Accountability
4. Social Skills
5. Group Processing

The basic elements of cooperative learning can be considered essential to all interactive methods. Student groups are small, usually consisting of two to six members. Grouping is heterogeneous with respect to student characteristics. Group members share the various roles and are interdependent in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of maintaining group health and harmony, and respecting individual views.

Abundant Assessment: Students will be assessed often and regularly, formally and informally, and traditionally and authentically utilizing teacher made assessments, curriculum assessments, school generated assessments, projects, etc. Information gathered from data will be analyzed and used in multiple ways to further drive instruction.

Active Learners: Educational environments that cultivate *active learning* encourage students to find relevance in their studies, retain greater amounts of knowledge and become significantly more invested in their own learning process.

Students won't simply be listening, but will be developing skills in handling concepts in our

disciplines. They will analyze, synthesize, and evaluate information in discussion with other students, through asking questions, or through writing. Students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas.

Critical Thinking: Higher order thinking promotes critical thinking. Critical thinking is more process-oriented and enhances the student's ability to defend opinions, make judgments from a set of criteria, and validate ideas. Higher order thinking is the cornerstone of the Common Core State Standards in an effort to increase college and career readiness.

Through constant reinforcement, students will eventually be able to apply these strategies to enhance their thinking ability to separate important from unimportant conceptual information when reading and writing about content area material.

- Teaching Vocabulary through text
- Finding the main idea of a passage and using context to work out word meanings:
- Analyzing and Interpreting Pictures, Maps, and Graphs
- Tackling Multi-Choice Questions through a process of elimination
- Developing Questioning Techniques geared to fostering deductive and inductive reasoning.

To help our students become better thinkers we must learn to ask better questions. There are eight strategies that can help a teacher to plan. The eight strategies to ask better questions are as follows:

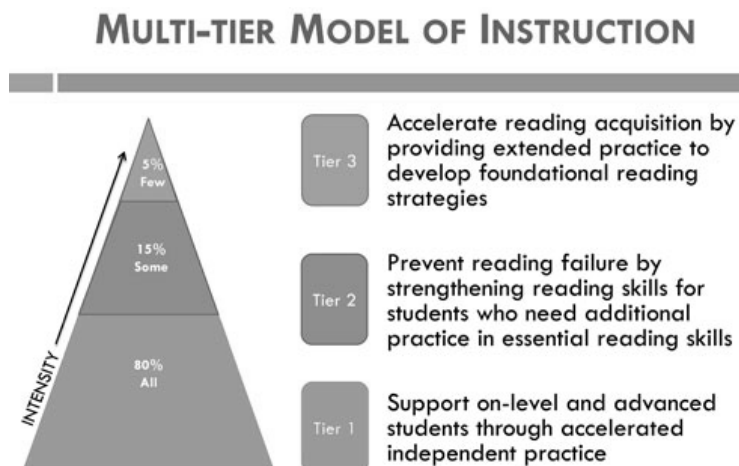
1. Yes, but why?
2. What is the use?
3. What is different now?
4. Can you prove it?
5. Right, wrong, or neither?
6. All of the above?
7. Alike or different?
8. Square peg and round hole?

Evidence-Based Instruction: There are few instructional tasks more important than teaching children to read. Successful efforts to improve reading achievement emphasize identification and implementation of evidence-based practices that promote high rates of achievement when used in classrooms by teachers with diverse instructional styles with children who have diverse instructional needs and interests (Bond & Dykstra, 1967/1997; National Clearinghouse for Comprehensive School Reform, 2001). This relatively simple concept becomes more complicated when we attempt to define the types of evidence that are reliable and trustworthy indicators of effectiveness. In general, educators agree that such evidence should be as follows:

- objective—data that any evaluator would identify and interpret similarly
- valid—data that adequately represent the tasks that children need to accomplish to be successful readers
- reliable—data will remain essentially unchanged if collected on a different day or by a different person
- systematic—data that were collected according to a rigorous design of either experimentation or observation
- refereed—data that have been approved for publication by a panel of independent reviewers

Teachers must focus on the design components of explicit instruction, including defining instructional tasks, scaffolding, strategic integration of skills, modeling and feedback, planned review and priming background knowledge and big ideas. Teachers examine their own practices – instructional pacing, strategies for creating interactive lessons and maintaining student engagement. They crosswalk their practices to a best practice, inclusive based model. Once comparisons are made between actual and desired practices, teachers create action plans for making instruction more explicit and intentional.

A multi-tiered model of instruction typically targets three intervention tiers that vary in intensity, instructional support, instructional time, classroom groupings and assessment. The goals vary within each level but the overarching goals are to accelerate acquisition of skills, prevent failure and supporting on level and advanced students through accelerated and independent practice.



Portfolio Development: This provides each student with the opportunity to develop his/her own collection of authentic work representing their own body of knowledge. Portfolio assessment is an innovative form of alternative assessment that allows teachers to see the academic progress and accomplishments made by a student over time. Portfolios also provide students with the opportunity to reflect on what they have learned over the course of a semester or a year. When used appropriately, portfolios can be an excellent component of an overall assessment plan.

Project-Based Learning: Knowledge is acquired and assimilated at different rates. Projects allow students to work individually and at their own pace as well as in a group. Matching teams with diverse intelligences can create educational opportunities that lead to success for all students involved.

Project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. There are a wide range of project types—but all have the following features in common:

- Student centered, student directed
- A definite beginning, middle, and end
- Content meaningful to students; directly observable in their environment
- Real-world problems
- Firsthand investigation
- Sensitivity to local culture and culturally appropriate
- Specific goals related to curriculum and school, district, or state standards
- A tangible product that can be shared with the intended audience
- Connections among academic, life, and work skills
- Opportunity for feedback and assessments from expert sources
- Opportunity for reflective thinking and student self-assessment
- Authentic assessments (portfolios, journals, etc.)

Whole Group, Small Group and Individualized Instruction: Brief sessions in each of these settings provide opportunities for a variety of learning experiences.

Whole Group Discussion is a modified form of classroom lecture where the focus is shared between the instructor and the students for information transfer. Typically, an instructor will stand before a class and present information for the students to learn but the students will also participate by answering questions and providing examples. Exemplar text lessons are an example of an effective form of whole group discussion which implements higher order thinking skills through Webb's Depth of Knowledge. Students learn to "wrestle" with the text and these long-range lessons develop deep and inferential meaning to text. The common Core Standards require rigor. Webb's DOK gives teachers a way of insuring that students use higher level thinking skills in order to complete a task. Students become active learners in the process. Some merits of whole group instruction are:

1. Whole group discussions provide for greater interaction between teacher and students.
2. Instructors maintain a greater control over what is being taught because they are able to steer the discussion.
3. Auditory learners find them appealing to their learning style.
4. Teachers can check on what students are retaining through questions posed.
5. Whole group discussion is comfortable for many teachers because it is a modified form of lecture.
6. Students have a tendency to stay focused on the lesson because they might be called on to answer questions.
7. Students may feel more comfortable asking questions during whole group discussions.

Small Group Instruction is not ideal for distributing information, but they are helpful for students to develop their understanding of concepts and to acquire or improve strategies and approaches to problems. To achieve these higher-order thinking and learning activities promoted by small group teaching, it is helpful for the student to engage in meaningful communication directed towards a goal or set of goals. These higher-order thinking skills (e.g., application of concepts and principles, problem-solving, etc.) are the primary objective of small group sessions.

Individualized Instruction is designed to be tailored to the individual needs of the students. This can be achieved via individual projects, computer-based activities, etc. provides the opportunity for students to learn in their own way, and to be successful.

Peer Teaching: This method continues to produce positive learning outcomes for both the peer teacher and the peer learner. Students assist their peer by demonstrating their knowledge and capabilities in many ways. Peer teaching reinforces the development of interpersonal and inter-group interaction skills, and provides practice in citizenship in and social action.

Direct Instruction: Coupled with Direct Instruction, Guided Practice and Modeling are applications that, when used appropriately, can produce positive student outcomes. Direct-instruction increases the probability that students will both correctly master and actually use effective academic strategies. This framework includes four major stages: (1) explicitly show students how to use the skill or strategy, (2) students practice the skill under the teacher's supervision--and frequent corrective feedback and praise is given, (3) students use the skill independently in real academic situations, and (4) students use the skill in a variety of other settings or situations.

Timelines: Visual and chronological depiction of events and developments are represented through the development of timelines. Graphic Organizers involve students in skills like sequencing, comparing and classifying to create representations of concepts and processes. These mental maps depict complex relationships and can become "blue prints" that make abstract ideas more visible and concrete.

Monitoring Tools: Multiple monitoring and management tools can be useful in providing needed structure and encouraging personal accountability. Some tools include: Home Reading Log, Student Academic Log, Cooperative Group Log, Individual & Classroom Expectations Chart, Data Chats, No Homework Excuse Form, Tardy Form, Inappropriate Uniform Form, and Student Work Calendar.

Differentiated Instruction: Differentiated Instruction is a philosophy of education that provides appropriate opportunities for growth and success. Educational research supports the notion that "one size does not fit all" when it comes to presenting lessons to students and even when assessing students. Efforts are mobilized to ensure that all children are given opportunities for academic growth. While the goal for achieving state/district standards and benchmarks is constant, the route to that goal may vary according to student need. According to Carol Ann Tomlinson, professor at the University of Virginia and nationwide proponent of Differentiated Instruction, "Fair is when everyone doesn't necessarily get the same. Fair is when everyone gets what he or she needs!"

Marzano's Nine Instructional Strategies: According to Robert Marzano there are nine instructional strategies that are most likely to improve student achievement across all content areas and grade level. They are as follows:

1. *Identifying Similarities and Differences:* Presenting students with explicit guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge. Asking students to independently identify similarities and differences enhances students' understanding of and ability to use knowledge. Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge.
2. *Reinforcing effort and providing recognition:* Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.
3. *Summarizing and note taking:* Although we sometimes refer to summarizing and note taking as mere "Study Skills", they are two of the most powerful skills students can cultivate for enhanced achievement. They provide students with tools for identifying and understanding the most important aspect of what they are learning.
4. *Non-linguistic representations:* According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.
5. *Home Learning for Practice:* An innovative instructional technique that provides students with the opportunity to deepen their understanding and skills relative to content that has been initially presented to them.
6. *Cooperative Learning:* Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

7. *Setting objectives and providing feedback*: Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.
8. *Generating and Testing Hypotheses*: The process of generating and testing hypotheses involves the application of knowledge. The more opportunities students have in comprehending, applying, analyzing, synthesizing, and evaluating new information, the more opportunities for learning to occur. When students are asked to describe how they generated their hypotheses and to explain what they learned as a result they realize a fuller learning experience.
9. *Cues, questions, and advance organizers*: Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Category	Specific Learning Methods
Identifying similarities and differences	Assigning in-class and homework tasks that involve comparison and classification Assigning in-class and homework tasks that involve metaphors and analogies
Summarizing and note taking	Asking students to generate verbal summaries Asking students to generate written summaries Asking students to take notes Asking students to revise their notes, correcting errors and adding information
Reinforcing effort and providing recognition	Recognizing and celebrating progress toward learning goals throughout a unit Recognizing and reinforcing the importance of effort Recognizing and celebrating progress toward learning goals at the end of a unit
Homework for practice	Providing specific feedback on all assigned homework Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	Asking students to generate mental images representing content Asking students to draw pictures or pictographs representing content Asking students to construct graphic organizers representing content Asking students to act out content Asking students to make physical models of content Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
Cooperative learning	Organizing students in cooperative groups when appropriate Organizing students in ability groups when appropriate
Setting objectives and providing feedback	Setting specific learning goals at the beginning of a unit

	Asking students to set their own learning goals at the beginning of a unit Providing feedback on learning goals throughout the unit Asking students to keep track of their progress on learning goals Providing summative feedback at the end of a unit Asking students to assess themselves at the end of a unit
Generating and testing hypotheses	Engaging students in projects that involve generating and testing hypotheses through problem solving tasks Engaging students in projects that involve generating and testing hypotheses through decision-making tasks Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks
Questions, cues, and advanced organizers	Prior to presenting new content, asking questions that help students recall what they might already know about the content Prior to presenting new content, providing students with direct links with what they have studied previously Prior to presenting new content, providing ways for students to organize or think about the content

Today's students live in a digital world and a global society, and so they must be prepared for the challenges of a digital world. A recent survey by the National School Boards Association found that fifty percent of students with online access say they use social networking, such as Facebook and Twitter, to communicate specifically about schoolwork. The national technology standards set by the International Society for Technology in Education (ISTE) and by the Partnership for 21st Century Skills focus on the following four goals:

- Creativity and innovation
- Communication and collaboration
- Critical thinking, problem solving, and decision making
- Digital citizenship

Technology is a tool for learning. The primary goal is to use technology to supplement learning. The school will utilize technology in a variety of ways:

- Core and supplementary technology-based interventions in core subject areas
- 24/7 applications for remediation, acceleration, and enrichment that truly extend *Learning Beyond the Bell*
- Online access to textbooks, instructional materials, and library research databases
- Organization of learning resources: lessons plans, Pacing Guides, and Instructional Focus Calendars
- School-wide communication

To aid teachers in delivering instruction to students, 21st century technology components will be used. Teachers and students will have technology integrated in the classroom through a variety of modalities such as:

- Laptop Computers and mobile labs
- Mimio Boards
- Audio Stations
- Interactive Tablets
- Computers
- Learner Response Devices
- Headphones
- Document Camera
- Apple I-Pods

As stated by Marzano, in his work, “Teaching with Interactive White Boards,” using learner response devices, graphics and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. In particular, the use of interactive white boards in the classroom has been shown to have a 16 percentile point gain in student achievement (Marzano, 2009). The use of interactive white boards not only prepares students with 21st technology skills, but also increases students’ achievement.

Teacher training and professional development are key to implementing technology and teachers will be provided with training opportunities that enable them to use technology in addition to the traditional strategies. Teachers will be provided training using the following:

- Apple I-Pod Learning Lab – training will be provided through Apple Technologies to insure that teachers receive the appropriate instruction so they may assist students in the use of the Apple iPod.

Apple I-Pod learning labs are used as an enrichment tool for the students. Teachers will use a downloaded app that corresponds to the subject and benchmark that is being taught. Many teachers use them as part of their centers (Math, Reading), others have used them in Science to further explore the topic – the Exploring the Universe App for example. Lower grades use them for reading as there are multiple apps for writing, spelling, sight words and reading.

In order to utilize the Apple Lab, teachers must reserve it with a copy of their lesson plan that includes what app will be used and how it will be implemented in the classroom.

- Mimio Board – The Mimio Board is an interactive Smart board technology that enables teachers to bring learning to life via videos, book projectors and student interaction. Training will be provided through Mimio to insure appropriate use and methods.
- Computer Technology – Teachers will receive ongoing training using the Internet and appropriate software as selected by the principal or as part of the curriculum.

Planning is key to a well-executed lesson. Teachers must maintain up-to-date lesson plans. Daily lesson plans must be prepared at least one week in advance. A copy of the lesson plan must be turned in to the appropriate personnel (Lead Teacher, Department Chair, Assistant Principal, or Principal). All lesson plans must be submitted weekly in the approved school-wide format that is provided during pre-planning.

Teachers must follow the checklist below:

- Procedures are clearly outlined
- Instructional strategies are clear and varied
- Materials and resources are listed
- Evaluation and assessment
- Homework assignments are identified
- Instructional time is adequate
- ESOL accommodations and strategies are listed
- ESE accommodations and strategies listed
- All plans must note ESOL strategies if the teacher has been assigned an ESOL student.

Plans should also contain the following:

- Daily schedule of classes, procedures and duties
- Seating chart or grouping list for various activities.
- Accurate and up-to-date attendance information must be contained in the grade book Lunch information.
- Fire drill and emergency procedures.
- Pertinent information regarding children with special needs or health alerts.
- Floor map of the school.

According to Jay McTighe, teachers should employ four planning questions that frame Marzano’s nine instructional strategies, and provide a guide for effective classroom curriculum design:

Planning Questions	Corresponding Instructional Strategies
What will students learn?	Setting objectives
Which strategies will provide evidence of student learning?	Providing feedback Providing recognition
Which strategies will help students acquire and integrate learning?	<ul style="list-style-type: none"> • Cues, questions, and advance organizers • Nonlinguistic representation • Summarizing and note taking • Cooperative learning • Reinforcing effort
Which strategies will help students practice, review, and apply learning?	<ul style="list-style-type: none"> • Identifying similarities and differences • Homework and practice • Generating and testing hypothesis

These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies. Lesson plans must be readily available for review by administrators at any time.

Professional development follows the State of Florida’s protocol for professional development. Professional development will be provided to insure that all teachers are familiar with the implementation of each instructional method to help them create and implement an instructional framework that guides them to the most appropriate use of research based instructional strategies and innovative learning methods.

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

As a school of choice, Sarasota Academy of Math and Science believes its focus on the special methods of teaching mathematics, science and reading will appeal to those students and parents interested in the School’s mission: *To provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.* The Sarasota Academy of Math and Science educational philosophy will ensure that the school delivers a comprehensive, cross-instructional program to students desiring to achieve in the core content areas including enrichment activities in math and science.

In order to fully integrate Science, Math, Reading and Writing, Sarasota Academy of Math and Science will implement, but not be limited, to the following to bridge the transition from NGSSS to Common Core:

TEACHING WRITING	
Increase	Decrease
Student ownership and responsibility by: <ul style="list-style-type: none"> • Helping students choose their own topics and goals for improvement • Using brief teacher-student conferences • Teaching students to review their own progress 	Teacher control of decision-making by: <ul style="list-style-type: none"> • Teacher deciding on all writing topics • Suggestions for improvements dictated by teacher • Learning objectives determined by teacher alone • Instruction given as whole-class activity
Class time spent on writing whole, original pieces through: <ul style="list-style-type: none"> • Establishing real purposes for writing, and students’ involvement in the task • Instruction in and support for all stages of writing process • pre-writing, drafting, revising, editing 	Class time spent on isolated sub-skills through: <ul style="list-style-type: none"> • Drills on grammar, vocabulary, spelling, paragraphing, penmanship, etc. • Writing assignments given briefly, with no context or purpose, completed in one step
Teacher modeling writing—drafting, revision, sharing—as a fellow author and as demonstrator of processes	Teacher talks about writing but never writes or shares own work
Learning of grammar and mechanics in context at the editing stage and as items are needed	Isolated grammar lessons given in order determined by textbook before writing is begun
Writing for real audiences, publishing for the class and for wider communities	Assignments read only by teacher
Making the classroom a supportive setting for shared learning, using <ul style="list-style-type: none"> • Active exchange and valuing of student’s ideas • Collaborative small-group work • Conferences and peer critiquing that give responsibility 	Devaluation of students’ ideas through: <ul style="list-style-type: none"> • Students viewed as lacking knowledge and language abilities • Sense of class as competing individuals • Work with fellow students viewed as cheating, disruptive

for improvement to authors	
Writing across the curriculum as a tool for learning Written reader response utilizing text-based evidence and support	Writing taught only during “language arts” period—i.e., infrequently
Constructive and efficient evaluation that involves: <ul style="list-style-type: none"> • Brief informal oral responses as students work • Thorough grading of just a few of student-selected, polished pieces • Focus on a few errors at a time • Cumulative view of growth and self-evaluation • Encouragement of risk taking and honest expression • Writing that demonstrates analysis of the text. 	Evaluation as negative burden for teacher and student by: <ul style="list-style-type: none"> • Marking all papers heavily for all errors, making teacher a bottleneck • Teacher editing paper, and only after completed, rather than student making improvements • Grading seen as punitive, focused on errors not growth

TEACHING MATHEMATICS

Increase	Decrease
TEACHING PRACTICES <ul style="list-style-type: none"> • Use of manipulative materials • Cooperative group work • Discussion of mathematics • Questioning and making conjectures • Justification of thinking • Writing about mathematics • Problem-solving approach to instruction • Content integration • Use of calculators and computers • Being a facilitator of learning • Assessing learning as an integral part of instruction 	TEACHING PRACTICES <ul style="list-style-type: none"> • Rote practice • Rote memorization of rules and formulas • Single answers and single methods to find answers • Use of drill worksheets • Repetitive written practice • Teaching by telling • Teaching computation out of context • Stressing memorization • Testing for grades only • Being the dispenser of knowledge
MATHEMATICS AS PROBLEM SOLVING <ul style="list-style-type: none"> • Word problems with a variety of structures and solution paths • Everyday problems and applications • Problem-solving strategies • Open-ended problems and extended problem-solving projects • Investigating and formulating questions from problem situations 	MATHEMATICS AS PROBLEM SOLVING <ul style="list-style-type: none"> • Use of cue words to determine operation to be solved • Practicing routine, one-step problems • Practicing problems categorized by types
MATHEMATICS AS COMMUNICATION <ul style="list-style-type: none"> • Discussing mathematics • Reading mathematics • Written response to mathematics • Listening to mathematical ideas 	MATHEMATICS AS COMMUNICATION <ul style="list-style-type: none"> • Doing fill-in-the-blank worksheets • Answering questions that need only yes or no responses • Answering questions that need only numerical responses
MATHEMATICS AS REASONING <ul style="list-style-type: none"> • Drawing logical conclusions • Justifying answers and solution processes • Reasoning inductively and deductively 	MATHEMATICS AS REASONING <ul style="list-style-type: none"> • Relying on authorities (teacher, answer key)

<p>MATHEMATICAL CONNECTIONS</p> <ul style="list-style-type: none"> • Connecting mathematics to other subjects and to the real world • Connecting topics within mathematics • Applying mathematics 	<p>MATHEMATICAL CONNECTIONS</p> <ul style="list-style-type: none"> • Learning isolated topics • Developing skills out of context
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TEACHING SCIENCE

Increase	Decrease
<p>Hands-on activities that include:</p> <ul style="list-style-type: none"> • Students identifying their own real questions about natural phenomena • Observation activity, often designed by students, aimed at real discovery, employing a wide range of process skills • Students hypothesizing to explain data • Information provided to explain data only after students have engaged in investigation processes • Students' reflection to realize concepts and processes learned • Application, either to social issues or further scientific questions 	<p>Instruction based mainly on lecture and information given that:</p> <ul style="list-style-type: none"> • depends on textbooks and lock-step patterns of instruction • includes cookbook labs in which students follow steps without a purpose or question of their own • depends on questions, concepts, and answers provided only by the teacher • treats students as if they have no prior knowledge or investigative abilities
Focusing on underlying concepts about how natural phenomena are explained	Memorizing detailed vocabulary, definitions, and explanations without thorough connection to broader ideas
<p>Questioning, thinking, and problem solving, especially:</p> <ul style="list-style-type: none"> • Being skeptical, willing to question common beliefs • Accepting ambiguity when data isn't decisive • Willing to modify explanations, open to changing one's opinion • Using logic, planning inquiry, hypothesizing, inferring 	<p>Science approached as a set body of knowledge with all answers and information already known</p> <p>Attempts to correct student misconceptions by direct instruction</p>
Active application of science learning to contemporary technological issues and social choices	Isolation of science from the rest of students' lives
In-depth study of a few important thematic topics	Superficial coverage of many topics according to an abstract scope and sequence
Curiosity about nature and positive attitudes toward science for all students, including females and members of minority groups	Sense that only a few brilliant students can enjoy or succeed in science
Integration of reading, writing, and math in science unit	Activity limited to texts, lectures, and multiple-choice quizzes
Collaborative small-group work, with training to ensure it is efficient and includes learning for all group members	Students working individually, competitively
Teacher facilitating students' investigative steps	Teacher only as expert in subject matter
Evaluation that focuses on scientific concepts, processes, and attitudes	Testing focused only on memorization of detail, ignoring thinking skills, process skills, attitudes

TEACHING READING

Increase	Decrease
Reading aloud to students emphasizing I do, we do, you do.	
Time for independent reading	Exclusive stress on whole class or reading-group activities

Students' choice of their own reading materials	Teacher selection of all reading materials for individuals and groups
Exposing children to a wide and rich range of literature and complex texts.	Relying on selections in text
Teacher modeling and discussing his/her own reading processes	Teacher keeping her/his own reading tastes and habits private
Primary instructional emphasis on comprehension	Primary instructional emphasis on reading sub- skills such as phonics, word analysis, syllabication
Teaching reading as a process: <ul style="list-style-type: none"> • Use strategies that activate prior knowledge • Help students make and test predictions • Structure help during reading • Provide after-reading applications 	Teaching reading as a single, one-step act
Social, collaborative activities with much discussion and interaction	Solitary seat work
Grouping by interests or book choices	Grouping by reading level
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in the context of whole and meaningful literature	Teaching isolated skills in phonics workbooks or drills
Writing before, during and after reading	Little or no chance to write
Encouraging invented spelling in student's early writings	Punishing pre-conventional spelling in students' early writings
Use of reading in content fields (e.g., historical novels in social studies)	Segregation of reading to reading time
Evaluation that focuses on holistic, higher order thinking processes	Evaluation focused on individual, low level sub-skills
Measuring success of reading program by student's reading habits, attitudes, and comprehension Close reading with multiple re-reading opportunities to increase comprehension.	Measuring the success of the reading program only by test scores

Sarasota Academy of Math and Science also believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provides improved student achievement information for classroom teachers in a timely manner.

Research shows that schools across the country are seeing substantial improvements in student learning and achievement as they incorporate data-driven practices. Teachers in these schools are finding that intelligent and pervasive uses of data can improve their instructional interventions for students, re-energize their enthusiasm for teaching, and increase their feelings of professional fulfillment and job satisfaction. Data-driven decision-making requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results. Educational practices are evaluated in light of their direct impacts on student learning.

The five major elements of data-driven instruction are:

- good baseline data,
- measurable instructional goals,
- frequent formative assessment,
- professional learning communities, and
- focused instructional interventions.

These elements interact to enhance student learning and to inform teacher practice.

Sarasota Academy of Math and Science has adopted the Florida Continuous Improvement Model as the cornerstone for teacher instruction and evaluation. The goal is to create a definable, predictable, repeatable, system. This system is shared with all stakeholders, including students so that they understand learner expectations and the alignment of classroom goals to the mission of the school. The effective classroom teacher uses the Plan, Do, Study, Act (PDSA) cycle to:

- Improve systems
- Facilitate classroom meetings to build a culture
- Align to the school goals
- Meet with next grade level teachers to include their expectations when goal writing
- Survey parents and share feedback on a regular basis (repeated improvement cycles)
- Access data looking for trends and use the data to support their classroom instruction
- Make strategic and operational decisions in the classroom based on data.
- Use comparison data to rate classroom.
- Display classroom data.
- Use data to drive instruction.
- Involve students in creating a recognition system that is aligned to class goals.
- Incorporate research based “best practices” for instruction.
- Meet regularly with support personnel to improve processes.
- Create a climate of openness and trust that is safe for all learners.

Students understand the objectives, understand the mission of the school, and work within an effective classroom “system” that subscribes to a common set of expectations as part of the larger whole school system.

Sarasota Academy of Math and Science believes that an effective school must display the following characteristics:

Leadership: This is the responsibility of the principal who must set the example and tone for instructional excellence. The teacher becomes a leader in the classroom by moving forward with the expectations set by the school.

High expectations of student achievement: The school staff believes and expects all students to attain mastery of core curriculum.

Pervasive and broadly understood instructional focus: The instructional staff devotes sufficient time to the key skills of reading, writing and mathematics.

Safe and orderly school climate conducive to teaching and learning: Students have a safe environment in which to learn.

Measures of student achievement as an indicator of program success: Measurement is the key to school improvement. This involves frequent assessment where data is used to improve individual performance and the school instructional program.

Sarasota Academy of Math and Science also believes that the curriculum must be well-rounded to encompass the social and cultural development of each student. Because Florida's student population and the demographic mix of the nation is constantly changing, it is important to create cultural awareness in students. Through the use of the arts, music, literature and numerous cross-curricular programs and activities, students will recognize the achievements of a wide range of ethnic groups supporting the school's belief that a multicultural education helps to prepare students for life in an ethnically diverse society.

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.

Sarasota Academy of Math and Science proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards, Common Core Standards and the educational requirements of the *No Child Left Behind Act* ("NCLB"). The combination of educational programs designed to meet high academic standards, coupled with a high degree of local parental choice, provides the standards, flexibility, and diversity envisaged by the Charter School Statute.

The State of Florida is currently transitioning its educational standards from the Next Generation Sunshine State Standards (NGSSS) to the Common Core State Standards (CCSS). This transition began in the fall of 2011 with Kindergarten students and continued this past fall with First graders. Starting in the fall of 2013, Second grade students will be fully immersed in these new standards with a blended curriculum of NGSSS and CCSS for Third grade through seniors.

The Common Core Standards has significantly changed the standards and the content students are expected to know and be able to do at each grade level. The new standards require concepts to be taught in far greater depth than previous standards. The goal was to replace a curriculum often described as "a mile wide and an inch deep" with one that promotes students' deeper understanding of concepts. The numbers of standards that guide what teachers teach have been streamlined.

Sarasota Academy of Math and Science anticipates that the student population will be diverse in many different aspects including educationally, culturally, ethnically, demographically and socio-economically. However, because Sarasota Academy of Math and Science shall be a public school of choice, its targeted population will ultimately be those students responding to recruiting efforts (that is targeted across all social, economic and racial strata) and have an interest in the program focus of Math and Science. Sarasota Academy of Math and Science is dedicated to providing a quality education that develops content knowledge, skills and attitudes that enable all students to reach their maximum potential. The school will prepare students to become life-long learners that can adapt and remain competitive in an ever changing environment.

The use of data "levels the playing field" for all students because continuous assessment reveals the gaps in learning that must be addressed to help insure student academic success. Armed with data and the

means to harness the information data can provide, teachers and administrative staff will make instructional changes aimed at improving student achievement, such as:

- prioritizing instructional time
- targeting additional individual instruction for students who are struggling with particular topics
- more easily identifying individual students' strengths and instructional interventions that can help students continue to progress
- gauging the instructional effectiveness of classroom lessons
- refining instructional methods and
- examining school-wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

Quality instruction is the key to student learning and performance. Therefore, teachers must be sufficiently knowledgeable about the content they teach to make learning real, relevant, and challenging for every student. Targeted, on-going professional development, coupled with support in the classroom, is most important as a means of building teacher capacity. The role of the teacher is to explain ideas and demonstrate procedures, and students are expected to quickly duplicate those procedures. The teacher has a critical role to play in establishing the norms and expectations for facilitating discussion in the classroom. The teacher builds a community of mutually supportive learners working together to make sense of concepts. The teacher introduces background information that is necessary to "investigate" the objectives of the lesson. The teacher uses higher level questioning to probe further into a concept via discussion, exploration and summarization. It is through the teacher and student interaction in the classroom that students learn to recognize and apply acceptable practices, as well as explain, defend and justify their reasoning.

The Principal, Department Chairs, Lead teachers, the Math Coach and the Reading Coach will work to develop Scope and Sequence documents that guide the organization and pacing of instruction. Classroom teachers implement "Best Practices" that include examples of techniques and strategies which effectively promote improved student achievement. Included in these pacing guides are cross-walks to assist in the transition to Common Core.

Teachers plan for instruction using lesson plans, state approved resources and appropriate instructional strategies. Instruction is designed to address new skills acquisition as well as addressing the achievement gaps in student performance.

Classroom and school-wide interim assessments are a critical component of the teaching and learning process. Teachers assess student learning frequently to insure academic success. In addition, interim assessments that currently mimic the FCAT/PARCC format provide tools for adjusting and refining curriculum and instruction so that all students have the opportunity for in-depth learning to be successful on the FCAT/PARCC.

The school provides tutoring for students whose assessment results indicate a need for further instruction in any essential skill area. Extended learning opportunities are made available for all students at all academic levels of achievement.

Classroom teachers and administrative staff monitor student progress on a continuous basis. Informal student/teacher conferences, principal visits to classrooms, and examinations of test results including data chats are ways a student's progress is monitored.

Sarasota Academy of Math and Science recognizes that a culturally diverse student population requires individualized methods of instruction delivery. Multicultural themes will teach students tolerance for the ethnically and/or culturally diverse population served by the school. With tolerance comes understanding, thus creating a community of students who are committed to working together to assist in creating a school environment that is conducive to learning.

The Florida Continuous Improvement Model is Sarasota Academy of Math and Science's method for insuring that all levels of students are provided with meaningful instruction. FCIM is a continuous process in which data analysis determines classroom instruction and is designed to assist administrators, teachers, and students in recognizing students' academic strengths and weaknesses through a systematic approach to data collection and analysis from student assessment.

As part of the FCIM the school will conduct Data Chats with teachers and students. Data chats offer teachers the opportunity to review student achievement and other school wide data and use this data to improve teacher instruction.

Teacher data chats should include:

- Identify each student who is not proficient
- Identify the demographic information of the student (AMO)
- Determine patterns
- Determine which skill/concept/standard/benchmark where the student is strongest/weakest
- Determine which instructional strategies needed to address the skill/concept or standard/benchmark
- Determine which interventions will be implemented
- Determine how student progress will be measured
- Set a date for review of data

Data chats with students will help the student understand where they are and what is needed to make improvements.

In addition to the FCIM, Sarasota Academy of Math and Science will implement the Four-step Problem Solving process. This process is used to plan and revise instruction and intervention. Each step includes critical activities.

1. *Problem Identification* -Gap analysis is conducted to determine the amount of progress that needs to occur in a given amount of time to move groups of or individual students to benchmark.

2. *Problem Analysis*- The problem-solving team generates hypotheses to identify potential reasons for students not meeting academic or behavioral benchmarks. Data is used to verify that potential hypotheses are viable reasons for students not meeting benchmarks, prior to intervention development.

3. *Intervention Development* - Detailed action plans are developed or revised to help students move closer to meeting academic and benchmarks.

4. *Evaluation of Response* - Progress monitoring data are collected and compared to goals set during problem identification to determine if instruction or intervention is effective at moving groups or individuals to benchmark. Instruction/intervention is revised if necessary.

Core intervention programs, for each subject area, further aid in meeting the needs of students who may still be experiencing difficulties in the core subject areas.

Response to Intervention (RtI) refers to specific three-tiered procedures that align with the steps of problem solving:

- Implementing evidence-based interventions
- Frequently measuring a student's progress to determine whether the intervention is effective
- Evaluating the quality of the instructional strategy
- Evaluating the fidelity of its implementation. (For example, did the intervention work? Was it scientifically based? Was it implemented as planned?)

High school credit will be awarded to middle-school students who complete the appropriate coursework.

Section 4: Curriculum Plan

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

Sarasota Academy of Math and Science is scheduled to open in August 2014. The State of Florida is currently transitioning its educational standards from the Next Generation Sunshine State Standards (NGSSS) to the Common Core State Standards (CCSS). This transition began in the fall of 2011 with Kindergarten students and continued with First grade during 2012. In the fall of 2013, Second grade students will be fully immersed in these new standards with a blended curriculum of NGSSS and CCSS for the remaining grade levels. Florida's schools will be fully integrated with these standards by school year 2013-2014.

The Common Core State Standards are an educational initiative that seeks to bring individual state's curriculum into alignment with each other by following the concept of standards-based education reform. Currently 45 states and the District of Columbia have adopted these new standards and educators and researchers from across the nation are working together to collaborate on the best instructional practices and curriculum to meet the new, rigorous standards to ensure career and college readiness.

Partnership for Assessment of Readiness for College and Careers (PARCC) is a 22-state consortium working together to develop next-generation K-12 assessments in English and Mathematics for assessing the Common Core State Standards. In the spring of 2015, students in grades 3-11 will take the PARCC exams in English Language Arts as well as grades 3-8 Mathematics, Algebra I, Geometry, and Algebra II. These exams will replace the corresponding FCAT exams that students currently take in these grades/subjects. Students will continue to take FCAT exams in grades 5 & 8 Science, and End-of-Course exams in Civics, U.S. History, and Biology.

On July 12, 2013 The U.S. Department of Education recently released its review stating that PARCC has moved forward with the execution of its research strategy and is addressing these recommendations from the Technical Review. Specifically:

- As planned, PARCC is conducting research studies this summer to further examine the quality of PARCC mathematics and English Language Arts/Literacy items, optimal ways of scoring these items and usability of items as they are presented on different computer devices.
- PARCC will conduct additional research through the Spring 2014 Field Test to further examine the quality of the assessment items and the scoring materials, including a study on the usability and accessibility of the assessments for all of students.
- As PARCC continues with item development, the consortium is providing additional training for item writers and reviewers on accessibility guidelines and bias and sensitivity guidelines. Additional emphasis will also be placed on making sure the item writers understand the expectation that all items and passages are equitable and fair for all students.

The Sarasota Academy of Math and Science curriculum will provide for appropriate instruction based upon the state curriculum frameworks and course descriptions, the Next Generation Sunshine State

Standards prescribed by the Florida State Department of Education, Florida’s System of School Improvement and Accountability Goals and Standards and the Florida Common Core State Standards.

The educational program of Sarasota Academy of Math and Science uses a comprehensive and evidence-based model of teaching and learning that addresses the social, personal, and academic goals of students. The program is characterized by a strong curriculum plan, rich learning experiences and technology enhanced teaching and learning opportunities.

Strong Curriculum Plan

The curriculum objectives for the school are:

- Provide a relevant and rigorous curriculum that meets the needs of all students
- Use abundant assessments to determine student mastery and performance in all subjects
- Integrate technology to enhance the teaching and learning environment
- Offer on-going tutoring to support student learning
- Provide FCAT preparation so students demonstrate mastery at Level 3 or higher transitioning to career and college readiness following full implementation of Common Core so students demonstrate mastery on the PARCC assessment.

The school will provide counseling to ensure an appropriate course of study and providing students access to FACTS.org, the Florida Virtual Campus and the ePep.

Coursework

The coursework for Sarasota Academy of Math and Science will provide for appropriate instruction based upon the state curriculum frameworks, course descriptions, NGSSS/Common Core State Standards prescribed by the Florida State Department of Education and Florida’s System of School Improvement and Accountability goals and standards.

Students with disabilities are provided instruction in the general education curriculum to the extent they are able to participate and progress. Accommodations will be provided as specified in the student's Individual Education Plan (IEP) but cannot change course performance standards. The accommodations specify changes in instructional strategies that are required as a result of a student's disability.

Elementary Coursework

<p>Required Coursework: Language Arts/Reading/ESOL Mathematics Science Social Science</p>	<p>Art Health Home Language Arts- Coursework for ELLs in their home language Music Physical Education Safety Education Recess</p>	<p>Additional Coursework: World Languages - Spanish Curriculum Content in the Home Language</p>
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Middle School Coursework:

Grade	Language Arts	Math	Social Science	Science	Phys. Ed	Electives	Totals
6	1	1	1	1	.5	1.5	6
7	1	1	1	1	.5	1.5	6
8	1	1	1	1	.5	1.5	6

Elementary students will receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages will be in accordance with state statutes and rules. Instruction will be focused on ensuring that all students demonstrate mastery of the Next Generation Sunshine State Standards/Common Core Standards. (F.S. 1003.41)

The school will offer, but not be limited to, enrichment activities in Character education, the Holocaust, African-American History, Hispanic and Women's Contributions, Economic Education, Substance Abuse, Human Growth and Development, Child Abuse Prevention, and other required topics as stated in the Student Progression Plan.

Middle school students will receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes will be in accordance with state statutes and rules. Instruction will be focused on ensuring that all students demonstrate mastery of the NGSSS Benchmarks/Common Core Standards as determined by performance on the FCAT/PARCC.

Students will also enroll in one course of career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses. In addition, students must demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools, communication tools, research tools and problem-solving tools as measured by competency based assessment or student portfolios.

The middle school will offer Spanish, Spanish for Speakers, Biology Honors, Algebra I, and/or Geometry Honors for which students may earn high school credit.

The following topics are specifically required by Florida Statute, the Florida Board of Education and they may be embedded within various middle school courses: Human Growth and Development, Substance Abuse Education, Sexually Transmitted Disease, Economic Education, Florida History, Government and Geography, and others as described in the Student Progression Plan.

READING:

Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills starting with identification of syllables and phonemes, blending, and decoding to the ability to sound out unfamiliar multisyllabic words to recognition of irregularly spelled words and fluent reading and strong comprehension skills. Acquisition of an extensive and advanced vocabulary will be emphasized at every level.

In elementary school all students will participate in a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instruction. An additional 30 minute block will be provided for intervention daily.

All middle school students will enroll in a yearly Reading course. Sarasota Academy of Math and Science realizes that all students read at different levels and require differentiated curriculum to insure success. Currently for each year in which a student scores at Level 1 or 2 on the FCAT Reading assessment, the student must be enrolled in and complete an intensive reading course the following year. Developmental instruction in reading may be required when a middle school student's performance indicates a need for strengthening. These courses will be in addition to the regular language arts courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in the appropriate M/J Intensive Reading course in addition to their required M/J Language Arts course.

Middle School Courses:

M/J Reading - The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

M/J Reading, Advanced - The purpose of this course is to enable students to develop and strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, and analysis of content from varied texts.

M/J Intensive Reading- The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance. This course will be taught in conjunction with Intensive Language Arts by the same teacher.

The Reading Coach will oversee the reading program; work with students in small group and whole group instruction in the context of modeling, co-teaching and coaching in other teacher's classrooms. The Reading Coach will be instrumental in the implementation of Florida's reading initiative and the communication between home and school. Teachers will be expected to set the standard for reading in the following ways: identify students who are under-performing and secure immediate and additional reinforcements in reading; consistently read aloud to their class for a minimum of fifteen minutes per day; and model silent reading during regularly scheduled intervals of ten to fifteen minutes per day.

Parents play a major role in developing proficient readers. Sarasota Academy of Math and Science will host Parent Academies to assist parents in providing support at home. Parents will be asked to listen to their child read aloud nightly and to ask thought provoking, open-ended questions to determine comprehension. Parents will be made aware of pertinent web sites and online activities for at-home enrichment or reinforcement. Parents will also be encouraged to share their personal success stories at school meetings.

If a student in grades K-2 exhibits a substantial deficiency in reading based upon state/district criteria or if a student in grades 3 through 8 scores at level 2 or below on FCAT-SSS in reading or a substantial deficiency is identified through teacher observation and a valid and reliable diagnostic assessment, a Progress Monitoring Plan (PMP) must be implemented. The PMP must identify the following:

- Oral Language
- Phonemic awareness
- Phonics

- Fluency
- Comprehension
- Vocabulary
- The desired levels of performance in these areas
- The intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP.

The student's reading proficiency must be reassessed by assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.

Students will read, re-read and analyze and respond to increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

The elementary reading and writing curriculum will serve as a framework in which students encounter the works of great authors of the past and present. The curriculum will include, but not be limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. Students will read such authors as Louisa May Alcott, Hans Christian Andersen, Gwendolyn Brooks, Lewis Carroll, Kenneth Grahame, Langston Hughes, Rudyard Kipling, Edward Lear, C. S. Lewis, A. A. Milne, Beatrix Potter, Christina Rossetti, Carl Sandburg, Robert Louis Stevenson, Booth Tarkington, Mark Twain, E. B. White, and Oscar Wilde.

Middle School students will read a broad selection of poetry and prose, gaining acquaintance with major genres and authors and developing a sense of literary history. Their reading will include selections from such authors as Louisa May Alcott, Joseph Conrad, James Fennimore Cooper, Charles Dickens, Emily Dickinson, Nathaniel Hawthorne, O. Henry, Homer, Victor Hugo, Washington Irving, Rudyard Kipling, C. S. Lewis, Jack London, Guy de Maupassant, Ogden Nash, Edgar Allan Poe, Shakespeare, Robert Louis Stevenson, Rabindranath Tagore, Booth Tarkington, J. R. R. Tolkien, Mark Twain, and Laura Ingalls Wilder, and speeches by major orators, such as George Washington, Abraham Lincoln, Winston Churchill, and Martin Luther King.

WRITING AND LANGUAGE ARTS

Writing is a process that includes prewriting, drafting, sharing, revising, editing, and publishing. While the total process is not required for every composition assignment, it is important that students learn the process and have the opportunity to develop their own written pieces over a period of time. In writing, particularly for unskilled writers, the first priority is fluency; after fluency is correctness. The use of technology in the writing process is a desirable component of a reading/language arts program.

Assessment and instruction should be continually interwoven. Student proficiency in applying language arts/reading skills and strategies should be determined by a variety of means including teacher observation, self-evaluation, and alternate means of assessment, as well as formal testing. This assessment should provide continuous feedback to guide instruction.

Each day, students spend time on the four blocks of literacy; word study, guided reading, shared reading, and writing. Writing expectations include but are not limited to, expository, persuasive, and multi-paragraph personal narrative. Students must demonstrate effective communication skills to succeed in the real world. Most importantly Students will respond in writing to the passage, story, etc. using evidence-based responses.

Sarasota Academy of Math and Science will provide writing workshops to assist parents with techniques to support the development of their child's writing skills.

Elementary students will be taught the Six Traits of Writing –

- ✓ *Ideas* - Ideas and Content are in a sense the heart of the writing. Everything that is said comes back to ideas and content. The two keys are clarity and details. Making a topic clear and manageable is so important. Details can make or break any piece of writing. Ideas and content focus on clear writing that presents details in an interesting, fresh manner.
- ✓ *Organization* - Organization is just the way it sounds, organizing a paper so it is easy for the reader to follow. The trait of organization is the hardest for students to master. They have trouble seeing the big picture in their writing. Often times making students aware of methods or shortcuts to good organization is key.
- ✓ *Voice* - Voice is the author's fingerprint on the page. By using voice the reader feels more in touch with the writer's emotions, opinions, and personality. Voice is a favorite trait of students. They love to read books with lots of voice which in turn carries over to their writing.
- ✓ *Word Choice* - Word choice is a trait that shows the power of language. Sometimes students seem so caught up in their ideas, organization, and grammar that word choice may take a backseat. Showing students the use of good word choice will open their eyes to a whole new world of writing.
- ✓ *Fluency* - Sentence fluency is a trait based solely on the ear. Students need to tune their ears to the rhythm and cadence that can be accomplished with sentence fluency. Using the natural flow of poetry can add clarity to this trait. Focusing on variety in sentences can help attain fluency.
- ✓ *Conventions* - Conventions are the editing and revising component of writing. Often this trait is taught throughout the six traits writing process. Many people would say that this trait is the most time consuming of the six because of its depth and importance.

Alignment with the Common Core, will include writing instruction that is specific and direct in evidence and supporting details. In addition, the curriculum for students in the intermediate and middle grades will include:

- **THE WRITING PROCESS** - prewriting, drafting, revising, editing and proofreading, and publishing (This process will be enhanced through individual teacher-student conferencing which will allow teachers to provide students with individualized feedback to improve and enhance their writing);
- **FORMS OF WRITING** - writing to learn, narrative writing, descriptive writing, expository writing, and persuasive writing;
- **INTEGRATED SKILLS** - writer's craft (ex. pacing, plot, simile, voice, character, etc.);
- **GRAMMAR & USAGE** - sentence parts, structure, and type; use of noun, verbs, adjectives, prepositions, and other parts of speech;
- **MECHANICS** - capitalization, punctuation, indention, abbreviations, spelling and reference resources.

As a result of a student's experience with the Sarasota Academy of Math and Science language arts curriculum, they will:

- 1) Develop important basic writing concepts and foster creative expression;
- 2) Build upon and extend language concepts developed in earlier grades;
- 3) Employ grammar and mechanics correctly;
- 4) Develop spelling and vocabulary acquisition skills;
- 5) Extend composition skills through both formal and creative writing assignments.

Teachers will be encouraged to discover and develop new ways to integrate Reading, Writing, Language Arts, and Communication skills while fostering the school's emphasis on mathematics and science.

Students will have regular and frequent lessons and practice in the writing of Standard English. Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose. Students will work towards mastering the art of expressive writing by developing their figurative language in the form of written expression.

Students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts and tables.

Each student in grades K-8 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in writing, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency. All instruction is aligned to the NGSSS/Common Core Standards.

In addition to the elements of *focus*, *organization*, *support*, and *conventions* described in the FCAT scoring rubrics, scoring decisions will include expanded expectations regarding the following:

- Scoring will include increased attention to the correct use of Standard English conventions. The current rubrics include expectations regarding the basic conventions of Standard English, yet the scoring of this element in the past has been applied with leniency. Responses will continue to be scored holistically as draft writing, but scoring will be more stringent. Responses earning scores of 4 or 5 must at least *generally* follow the conventions of sentence structure, mechanics, usage, punctuation, and spelling. To earn a score of 6, sentence structure is varied, and few, if any, errors occur in mechanics, usage, punctuation, and spelling.
- Scoring will include increased attention to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities. The quality of the support depends on word choice, specificity, depth, relevance, and thoroughness. Responses earning high scores must include specific and relevant supporting details that clarify the meaning, i.e., the point of the paragraph or the central theme of the response. Rote memorization or overuse of compositional techniques, such as rhetorical questions, implausible statistics, or pretentious language is not the expectation for quality writing at any grade level.

Middle School Coursework:

M/J Language Arts - The purpose of this course is to provide educational experiences which develop English language arts concepts and skills. The content will include, but not be limited to the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work will also be provided. The purpose of this course is to develop the ability to use, interpret, and appreciate spoken and written English.

M/J Intensive Language Arts - The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance and will be taught back-to-back with the Intensive Reading course by the same teacher.

Language Arts through ESOL - The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

M/J Developmental Language Arts through ESOL- The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice writing, with strong emphasis on proper sentence and paragraph and essay organization; they will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers essays that discuss and rely extensively on sources-will be required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper and acknowledge sources properly.

Students will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Middle School students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone. Students will demonstrate intermediate level word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs.

MATHEMATICS

The mathematics curriculum is designed to enrich the mathematical experiences of students. It builds on fundamental mathematical strands and integrates mathematics into other subject areas. The curriculum is based upon an extensive body of research on how students learn mathematics and provides opportunities for all students to develop mathematical proficiency. The Next Generation Sunshine State Standards/Common Core Standards, Mathematics Pacing Guides, and the Florida Mathematics Curriculum Framework delineate what mathematics students need to know and be able to do. These documents provide the blueprint for rigorous content in mathematics for students in grades K – 8.

Early childhood mathematics provides a foundation for future mathematics learning through hands-on, real-world activities. Middle grades students interested in pursuing a more challenging program of study may enroll in middle school advanced or high school-level Honors mathematics courses.

The following principles guide the Mathematics Instructional Design for Teaching and Learning Mathematics: learning requires the active participation of the student, people learn in a variety of ways and at different rates, and learning is both an individual and a group process. Teachers focus instruction on the meaningful development of essential mathematical ideas as outlined in District, and State, standards. New concepts and skills are developed through real-world problem-solving opportunities. Cooperative learning enables small groups of students to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning. Whole group collaboration follows with discussion of the specific concepts, connections, and predictions. As students develop their numeracy skills and concepts, they become more confident and motivated in the expression of their mathematical ability. They learn to enjoy and value mathematics, think analytically, and understand the role of mathematics in everyday life.

Mathematics instruction will follow this three-point model in order to ensure concept knowledge is developed.

1. Concrete: mathematical concepts are introduced in a concrete hands-on manner encouraging students to explore and develop conclusions.
2. Semi-Concrete: students will further develop mathematical concepts learned by transitioning from hands-on manipulative to paper-pencil and drawings in order to conceptually solve mathematical problems.
3. Abstract: By this stage, students are able to demonstrate a conceptual understanding of the mathematical standard and are able to fluently complete the procedure require to solve the mathematical concept.

One of the hallmarks of mathematical understanding is the ability to justify why a particular mathematical statement is true or where a mathematical rule comes from. Since mathematical understanding and procedural skills are equally important, our instruction will have a strong focus on mathematical application through word problems using the *Understand, Plan, Solve and Check* (UPSC) model. When solving real-world problems, students must:

1. Identify the question and be able to rephrase it and explain it in their own words
2. Identify relevant information required in solving the problem
3. Develop a plan to solve the problem
4. Complete the computation to solve the problem
5. Review the problem and check answer to see if it is reasonable and accurate

Similar to the skill of reading, mathematical skills are also essential in today's complex society. Sarasota Academy of Math and Science believes that every student graduating from high school should have completed at a minimum, Algebra I, Geometry and 2 courses at the level of Algebra II or higher and will be able to utilize mathematics principles to solve problems in real-life contexts. Students will possess the math literacy skills to experience success in post-secondary education and compete for jobs in an increasingly technologically complex global market.

Each student in grades K-8 must meet specific levels of performance in reading, writing and mathematics. For each student who does not meet district or state performance levels in mathematics, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

“For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year” (Florida Statue 1003.428). Remediation may be integrated into

the student's required mathematics course, offered as a pull-out, or offered as Intensive Mathematics, an elective course, in addition to the regular mathematics courses.

In the elementary grades, students will be provided 60-90 minutes of consecutive, uninterrupted, daily instruction in mathematics. Middle school students will participate in three middle school annual courses in mathematics as listed below:

Middle School Course offerings

M/J Intensive Mathematics - The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice.

M/J Mathematics - The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real-world and mathematical problems.

M/J Mathematics, Advanced - The purpose of this course is to continue the development of mathematical concepts and processes that can be used to solve real world and mathematical problems.

M/J Great Explorations in Math (GEM) Pre-Algebra - The purpose of this course is to develop the mathematical concepts and processes that can be used to solve a variety of real-world and mathematical problems. Students have an opportunity to learn as mathematicians rather than memorizing facts and algorithms. Some students are already good technicians who can follow rules and apply those rules to routine exercises. GEM students go one step further, analyzing non-routine problems. There is emphasis on strengthening and developing skills and concepts needed for success in Algebra 1.

M/J Great Explorations in Math (GEM) Algebra— M/J Great Explorations in Math (GEM) 7th grade Algebra is designated as a level three course in the Florida DOE Course Code Directory. Upon successful completion of the required coursework, students will be awarded credit toward high school graduation.

M/J Great Explorations in Math (GEM) Geometry - M/J Great Explorations in Math (GEM) 8th grade Geometry is designated as a level three course in the Florida DOE Course Code Directory. Upon successful completion of the required coursework, students will be awarded credit toward high school graduation.

SCIENCE

The Science Curriculum has been revised to incorporate the Next Generation Sunshine State Science Standards (February 2008) and will transition to Common Core. The goal of the new standards is to develop a scientifically literate citizenry. According to Achieve Inc., world-class science instruction empowers students to:

- maximize employment opportunities in a global economy driven by science and technology;
- participate in a democracy in the context of a global society; and
- make informed decisions as a consumer ,e.g., on health care and retirement planning.

Standards for all students embody both excellence and equity. Differentiated instruction and hands-on activities and explorations allow students to achieve understanding in different ways, and different students will achieve different degrees of depth and breadth of understanding.

The Science curriculum will require changes in how science education is implemented. World-class science standards reflect the conceptions of coherence, focus, and rigor promoted by the American Diploma Project (ADP) and the Trends in International Math and Science Study (TIMSS) framework.

- Coherence –the sequence of topics and performances consistent with the logical nature of the disciplinary content of the subject matter. (Schmidt, et al., 2005 p. 528)

- Focus - the standards emphasize central concepts, laws, principles and unifying theories, inquiry strategies and cross-cutting ideas, such as systems, that link the natural sciences. (Slattery, 2007)
- Rigor - the standards progress in terms of depth (cognitive complexity) as students move from one grade level to the next. (Schmidt, et al., 2005)

The coding scheme for the NGSSS for grades Kindergarten through eight shows the subject, the grade level, the Body of Knowledge, the Big Idea and the Benchmark. With the new Common Core Standards and Science Strands, teachers and administrators will know exactly what standards are to be taught in each course and at each grade level. End-of-course exams and pre-tests can be built from the standards listed in course descriptions. Since the foundation of Science education is integrated into the Reading Standards through Common Core, students will be required to apply reading strategies in reading and learning Science text and will use evidence-based inquiry to develop hypothesis and answer scientific questions.

Learning science is an active process, something that students do, not something that is done to them. "Hands-on" activities, while essential, are not enough. Students must have "minds-on" experiences as well. The Science curriculum is organized into seven components:

- I. The Nature of Science as Inquiry
- II. Life Science
- III. Earth and Space Science
- IV. Physical Science
- V. Science and Technology Design
- VI. Interaction of Society and the Environment
- VII. Comprehensive Health

Students will participate in grade specific field trips (Excursions) to various locations in Florida which may include, but not limited to:

Kennedy Space Center	Crystal Springs Preserve
EPCOT	Everglades National Park

Sarasota Academy of Math and Science emphasizes the importance of science by partnering with area science agencies to provide learning opportunities for students. Students are immersed in the beauty and wonder that is science and exploration. They learn through discovery from hands on experiences guided by experts in the field and our own highly trained staff.

Activities include:

- 100th Day Today ~ 100 Years Ago – Celebration of 100 days of school and reflection of Famous Scientist 100 years ago.
- District Science Fair participation
- Learning is H.O.T- Higher Order Thinking (H.O.T.) is a teaching strategy that requires students to manipulate information taught in the classroom in ways that transform the meanings and interpretations of the material.
- Students will have weekly laboratory simulations in the classroom that will serve as the launch pad for analysis and investigation.
- Students will have the academic freedom to pose questions and solutions for problems presented in a scientific setting.

- The scientific method (wondering) will be the foundation for all scientific inquiries.
- Young Inventors Convention
- Go Green – Using Recycled materials in daily activities
- Participation in District Science competitions

The elementary science curriculum will introduce students to all aspects of natural science, including chemistry, physics, biology, astronomy, meteorology, and geology. Students will gain acquaintance with the properties of the elements. They will study at grade-appropriate levels changes of states of matter, electricity, magnetism, machines and mechanics, and the properties of light and sound. The curriculum will include study of the stars, solar system, planets, and the physical formation and structure of the earth, including the study of minerals and fossils and geological change. Students will gain an understanding of seasons, climate, and weather phenomena.

Elementary students will participate in Science on a daily basis. This instruction is to include a block of scientific investigations using the inquiry approach (science lab) once a week. Middle school students will participate daily in annual courses in science with a minimum of one lab experience incorporated weekly.

Middle School Science Course Offerings:

Comprehensive Science I

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences.

Comprehensive Science II

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space, and physical sciences.

Comprehensive Science III

The purpose of this course is to provide the third year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences.

Advanced/Gifted Comprehensive Science I, Advanced/Gifted - The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences.

Gifted Comprehensive Science II, Gifted/Advanced-The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences.

Earth/Space Science, Honors - The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space.

M/J Biology Honors - The purpose of this course is to provide an exploratory, laboratory and real-life experience in the applications of biological sciences. Laboratory investigations which include the use of scientific research, measurement, laboratory technologies and safety procedures are an integral part of this course. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. Upon successful completion of the required coursework and at least a level 3 on the EOC, students will be awarded credit toward high school graduation.

SOCIAL STUDIES

Teachers will provide students in grades K-8 with the content, concepts, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. Depth of Knowledge descriptors will be utilized at each grade level.

Social Studies DEPTH OF KNOWLEDGE (DOK)

Descriptors of DOK Levels for Social Studies

Recall and Reproduction – Depth of Knowledge (DOK) Level 1
 Recall and Reproduction asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on the complexity of what is to be described and explained. A Level 1 “describe or explain” would recall, re-bite, or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be “figured out” or “solved.”

Some examples that represent but do not constitute all of Level 1 performance are:

- Define Compromise.
- Identify two examples of political conflict among individuals and/or groups in the United States during the colonial time period.
- Identify how scarcity forces people and societies to make choices.
- List three physical characteristics of a region of the United States.
- Describe physical features of regions.

Skills and Concepts/Basic Reasoning – Depth of Knowledge (DOK) Level 2
 Skills and Concepts/Basic Reasoning includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Some examples that represent but do not constitute all of Level 2 performance are:

- Explain the causes and effects of the Revolutionary War.
- Describe how groups and individuals in Kentucky make economic decisions based on their limited productive resources.
- Explain the reasons why discrimination developed in the United States prior to the Civil Rights Movement.
- Compare and give examples of how scarcity required the Ancient Egyptians and the Ancient Romans to make decisions about how their productive resources should be used.
- Explain how interaction between the supporters of slavery and those opposed to slavery led to political conflict and competition during the 1850s.

Social Studies DEPTH OF KNOWLEDGE (DOK)

Descriptors of DOK Levels for Social Studies

Strategic Thinking/Complex Reasoning – Depth of Knowledge (DOK) Level 3
 Strategic Thinking/Complex Reasoning requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Some examples that represent, but do not constitute all of Level 3 performance are:

- Propose and evaluate solutions for an economic problem.
- Citing evidence, evaluate monarchies, democracies, republics, and dictatorships in terms of their effectiveness in establishing order, providing security, and accomplishing common goals.
- Analyze the causes of the rapid population growth of the “Sun Belt” states, and explain the economic impact of this growth on those regions where population patterns have shifted.
- Recognize and explain misconceptions related to the discovery of America.

Extended Thinking/Reasoning – Depth of Knowledge (DOK) Level 4
 Extended Thinking/Reasoning requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

Some examples that represent, but do not constitute all of Level 4 performance are:

- Research, apply and adapt information to solve a geographic problem.
- Create and participate in a simulation of a mock trial.
- Plan and develop a solution to a problem/issue in your community.
- Examine and explain alternative perspectives across a variety of primary/secondary sources.
- Analyze and synthesize information for multiple sources.

Social Studies DEPTH OF KNOWLEDGE (DOK)

DOK as a “Ceiling”

DOK levels identified on Core Content statements represent the highest level that items will be designated for the Kentucky Core Content Test. It is important to note, however, that items will also be developed below this “ceiling” level.

Examples for each of the Depth of Knowledge Levels in Social Studies			
Recall & Reproduction (DOK 1)	Skills & Concepts/Basic Reasoning (DOK 2)	Strategic Thinking/Complex Reasoning (DOK 3)	Extended Thinking/Reasoning (DOK 4)
Identify who, when, what where, and why Recall facts, terms, concepts, trends, generalizations and theories Use a variety of tools Recognize or identify specific information contained in graphics Identify specific information in maps, charts, tables, graphs or drawings Define Identify cause and effect Describe (recall, list or reproduce information) Identify purposes	Describe or explain how or why Give an example Describe and explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view or processes Compare/contrast people, places, events, purposes, and concepts Classify, sort items into meaningful categories Convert information from one form to another	Use concepts to solve problems Use evidence to justify Propose and evaluate solutions to problems Recognize and explain misconceptions Cite evidence and develop a logical argument for concepts Reason and draw conclusions Disseminate among plausible answers Analyze similarities and differences in issues and problems Apply concepts to new situations Make connections across time and place to explain a concept or big idea Recognize and explain patterns Make and support decisions Evaluate effectiveness and impact	Connect and relate ideas and concepts within the content area or among content areas Examine and explain alternative perspectives across a variety of sources Describe and illustrate how common themes and concepts are found Make predictions with evidence as support Develop a logical argument Plan and develop solutions to problems Analyze and synthesize information from multiple sources Complex reasoning with planning, investigating or developing that will most likely require an extended period of time-must require applying significant conceptual understanding and higher-order thinking Apply and adapt information to real-world situations Participation in simulations and activities requiring higher-level thinking (e.g., Mock Trial, Mock Congress, Project Citizen)

At each grade level, students will be provided opportunities to learn and apply the lessons from the study of history, geography, political science, and economics. Helping students to develop a global perspective and an appreciation of cultures other than their own is also emphasized throughout the instructional program.

From the earliest events of recorded history, through the development of family life, culture and the arts, to the development of governments and countries driven by geographical exploration, the wars of history

and the stories they tell, from yesterday to today, these students will have the unique opportunity to pursue their curiosity and respond to the Next Generation Sunshine State Standards/Common Core Standards by participating in the discovery of man and his contributions to the whole of humanity.

Exemplary social studies teachers will use a variety of teaching methods, instructional materials, and evaluative techniques to achieve program goals and to actively engage students in their learning. Additionally, the social studies teacher will:

- integrate critical thinking and reading and writing skills throughout the curriculum;
- promote multicultural appreciation;
- emphasize geography and current events throughout the curriculum;
- emphasize a global perspective;
- encourage the examination of controversial issues;
- assist students in conducting research; and
- utilize technology to enhance the instructional program.

In addition to these techniques, Social Studies instruction will include the application of Reading strategies embedded. This will assist in the comprehension of historical concepts using and analyze the validity. Students will answer questions from historical text and use evidence-based citations to explain and support their answers.

The social studies program provides an integrated study of the social sciences and humanities to promote civic competence. Its primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The social studies textbook programs are selected to insure opportunities for all students to learn and become productive citizens. These books are valuable and can serve us well when we realize that people read mostly nonfiction. In social studies we must provide appropriate amounts of exposure and interaction with informational text. In social studies we read nonfiction in the social studies text to:

- ✓ Acquire information
- ✓ Satisfy curiosity
- ✓ Understand the world more fully
- ✓ Understand new concepts
- ✓ Expand vocabulary
- ✓ Make connections to our lives and learning

Elementary teachers will utilize thematic units in addition to the text. The units will mirror the topics taught and will follow the grade appropriate continuum:

Kindergarten – My World
Grade 1 – School and Family
Grade 2 – Neighborhoods
Grade 3 – Communities
Grade 4 – Florida
Grade 5 – US History

Elementary students will participate in Social Studies on a daily basis. Students in grades six through eight will participate in three middle school annual courses in social science, one of which is civics.

Middle school course offerings will be as follows:

M/J World Cultures- The purpose of this course is to enable students to understand that the world is comprised of many diverse cultural groups who have made significant contributions to our past and present. Students will understand the shared characteristics among various cultural groups. The content should include, but not be limited to, the following:

- characteristics of a cultural group
- development of cultural societies
- the complexity of global issues

M/J Civics - The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. Students will be required to successfully complete the requirements of this course in 7th grade as demonstrated by earning a level 3 or higher on the Civics EOC.

M/J United States History - The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

Assessment

Assessment is defined as measures of a student's progress and should be aligned with curriculum (student expectations) and instruction. Assessment targets knowledge, reasoning, performance skills, and production of quality products. It measures both ongoing and end results.

The purpose of assessment is three-fold: accountability, program improvement and instructional design. Accountability to the state, district and stakeholders is imperative to the FCIM process. Through accountability, the school will measure growth and determine gaps where improvement may be needed.

Improvement is defined as actions based on data that lead to improved teaching and learning. Determining and making changes is a continual process that must involve the learner.

Instructional design involves: data for driving decisions, a collaborative review process for making change, and "best practices" research.

1. Data for driving decisions includes reliable and valid assessments, observations, and surveys.
2. A collaborative review process should take place on a scheduled basis and include representative members from all groups.

Abundant and relevant assessments are key to the collection of data used to drive instruction. Teachers utilize current reliable data to include baseline assessments, interim assessments, and teacher-designed assessments in order to focus on selected benchmarks. Teachers will work collaboratively to examine and discuss instructional strategies that stimulate students to think more deeply about the concepts, to remediate skills where gaps in learning occur or to determine student growth in the acquisition of concepts.

Progress Monitoring Plan - Each student must participate in the statewide assessment tests required by 1008.22 FS. A Progress Monitoring Plan (PMP) is a specific, detailed plan tailored to identify the individual assistance that will be given to remedy a student's individual diagnosed deficiencies. According to the A++ Plan, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring below

Level 3 in FCAT Reading or Mathematics (2014) and on the PARCC assessment. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional and support services that will be provided to the student to meet the desired level of performance. A PMP must be developed for any student (including ESE and ESOL) who has been retained or identified as not meeting state or district expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-8. A PMP must be developed in consultation with the student's parent or legal guardian and must include the intensive remedial instruction that will be given in the areas of weakness.

A copy of the PMP will be given to the parent. Students at any grade level who have been identified as having a deficiency in reading must have an academic improvement plan that identifies the student's specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as desired levels of performance in these areas. The school will also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency.

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met.

Core Interventions

Interventions are designed to assist students in strengthening their ability in areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving skills in reading, writing, math and science. When appropriate, the classroom teacher will coordinate intervention activities. Intervention classes utilize technology, peer tutors, classroom aides, and school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring, and guided instruction are used to help strengthen student's area of weakness. Mastery of the Next Generation Sunshine State Standards and Common Core Standards is continually monitored. Immediate feedback is provided and appropriate interventions applied for the individual student's success.

Core interventions provide a learning support system that may include the following intervention strategies:

- ✓ Cooperative Groups of Mixed Ability - Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity.
- ✓ Weekly Progress Reports - Weekly progress reports for the student and the student's parents are provided.
- ✓ Centers - Centers within the classroom provide opportunities for small group/individual assistance and activities for struggling students as needed.
- ✓ Before and After School Study Time - After school study time is required for struggling students to develop effective study habits.
- ✓ Small Group Guided Instruction - Identify groups of students (5 or less) who need additional assistance with a concept and work with them in a small group while the rest of the class is working on independent practice.

- ✓ Saturday Boot Camps – Interactive Saturday Boot Camps are fun and innovative ways of teaching and remediating standards to students in a less formal yet efficient manner. Saturday Boot Camps are taught by the best teachers and curriculum coaches so that the students are receiving instruction that is both efficient and yields the maximum results towards student achievement.

In June of 2008, the Florida Department of Education released the Statewide Response to Instruction/Intervention (RtI) Implementation Plan with the intent that RtI would “promote school-wide practices that align with and accelerate our collective efforts to ensure the highest possible student achievement in both academic and behavioral pursuits.” In addition, following the 2004 reauthorization of the federal “Individuals with Disabilities Education Act,” Florida began requiring RtI to be used as the process for determining eligibility for students with learning disabilities on July 1, 2010. With that in mind, RtI became the framework that guides the delivery of the curriculum.

RtI is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions. RtI requires the effective use of data for the following purposes:

- Screening data identifies students who are already in need of or likely will need Tier 2 intervention.
- Diagnostic data specifies core instructional focus and core differentiated instruction focus, and specifies Tier 2 and Tier 3 intervention focus.
- Progress monitoring measures rate of learning across time for groups or individuals and is used to maximize instruction and intervention outcomes. Progress monitoring helps determine adjustments to the level (Tier) of support needed for students.

RtI follows the premise that all students need to progress at a rate that corresponds to at least one year’s growth for every year of instruction. Therefore, an indicator of high-quality instruction would be equivalent to most of the students in a school progressing at that rate without need for additional intervention. In RtI this level of support is described as “Core Instruction” or Tier 1, and includes the use of the Instructional Focus Calendar and small-group differentiated instruction to meet students’ varied needs.

For those students who begin a school year already behind in key academic areas such as reading or language, and who require additional (supplemental) intervention to achieve “catch up growth,” it is imperative to provide that support as early as possible, in order to help those students to eventually meet expectations. Therefore, Tier 2 includes intervention, usually delivered in small groups, outside of core instruction, that provides additional time engaged in mastering specific skills. Successful Tier 2 interventions should allow most students (approximately 70% of students receiving Tier 2 support) to progress at a rate that allows for catch up growth.

For a small number of students, effective Tier 1 and Tier 2 supports are insufficient to allow them to catch up and meet expectations. For those students, intensive, individualized intervention plans are developed, implemented, monitored, and revised as needed. Because there are many reasons why students might fail to respond to Tier 2 interventions, the level of problem solving needed to determine the particular barrier to the child being successful may well be rigorous. For some children receiving these Tier 3 interventions, the process of developing and monitoring intervention might lead to a determination that they require special education. For all students that require Tier 3 intervention, the RtI process of monitoring and revising intervention as needed, continues until it is no longer needed.

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

READING

Sarasota Academy of Math and Science will adopt the District Comprehensive Research-Based Reading Plan (CRRP) and will incorporate the requirements of the Secondary School Reform Plan. The Comprehensive Research-based Reading Plan (CRRP), Pacing Guides and Focus Calendars align with the Next Generation Sunshine State Standards transitioning to the Common Core Standards to guide instruction in Language Arts and Reading classes in grades K-8. The integration of these documents will provide teachers with guidance to ensure that all students receive instruction that will enable them to become literate, life-long, self-directed learners. All teachers will be supported by a highly-qualified reading coach who will model lessons, analyze data, and provide professional development in research-based literacy. Instructional content in reading will be based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, and the use of authentic literature and nonfiction texts. The framework for teaching reading and language arts will include the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. Additionally, the students in language arts and reading classes are supported by technology-based focused interventions centered on students' needs.

The Common Core Standards for Reading Literature offer a focus for instruction each year and help ensure that students in grades K-8 gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The Common Core Standards anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Utilizing the Sponsor's revised Comprehensive Research-Based Reading Plan (CRRP), Sarasota Academy of Math and Science is committed to the teaching of reading and the beliefs that every child must learn to read. *(Although the current CRRP for elementary students for Sarasota County Public Schools is Harcourt Storytown at the time this application is written, the school will adopt the CRRP in use at the time the school opens or may submit a CRRP to the Department of Education for review and approval.)* The district comprehensive plan for reading (CRRP) describes programs, standards, strategies, interventions, benchmarks, and assessments which support this goal. With the goal of teaching every child to read, every student will:

- receive reading instruction, across the curriculum, which reflects the best teaching practices;
- be assessed regularly in order to plan for instruction;
- receive appropriate intervention and tutoring services;

- independently read a required minimum number of books during each quarter and during the summer;
- learn strategies for reading content area texts;
- improve performance in reading and communication on district and state mandated tests.

The plan for improvement of reading achievement will include:

- research-based reading survey test to determine reading levels;
- mandated district and state benchmarks of reading achievement;
- unified school-wide instructional strategies;
- early intervention strategies;
- intervention/tutoring strategies;
- documentation of required independent reading;
- staff development;
- connections to local college and university programs and resources.

Each student in grades K-8 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet district or state performance levels in reading, the school, in consultation with the student's parent, must implement a school-wide PMP to assist the student in meeting state and district expectations for proficiency.

- Students in grades K-8 will be assessed in Reading utilizing the Florida Assessment for Instruction in Reading (FAIR)
- FCAT 2.0 NGSSS Reading Achievement Level 3 or higher (grades 3-8; Only the FCAT SSS, the Grade 3 Reading Student Portfolio, or an approved alternative assessment, may be considered for determining student proficiency).
- SAT 10
- Other assessments as required by the Sponsor

“For each year in which a student scores at Level 1 or Level 2 on FCAT Reading, the student must receive remediation the following year” (Florida Statue 1003.428). Remediation may be integrated into the student’s required Reading course, offered as a pull-out, or offered as Intensive Reading.

Sarasota Academy of Math and Science will use the *Harcourt Storytown* (currently in use in Sarasota County schools) for the elementary grades and *Holt Elements of Literature* for middle school. Both programs are research-based, developmental reading programs that have been the subject of numerous rigorous independent research studies that have confirmed the efficacy of the series and ensured its compliance with NCLB. The series are State adopted and aligns with *Just Read Florida*.

The Sarasota Academy of Math and Science reading curriculum correlates to all Reading and Language Arts Next Generation Sunshine State/Common Core Standards and is aligned with Just Read, Florida; the research-based initiative of the Florida Department of Education (DOE) which also focuses on six areas of reading instruction. These strategic areas are as follows:

- **Oral Language** - Speech is not simply basic communication--it involves thinking, knowledge, and skills. It also requires practice and training.

- **Phonemic awareness** is the ability to focus on, and manipulate, these phonemes in spoken words. Phonemes are the smallest of units in a spoken language. English has about 41 phonemes which combine to create syllables and words.
- **Phonics instruction** is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling.
- **Vocabulary** development should be taught both directly and indirectly. Repetition is important when learning vocabulary, as is rich contexts and incidental learning.
- **Fluency** is generally believed to improve with practice. Practice may take the form of guided repeated oral reading which is shown to have positive impact on word recognition, fluency and comprehension for all ages. Independent silent reading practice is not known to improve fluency. *(However, Sarasota Academy of Math and Science values reading as a recreational activity and will encourage this form of reading.)*
- **Comprehension** is important to the development of children's reading skills and therefore to their ability to obtain an education.

Research-based activities will align with the Florida Formula for Success.

- The Progress Monitoring Plan will be implemented in grades three to eight if the student does not achieve Level 3 or above on the FCAT. Core curriculum areas such as science and social studies will incorporate instructional practices that promote reading achievement. Once fully implemented, student achievement will be based on the PARCC.
- Authentic literature will be integrated into the school-wide reading plan to include classroom libraries and leveled text. Classroom libraries will not be limited to the Reading classes as core content area classes will use non-fiction readers to integrate reading strategies across the curriculum. Teachers will require in-class independent reading and at-home reading. A minimum of 30 minutes of at-home reading is a daily home-learning assignment documented through monthly Reading Logs.
- Utilizing assessment data, students in grades 3-8 will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school will monitor student progress and adjust intervention services as needed. Students scoring a Level 1 or 2 will enroll in the intensive reading class. The Intensive Reading Class may include students with disabilities and regular education students, both of whom meet the stated criteria. Coursework is aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be completed each day and may be adjusted for time and scheduling.
- Regularly scheduled grade level meetings will be a forum for reviewing assessment data, sharing best-practices, identifying study group topics; and identifying professional development needs.
- Vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills
- Regular review of assessment data is critical to effective instruction and meeting student's individual needs. The school will develop a plan for data review to determine current status/success of instruction which will lead to modification of instruction; to extract trends or

patterns; to identify need for professional development (including coaching and mentoring) and to identify topics for action research.

Suggested forums for data review and instruction may include the following:

- a) Regularly scheduled grade level /team/department meetings;
 - b) Regularly scheduled articulation meetings (across grade levels);
 - c) Regularly scheduled staff meetings and staff development
- Classroom libraries will be organized to assist students in self-selection of books on their independent reading level. The leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Successful implementation of the Comprehensive Research-Based Reading Plan (CRRP) will meet the requirements of the Secondary School Reform Plan for the Rigorous Reading Requirement. The Rigorous Reading Requirement is a system of planning and implementation for ensuring the success of all middle grade students. As part of the implementation of the Rigorous Reading Requirement, Sarasota Academy of Math and Science will use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. In addition to the supplemental materials recommended by the school district the school may utilize but not be limited to the following:

Ladders to Success – is a program that caters specifically to the needs of Level 1, 2, and even Level 3 students who struggle with on-grade work. The workbooks are designed to help kids master 10 fundamental, grade-appropriate reading skills which are essential to success both in the curriculum and on the FCAT including

- Comparing and Contrasting
- Understanding Sequence
- Recognizing Cause and Effect
- Using Context Clues
- Identifying Main Ideas and Details
- Drawing Conclusions
- Interpreting Figurative Language
- Distinguishing Between Fact and Opinion
- Determining Author's Purpose

Coach

Coach is a complete, up-to-date Florida test preparation program strengthens students' reading skills and raises scores! *Coach* supports the reading curriculum with high-interest, scaffolded lessons that cover everything from inferences and predicting to main idea, summarizing, etc.

Coach supports the curriculum with age-appropriate lessons and engaging fiction, nonfiction, drama, and poetry selections. Guided and independent test practice with clear, skills-based instruction develops higher-order thinking, reading, and writing skills for the Florida state assessment. *Coach* provides:

- Fully aligned Florida Practice Tests
- Chapter Reviews with multiple-choice and short-answer questions

- Covers Reader's Purpose (how to take notes, and create outlines and timelines) and Research/Reference Materials
- Highlighted key words and a crossed-referenced glossary
- Guided reading passages with corresponding questions

Wordly Wise

Wordly Wise 3000 is series of work books published by Educators Publishing Service for the teaching of spelling and vocabulary. Books A through C (for grades 2–4) introduce 300 words and books 1–9 (grades 4–12) 3,000 words, all with exercises. As well as spelling and meaning the books cover the etymology of and the stories behind the words discussed.

FCAT Explorer

FCAT Explorer is an internet-based tool designed to help Florida students pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. Each student is given a unique username and password to access these programs.

Florida Ready Common Core

Florida Ready Common Core is a great supplemental reading resource that aids in data driven instruction and in progress monitoring. It assists in rigorous instruction in Common Core State Standards using a proven-effective gradual-release approach that builds student confidence and prepares students for more complex assessment items with full-length practice tests and interim assessments.

River Deep

Destination Reading Course I focuses on emergent literacy and phonemic awareness for grades PreK-1. Destination Reading Course II focuses on building fluency and comprehension to effectively guide students from second to third grade. Destination Reading Course III makes reading relevant for upper elementary students by focusing on vocabulary and comprehension strategies. Destination Reading Course IV for middle school focuses on advanced vocabulary and comprehension.

In addition the following resources may be utilized but not be limited to:

Just Read, Florida: On September 7, 2001, Governor Jeb Bush signed Executive Order 01-260 designating ***Just Read, Florida!*** as a comprehensive and coordinated reading initiative. The site provides resources for teachers, students and parents.

Florida Center for Reading Research includes students centered activities that are a aligned to the Common Core and address all areas of reading instruction.

CPALMS has a wealth of resources for teachers to build and develop their core content curriculum using shared resources aligned to the Common Core. Also, iCPALMS has launched a platform with over 14 great web apps that includes services, contents and professional development. All this is in an effort to bridge the standards, curriculum and instruction to include the Common Core.

The following Crosswalk is currently being used in schools managed by Charter School Associates:

The Common Core Standards for Reading may be found at www.corestandards.org/ELA-Literacy/RL
The Next Generation Sunshine State Standards may be found at www.cpalms.org

WRITING AND LANGUAGE ARTS

Reading and writing are inextricably linked to one another, as well as to the other elements of a language arts program: thinking, listening, speaking, and viewing. Students will be taught on various levels to meet their individual needs and learning styles with a clear focus on the following areas:

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing

Teachers will be trained in the Florida Writes rubrics and they will use these rubrics to score a minimum of four writing prompts prepared by students in actual testing conditions. These prompts will be used as a diagnostic tool to identify students who need additional assistance. Students will also write informally to writing prompts on a biweekly schedule. Critical to this process will be the detailed feedback provided students by teachers as a result of the scoring of these prompts utilizing the rubric.

The Common Core Standards for K–8 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples found on the website.

Writing will be a cross-curricular activity as is reading. Students will participate in written response activities utilizing content rich, complex texts to aid in the comprehension and analysis of the text.

Elementary students will utilize *Great Source Writing and Grammar by Houghton Mifflin*. The program is research-based and provides effective resources to help students become better writers, thinkers and learners.

Middle school students will utilize *Holt Elements of Language*. The program is designed to assist students and teachers by providing differentiated instructional strategies, activities and point-of-use technology tips to help teachers enhance instruction for students in the acquisition of grammar and writing skills. Teachers will implement *Wariners Method* to teach grammar using proven strategies of rule, example and practice. Communication chapters pair reading and writing workshops to maximize student’s understanding of reciprocal skills. Holt provides access to on-line essay scoring to provide additional writing practice for students.

According to John L. Winn, Commissioner of Education in a memo from the Florida Department of Education dated July 5, 2011 as Florida moves toward the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English Language Arts beginning in 2014-15, schools must begin to raise the expectations of the current writing assessment to prepare for the increased rigor students will encounter with the implementation of the PARCC writing component. Students will be “writing to a

source” on the PARCC assessments. They will read complex text and then be prompted to present a clear and coherent analysis in writing, demonstrating a command of English language conventions.

In addition the following resources may be utilized but not be limited to:

Read, Write, Think: Lessons, interactive calendar activities, Writing and Publishing Prose, Writing Poetry, connections with diverse and talented literacy professionals, lesson plans and teacher resources by grade level, etc.

CPALMS has a wealth of resources for teachers to build and develop their core content curriculum using shared resources aligned to the Common Core. Also, iCPALMS has launched a platform with over 14 great web apps that includes services, contents and professional development. All this is in an effort to bridge the standards, curriculum and instruction to include the Common Core.

The Common Core standards for Writing may be found at www.corestandards.org.ELA-Literacy/W

The Next Generation Sunshine state Standards may be found at www.cpalms.org

MATHEMATICS

Sarasota Academy of Math and Science will utilize the Florida adopted MacMillan-McGraw Hill *Math Connects* for Elementary and **Middle School**. The series is state adopted and fully correlated to the Next Generation Sunshine State Standards and the Common Core State Standards. *Math Connects* provides opportunities for students to build their understanding of mathematical concepts and ample practice to master important skills. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment, insuring that students become life-long problem solvers. The series are instrumental in facilitating the implementation of the 8 Step Program to Student Success as adopted by the Florida Department of Education. The series provides for the collection of test data, assistance developing instructional timelines and instructional focus; it further provides frequent student assessment, tutorials, enrichment activities and skill maintenance involving the use and reinforcement of previously taught skills. The goal of this Mathematics program is to have all students, after two years in the program, performing mathematical computations and problem solving maneuvers at or above grade level proficiency.

According the Florida Department of Education, there are five process standards (NTCM 2000) and five strands of Mathematics proficiency (NRC, 2001). They are as follows:

Process Standards:

- ✓ Problem Solving
- ✓ Reasoning and Proof
- ✓ Communication
- ✓ Connections
- ✓ Representations

Strands of Mathematic Proficiency:

(1) Conceptual Understanding refers to the “integrated and functional grasp of mathematical ideas”, which “enables them [students] to learn new ideas by connecting those ideas to what they already know.” A few of the benefits of building conceptual understanding are that it supports retention, and prevents common errors.

(2) Procedural Fluency is defined as the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

(3) Strategic Competence is the ability to formulate, represent, and solve mathematical problems.

- (4) Adaptive Reasoning is the capacity for logical thought, reflection, explanation, and justification.
- (5) Productive Disposition is the inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

In addition, three curriculum focal points (NTCM) are identified and described for each grade level, K–8, along with connections to guide integration of the focal points at that grade level and across grade levels, to form a comprehensive mathematics curriculum. To build students' strength in the use of mathematical processes, instruction in these content areas should incorporate:

- the use of the mathematics to solve problems;
- an application of logical reasoning to justify procedures and solutions; and
- an involvement in the design and analysis of multiple representations to learn, make connections among, and communicate about the ideas within and outside of mathematics.

The purpose of identifying these grade-level curriculum focal points and connections is to enable students to learn the content in the context of a focused and cohesive curriculum that implements problem solving, reasoning, and critical thinking.

These curriculum focal points should be considered as major instructional goals and desirable learning expectations, not as a list of objectives for students to master. They should be implemented with the intention of building mathematical competency for all students, bolstered by the pedagogical understanding that not every student learns at the same rate or acquires concepts and skills at the same time.

The math program at Sarasota Academy of Math and Science is further supported via the implementation Project M² and Project M³.

The school will utilize the Next Generation Sunshine State Standards/Common Core Standards as the basis for the Math curriculum. The Next Generation Sunshine State Standards for Mathematics are organized by grade level, K-8, and the Standards at each of the grade levels are termed Big Ideas and Supporting Ideas. The set of standards for each grade level consists of three Big Ideas and varying numbers of Supporting Ideas. Big Ideas are standards that are aligned with the Curriculum Focal Points released by the National Council of Teachers of Mathematics (NCTM). They include standards which should be the primary focus of mathematics instruction for each grade level. Supporting Ideas are not meant to be subordinate to Big Ideas, but rather they serve to provide connections between topics at different grade levels.

The Common Core Standards for Math define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

Technology provides many opportunities for students in grades K-8 to become more engaged with acquiring solid foundational math skills. The school will utilize various programs to further engage students in the acquisition of these skills. Sarasota Academy of Math and Science may utilize but not be limited to the following:

CPALMS has a wealth of resources for teachers to build and develop their core content curriculum using shared resources aligned to the Common Core. Also, *iCPALMS* has launched a platform with over 14 great web apps that includes services, contents and professional development. All this is in an effort to bridge the standards, curriculum and instruction to include the Common Core.

FASTT Math® is an intervention/support software program that uses the FASTT (Fluency and Automaticity through Systematic Teaching with Technology) system to help students become more proficient with their basic math facts. The Common Core State Standards expect students to solve real-life and mathematical problems using numerical expressions. Students' understanding of arithmetic should extend to algebraic expressions. Students should also be able to generate equivalent expressions and understand connections between proportional relationships. *FASTT Math* Creates Efficient Problem-Solving Strategies by:

1. Providing adaptive lessons and activities to develop automaticity, improving students' ability to solve real-life and mathematical problems.
2. Creating efficient strategies for solving problems, expressions, and linear equations by developing rapid retrieval of math facts.

Destination Math® uses a prescriptive, sequenced approach in instruction to help students with the development of fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. It is aligned to state standard and support the Common Core through individualized learning paths designed to maximize student achievement.

Study Island® is a web-based program that provides math tasks and activities based upon the Next Generation Sunshine State/Common Core Standards. Lessons contain games that motivate students to work through each problem presented so that they can play the next round of the game! Study Island has partnered with the Northwest Evaluation Association (NWEA™) to offer a fully integrated solution that uses a student's Measure of Academic Progress® (MAP®) assessment results to create an individualized learning path, delivered through the Study Island program.

Mathletics- As a global content provider, Mathletics comprehensively meets the content required by any state or national curriculum. Mathletics supports and achieves clear results in improving student achievement as a non-negotiable goal for instruction, through differentiation, innovation and unparalleled engagement for even the most math-resistant students. Mathletics can also be used as an intervention program that addresses all six components of Mathematical instruction and is grouped into domains that align with grade level domains of the common core state standards.

Math remediation can be extended beyond the school day using Mathletics during Math Interventions and in a before and after school intervention. Mathletics content is aligned to the Common Core State Standards. This alignment facilitates assigning work based on gaps in student learning and knowledge acquisition and allows teachers to target students who are performing two grades below grade level. Instruction, practice and assessment can be aligned by domain/standards at any grade level as appropriate for the individual student.

The following table displays how many students at each grade level completed activities, the average first score, the average final score, and the average percentage of improvement.

	No. of students	First attempt score (%)	Final attempt score (%)	Average improvement (%)
KG	1,634	81.1	98.4	+20.4
Grade 1	3,672	76.2	97.9	+28.5
Grade 2	4,259	76.7	97.5	+27.2
Grade 3	5,560	74.8	95.8	+28.1
Grade 4	6,299	71.9	94.3	+32.5
Grade 5	5,392	70.0	95.3	+34.7
Grade 6	5,003	68.8	93.7	+36.3
Grade 7	4,211	64.5	92.2	+42.9
Grade 8	3,027	62.3	89.9	+44.3
Grade 9	404	61.1	89.1	+45.9
Grade 10	216	56.6	86.4	+52.8
Grade 11	154	62.5	90.8	+45.2
Grade 12	38	66.9	90.5	+35.3
TOTAL	39,869	68.8	93.2	+36.5

The Common Core Standards may be found at www.corestandards.org/Math/Practice

The Next Generation Sunshine State Standards may be found at www.cpalms.org

SCIENCE

The research-based instructional model based on Bybee’s Five E’s (Engage, Explore, Explain, Evaluate, and Extend) will be used to direct teachers and their students through the scientific process with the use of essential, higher-order, critical thinking strategies in the development of hands-on, inquiry-based investigations.

The Common Core Standards for Science begin at grade six. The Next Generation Sunshine State Standards will be utilized for grades 5& 8.

The school will utilize *Houghton-Mifflin Harcourt Science Fusion* for grades K-8. Science Fusion is created for today's digital student and provides a complete K–8 science curriculum with over 2,000 digital lessons, simulations, videos, virtual labs, and animations. The write-in student text becomes a record of the knowledge and skills students learn in science. *Science Fusion* provides the students with inquiry based experiences through virtual labs and hands-on activity. The series is aligned with the Common Core State Standards

Students in grades K-8 will have access to technology utilizing but not limited to the following:

Britannica Online - Britannica Online School Edition K-12 gives teachers and students instant access to four complete encyclopedias that ensure consistency with classroom topics and age-appropriate language. This unique database also offers high-quality online learning materials that are developed by teachers and

curriculum experts. Designed for all levels of learning, *Britannica Online School Edition K-12* offers students a gateway to the vast resources of Encyclopedia Britannica.

The JASON Mission Center (JMC) –is filled with curriculum, videos, games, tools and community. Like NASA's Mission Control Center, the JMC is the hub for exploration. Students can learn about powerful storms, watch a video about sharks, design a thrilling roller coaster and tell others about it in the message boards. Teachers and students can ask JASON researchers questions on the Jason Mission Center.!

GIZMOS - ExploreLearning.com offers the world's largest library of interactive online simulations for math and science education in grades 3-12. These simulations are called Gizmos. Gizmos help students develop a deep understanding of challenging concepts through inquiry and exploration.

The simulations are research-based tools that can be used by teachers across all 50 states in a wide variety of ways. Gizmos are ideal for small group work, individual exploration, and whole class instruction using an LCD projector or interactive whiteboard.

Gizmos are designed to supplement the existing curriculum and are correlated to state curriculum standards, the Common Core standards, and over 300 textbooks.

CPALMS has a wealth of resources for teachers to build and develop their core content curriculum using shared resources aligned to the Common Core. Also, iCPALMS has launched a platform with over 14 great web apps that includes services, contents and professional development. All this is in an effort to bridge the standards, curriculum and instruction to include the Common Core.

STEM – Activities may include but not limited to the following:

- **STEM Activities and Resources for K-12 Teachers** - www.gk12.org - **STEM Activities and Resources for K-12 Teachers and Students.**
- **Handbook of STEM Activities for Middle School - IVCC** - www2.ivcc.edu - **STEM Activities for Middle School Students: Special Focus on Girls.**
- **NEA - The 10 Best STEM Resources** - www.nea.org - **STEM Educator Materials Download posters, educator guides with activities and age-appropriate career information**
- **STEM Activities** - www.usna.edu/STEM/activities.htm - The Naval Academy hosts a number of activities that involve STEM.

The Common Core Standards for History and Social Studies may be found at www.corestandards.org/ELA-Literacy/RH The standards begin at grade six.

The Next Generation Sunshine State Standards may be found at www.cpalms.org

SOCIAL STUDIES

Elementary school students will utilize the *Harcourt School Publishers* textbook series. Special features found in the social studies text alert the reader to important information. Without instruction (think alouds and modeling) students will ignore these features and only attend to the standard text. In social studies students are taught about the features in the text that alert readers to important information; for example: boldface print, italics, titles, color print, bullets, captions, illustrations and photographs, diagrams, maps, tables, charts, glossaries, and table of contents.

Social studies textbooks are structured differently than fiction. There are 6 main ways that informational text is structured and they include:

Cause and effect

Compare and contrast

Problem and solution	Description
Question and answer	Sequence

Students must be taught the characteristics of each of these structures and how they help a reader understand the text. When students know what to look for they will more easily grasp meaning from the text. The social studies text is also designed to encourage students' use of reading strategies for unlocking critical content, as well as practicing strategies that should be used in all content areas.

Middle school students and teachers will utilize the *Prentice Hall Social Studies* series. Prentice Hall provides a standards-based social studies curriculum and program that guides students in becoming active informed citizens. The series provides many on-line activities to enhance instruction.

In addition to the resources provided through the text, there are numerous internet options for students and teachers to access to enhance learning. Three of these samples are:

Geographic.org is an on-line resource provided through the Florida Department of Education will be utilized in the classroom to introduce students to photos of world cities, photos of nature from around the world, and 8 million geographic names worldwide, etc.

Florida History Internet Center provides students, teachers, and interested visitors information about Florida past and present. It contains a complete History of Florida text, guided tours of Florida towns, and an archive of articles and photographs.

HistoryNet.com is terrific site for students and teachers providing multiple resources including videos, historic photos, speeches and information regarding different time in American history.

Holocaust Memorial Resource and Education Center of Florida provides lesson plans, virtual field trips, etc.

CPALMS has a wealth of resources for teachers to build and develop their core content curriculum using shared resources aligned to the Common Core. Also, iCPALMS has launched a platform with over 14 great web apps that includes services, contents and professional development. All this is in an effort to bridge the standards, curriculum and instruction to include the Common Core.

The Common Core Standards for History and Social Studies may be found at www.corestandards.org/ELA-Literacy/RH The standards begin at grade six.

The Next Generation Sunshine State Standards may be found at www.cpalms.org

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

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

Sarasota Academy of Math and Science's goal is for students to become lifelong readers and critical thinkers. The School believes that reading is the cornerstone of educational progress. Students need to read for comprehension at or above their grade level to succeed in all of their current class work, and in further educational endeavors or other vocations in life. The Board will require a commitment by principal candidates to ensure that reading is a school-wide priority. The Board will commit that appropriate resources are provided to ensure the success of the reading program.

Therefore, Sarasota Academy of Math and Science will conduct a rigorous school-wide reading and literacy program in keeping with the guidelines promulgated in Governor Bush's Executive Order number 01-260, now known as the *Just Read Florida* initiative. Sarasota Academy of Math and Science will utilize the resources of the *Florida Center for Reading Research* and *Just Read Florida* to implement a comprehensive and scientifically-based program that focuses on the six areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, text comprehension and oral language) and that offers all students an opportunity to meet or exceed grade level expectations for reading according to the Sunshine State Standards.

Sarasota Academy of Math and Science will adopt the District Comprehensive Research-Based Reading Plan (CRRP) and will incorporate the requirements of the Secondary School Reform Plan. The current Comprehensive Research-based Reading Plan (CRRP), Pacing Guides and Focus Calendars align with the Next Generation Sunshine State Standards/Common Core Standards to guide instruction in Language Arts and Reading classes in grades K-8. These will be adjusted once the Common Core Standards are fully implemented. The integration of these documents will provide teachers with guidance to ensure that all students receive instruction that will enable them to become literate, life-long, self-directed learners. Sarasota Academy of Math and Science will implement these specifications to ensure that the reading program described herein has all of the core elements in place for an effective reading program that will propel students to meet the Next Generation Sunshine State Standards/Common Core Standards.

In an effort to bridge the transition to Common Core, Sarasota Academy of math and Science will utilize Exemplar Text. Text exemplars are sample texts intended to guide educators as they thoughtfully select texts to use as vehicles for teaching the ELA Common Core State Standards (CCSS). While the texts serve as models for each grade span, they are not considered as required grade level reading lists. Students must read a wide variety of texts in order to progress in their reading development. Teachers should select texts of various genres and range of complexity for use with their students allowing students to both read at ease and stretch to higher levels of complexity. Students must be challenged and supported with appropriate texts, and teachers should guide students through close readings of short pieces of quality text. The texts will be provided to teachers and professional development will be integrated in order for teachers to effectively utilize the texts as recommended by the Common Core Standards.

The Sarasota Academy of Math and Science reading curriculum, strategies and instruction shall be the nucleus of instruction encouraging reading and writing across the curriculum. Sarasota Academy of Math and Science recognizes that fluent and efficient reading is an essential tool needed by students in order to become life-long learners. Furthermore, a superb reader can engage in learning more freely and gain command of all aspects of his/her educational endeavors. The Comprehensive Core Reading Program is designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction.

Briefly stated, the *CRRP* establishes a framework that supports high quality reading instruction and creates opportunity for students to learn to read well. Sarasota Academy of Math and Science will embrace this framework completely as it implements its reading program thus ensuring a dynamic system that generates success for all students. The four strands (specifications) critical to an effective reading program are:

1. Professional Development

1.1 Comprehensive Initial Professional Development

1.2 Professional Development for Everyone

- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site expertise
- 2. Administrative Practices in Support of Reading
 - 2.1 Reading as a School-wide Priority
 - 2.2 In-service and Evaluation Processes Focus on Reading
 - 2.3 Resource Focus on Reading Achievement
- 3. High Quality Reading Instruction is a Dynamic System
 - 3.1 Propels Student Learning in Essential Reading Components
 - 3.2 Expends Efficient Use of Instructional Time
 - 3.3 Contains Systematic Set of Assessment Practices
 - 3.4 Differentiated Instruction
- 4. Reading Text Materials and Resources
 - 4.1 Materials Align with Student Reading Levels
 - 4.2 Comprehensive Instructional Materials
 - 4.3 Wide Assortment of Diverse Text
 - 4.4 Flexible Use of Text
 - 4.5 Appropriate Use of Technology

These factors were used in evaluating the selection of materials and text series described herein. All school adopted materials and texts will be aligned with the Florida Standards, Common Core Standards and the research-based findings found in *Just Read Florida*.

According to the guidelines of the CRRP, Reading will be taught across the curriculum by connecting reading, writing, speaking and listening to science, social studies and other content areas and prescribed by the NGSSS and Common Core State Standards. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject through the implementation of specific reading strategies. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts. Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc.; recognize organizational patterns in text;
- understand how pictures and other graphic representations contain information that is important to understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills;
- understand vocabulary context clues provided by the author; and
- use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies

that are effective for their subject areas. Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas.

Instruction must follow Florida's Formula for Reading Success: 6 + 4 + ii = iii

6 Areas of Reading – Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

4 Assessments – Screening, Progress Monitoring, Diagnosis, Outcome Awareness

ii: Initial Instruction

- Minimum 90-minute reading block
- An effective reading program has to integrate the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
- 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 instruction

Whole group/small group/whole group

All students, using differentiated instruction

iii: Immediate Intensive Intervention of the 90-minute reading block

- Small group or one-on-one
- Students with reading deficiencies
- Minimum of 30 minutes/day in addition to the 90 minute reading block until deficiency is remedied

Integral to the reading program is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading instruction:

- **Oral Language** - Speech is not simply basic communication--it involves thinking, knowledge, and skills. It also requires practice and training.
- **Phonemic awareness** is the ability to focus on, and manipulate, these phonemes in spoken words. Phonemes are the smallest of units in a spoken language. English has about 41 phonemes which combine to create syllables and words.
- **Phonics instruction** is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling.
- **Vocabulary** development should be taught both directly and indirectly. Repetition is important when learning vocabulary, as is rich contexts and incidental learning.
- **Fluency** is generally believed to improve with practice. Practice may take the form of guided repeated oral reading which is shown to have positive impact on word recognition, fluency and comprehension for all ages. Independent silent reading practice is not known to improve fluency. *(However, Sarasota Academy of Math and Science values reading as a recreational activity and will encourage this form of reading.)*
- **Comprehension** is important to the development of children's reading skills and therefore to their ability to obtain an education.

Implementing high quality initial instruction is the school's first goal in creating reading success for all students. The Comprehensive Core Program provides lessons for instruction that includes introduction of skills, modeling, teaching, review of skills and concepts previewing and predicting, and direct instruction in strategic reading. are embedded within the program. Scientifically based reading strategies supported

by Florida's Formula are identified on Instructional Focus Calendars for the Core Program and will be identified on the school's Instructional Focus Calendar and Pacing Guides.

Elementary students will utilize the Harcourt *Storytown* Comprehensive Core Reading Program. Harcourt *Storytown* correlates to all Reading and Language Arts Sunshine State Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90-120 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers. *(Although the current CRRP for elementary students for Sarasota County Public Schools is Harcourt Storytown at the time this application is written, the school will adopt the CRRP in use at the time the school opens or may submit a CRRP to the Department of Education for review and approval.)*

Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction or intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). Through a scaffolding approach, teachers will provide direct, explicit instruction by modeling strategies, engaging students in guided practice, and gradually releasing responsibility to individual students to ensure application and transfer. Teachers will use specific supplemental materials to further support the development of the six essential components of reading by providing additional opportunities for guided and independent practice, guided and independent discussion and re-teaching. The school may utilize but not be limited to the following:

- Soar to Success is a research-based reading intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help students in grades 3-8 accelerate their reading growth.
- Running Records - A running record allows teachers to assess a student's reading performance as she/he reads from a benchmark book.
- Earobics is a multisensory reading intervention solution for raising academic achievement and empowering teachers to strengthen and rejuvenate their reading curriculums to meet the needs of diverse student populations. It enables the teacher to take a different approach to critical learning objectives.
- Read 180: - The Read 180 program provides rigorous comprehension instruction both in whole group and small group direct instruction. Comprehension skills addressed include identifying the main idea, summarizing, sequencing events, drawing conclusions, comparing and contrasting, and identifying cause and effect.
- FCRR Center activities
- Voyager: Developed with a set of strategies adapted from reciprocal teaching as the basis of comprehension instruction. Students are taught to generate questions and to think inferentially within instruction that focuses on making predictions, identifying or generating main ideas, summarizing and making inferences. Students also study text features such as sequence, compare/contrast, cause/effect and problem/solution.
- Heggerty's Phonemic Awareness: The Skills They Need to Succeed supplemental lessons are being utilized by kindergarten teachers to explicitly instruct phonological awareness during initial

instruction, as well as first and second grade teachers are using lessons to supplement Tier 2 phonemic awareness intervention.

- 95 Percent Group Blueprints for Intervention (Phonological Awareness, Phonics and Multisyllable) explicit and systematic lesson plans are used to provide intervention instruction. Barton Reading and Spelling Program is an intensive supplemental intervention used to assist students who continue to struggle with the sounds and structure of the English language after other less intensive interventions have been used. Students receive this instruction in a small group setting of one to three students.
- REWARDS is a supplemental intervention used with sixth grade students to address phonics, vocabulary, comprehension and fluency deficiencies. The program provides explicit lessons and ample scaffolding for students to grasp the six syllable types and division rules for multisyllable words.

CIRPs are intended for elementary students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Students identified for iii will receive an additional 30 minutes of instruction daily, in addition to the daily 90 minute uninterrupted block. The materials utilized may include but not be limited to FCRR Center Activities, Read 180, Voyager and SRA

Research shows that ALL children benefit from initial instruction found in Comprehensive Core Reading Programs (CCRPs) that is systematic and explicit. Because it is scientifically researched based and aligned to the state adopted reading and language arts standards, the comprehensive core reading program will be the primary instructional tool that teachers use to teach children to read and to ensure that students meet or exceed grade level benchmarks.

Leveled Readers will be used within the small group instructional component of the 90 minute reading block. Guided reading in small, flexible groups with leveled texts will provide daily opportunities for differentiated instruction for students. Guided reading lessons focus on areas identified as weaknesses through running records or other assessment data during daily sessions. The leveled readers target the same comprehension and vocabulary skills that are included in the regular pupil text, but are written at the student's instructional level. Lesson plans and practice pages for each leveled reader provide the teacher with instructional support, engaging practice activities, and week six of every theme provides a skill wrap up for reviewing skills taught. Additional resources within the core program may include but are not limited to the leveled readers: on level, approaching and beyond grade level, ELL leveled readers, vocabulary decodable readers, flip charts, vocabulary cards, phonics/word study practice books and FCRR activities to support the wide range of students' academic abilities.

A strategy which effectively enables teachers to meet diverse and changing needs of struggling learners is one of differentiated instruction in which teachers assess students first, provide tiered activities, and use flexible groupings. Through a scaffolding approach, teachers provide direct, explicit instruction by modeling strategies, engaging students in guided practice, and gradually releasing responsibility to

individual students to ensure application and transfer.

In addition to the 90 minutes of initial instruction provided for all K-5 students, the classroom teacher, will provide daily intensive intervention to identified children. Intensive immediate intervention (iii) instruction is provided daily for students needing Tier 2 or Tier 3 intervention services. Student schedules will reflect intervention instruction in addition to 90 minute reading block for students receiving a Reading FCAT Level 1 or 2, as well as K-3 students who are working below grade level or have been retained. A Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) will address reading deficiencies for each intervention reading student. Small group instruction will occur daily for 30 minutes based on student deficiencies and the severity of the gaps in reading skills mastered. Teachers will provide iii instruction with their students in groups of similar needs and with no less than two students, as well as, no more than eight students in that focus group.

Teachers will use a variety of formal, informal, and on-going progress monitoring assessments which may include but not be limited to running records, Phonological Awareness Screening Instrument, oral reading fluency passages, FAIR Toolkit to monitor student growth and achievement, grouping students for assessment, assess for student skill and strategy proficiency, and assess the effectiveness of instruction.

Elementary students will have opportunities to engage in shared and independent writing experiences in addition to the 90-minute block in order to enhance their understanding of text. Experiences will include teacher modeling, guided practice, and student application of responding to text by writing questions, descriptions of connections inspired by text, and comparisons of the current reading selection to other texts or previous experiences. Writing will be incorporated as a response to reading, for the enhancement and reinforcement of comprehension and writing skills.

ELL students will be assessed utilizing IPT and CELLA to determine levels of proficiency in the areas of listening, speaking, reading and writing. Harcourt *Storytown* and the *English Language Learner Extra Support Kit* will assist in providing ELL students with reading curriculum and additional resources.

The goal of a middle grades program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and enrolled in reading courses which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Next Generation Sunshine State Standards/Common Core Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT)/PARCC.

All middle school students will enroll in a Reading/Literature class based on student need. A variety of materials will be utilized to insure that students' needs at different levels – remediation – advanced- are being met.

Sarasota Academy of Math and Science will use *Holt – Elements of Literature* for middle school students. Traditional literature programs are difficult for many students because they lack appropriate reading skills. Holt Elements of Literature offers the best in contemporary and traditional literature and includes reading skills and strategies lessons by top educational leaders and researchers. The series is a research-based, developmental reading program that has been the subject of numerous rigorous independent research studies that have confirmed the efficacy of the series and ensured its compliance with NCLB. The series is State adopted and aligns with *Just Read Florida*.

Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Next Generation Sunshine State Standards and the Common Core Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT) and the PARCC assessment. In addition to the materials provided through the Holt Reading Series the School may utilize but not be limited to the following:

- Language! - The Language! program is a comprehensive package that integrates the six literacy strands to comprehensively teach the English language. The six-steps include phonemic awareness/phonics, word recognition/spelling, vocabulary/morphology, grammar/usage, listening and reading comprehension, and speaking/writing.
- Voyager Journeys - Voyager Journeys was developed with a set of strategies adapted from reciprocal teaching as the basis of comprehension instruction. Students are taught to generate questions and to think inferentially within instruction that focuses on making predictions, identifying or generating main ideas, summarizing and making inferences. Students also study text features such as sequence, compare/contrast, cause/effect and problem/solution.
- Read 180 - The Read 180 program provides rigorous comprehension instruction both in whole group and small group direct instruction. Comprehension skills addressed include identifying the main idea, summarizing, sequencing events, drawing conclusions, comparing and contrasting, and identifying cause and effect.

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill and are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs provide targeted instruction designed to fill in gaps in student knowledge or skill and can be used to provide additional instruction, additional practice, or both. Through a scaffolding approach, teachers provide direct, explicit instruction by modeling strategies, engaging students in guided practice and gradually releasing responsibility to individual students to ensure application and transfer. This scaffolding strategy will not preempt or replace text reading by students, thus ensuring that the text complexity, along with close reading and re-reading text is central to lessons. One example of this is the use of Exemplar lessons requiring students to be strategic and metacognitive thinkers while they reflect on what they are reading and are given opportunities to respond to the text in multiple, open-ended mediums.

Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of vocabulary, comprehension, decoding and text reading efficiency must 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. Sarasota Academy of Math and Science will pair the Intensive Reading course with Intensive Language Arts. This block of time will be taught by the same teacher. This teacher will be highly effective and qualified to teach reading or working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This intervention course should 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 reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- e) a focus on informational text at a ratio matching FCAT

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

Writing during reading allows middle school students to respond to what they are reading, to question the text and seek clarification, to make predictions and to summarize. Students use a variety of methods including learning logs, quick writes and graphic organizers during reading. After reading, students will make connections, summarize, clarify, question the text, extend their learning and make meta-cognitive reflections. Utilizing writing at all stages of the reading process facilitates deep comprehension of text. Writing is inextricably linked to the reading process and will be incorporated across the curriculum as an aid to comprehension. Students will participate in “Before” reading, “During” reading and “After” reading activities across the curriculum.

English as a Second Language: ESOL Students are supported through a mainstream model of instruction for English Language Learners (ELLs). In this model, ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably.

Developmental Language Arts through ESOL – R is designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency and who score a level 1 or 2 on FCAT Reading or have no FCAT reading score. Listening, speaking, reading, and writing are made comprehensible through instruction in English, using strategies and techniques appropriate to each student’s level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction.

Middle School Reading Course Placement is annual for all students

Middle School Courses:

M/J Reading I -III - The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking.

M/J Reading I-III, Advanced - The purpose of this course is to enable students to develop and

strengthen advanced reading skills through integrated experiences in the language arts strands. Emphasis will be on inference, application, and analysis of content from varied texts.

M/J Intensive Reading- The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance. This course will be taught in conjunction with Intensive Language Arts by the same teacher.

Sarasota Academy of Math and Science will utilize a Reading Coach to oversee the reading program, work with students in small group and whole group instruction in the context of modeling, co-teaching and coaching in other teacher's classrooms. The Reading Coach will be instrumental in the implementation of Florida's reading initiative and the communication between home and school. In addition the Reading Coach will provide on-going professional development for teachers in the areas of analysis of student performance data, administration of instructional assessments and providing differentiated instruction and intensive intervention based on assessments. The Reading Coach will:

- Model effective instructional strategies
- Co-teach in classrooms
- Provide daily support to classroom teachers
- Lead and support reading leadership teams at the school
- Provide students with a variety of complex text and integrate essential questions and questions requiring Higher Order Thinking (HOT) skills to align with Common Core expectations.

Successful implementation of the Comprehensive Research-Based Reading Plan (CRRP) will meet the requirements of the Secondary School Reform Plan for the Rigorous Reading Requirement. The Rigorous Reading Requirement is a system of planning and implementation for ensuring the success of all middle grade students. As part of the implementation of the Rigorous Reading Requirement, Sarasota Academy of Math and Science will use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. These research-based activities will align with the Florida Formula for Success. Students will be presented with challenging comprehension activities that require students to not only read, but to also deliberately re-read text multiple times with the intention of pondering and answering higher order questions resulting in engaging and productive discourse while citing evidence from the story, passage or document.

The Progress Monitoring Plan will be implemented in grades three - eight if the student does not achieve level 3 or above on the FCAT 2.0 0 or make satisfactory progress as demonstrated by FAIR. Core curriculum areas such as science and social studies will incorporate instructional practices that promote reading achievement and will be included in the success plan.

Utilizing assessment data, students in grades 3-8 will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school will monitor student progress and adjust intervention services as needed. Middle School students scoring a level 1 or 2 will enroll in the intensive reading class. The Intensive Reading Class may include students with disabilities and regular education students, both of whom may meet the stated criteria. Coursework is aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be completed each day and may be adjusted for time and scheduling.

ELLs are assessed with many of the same reading assessments as their English speaking counterparts. Additional assessments will be used according to the CRRP. Additionally, the School will informally assess their mastery level in reading wherever feasible, in the student's native language.

Regularly scheduled grade level meetings will be a forum for:

- Data Chats assist with the Reading Literacy Teams to target research-based instructional strategies for struggling readers; Sharing best-practices; Identifying study group topics; and identifying professional development needs.

Vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills Regular review of assessment data is critical to effective instruction and meeting student’s individual needs.

The school will develop a plan for data review for the following purposes:

- To determine current status/success of instruction which will lead to modification of instruction;
- To extract trends or patterns;
- To identify need for professional development (including coaching and mentoring);
- To identify topics for action research.

Suggested forums for data review and instruction may include the following:

- Regularly scheduled grade level /team/department meetings;
- Regularly scheduled articulation meetings (across grade levels);
- Regularly scheduled staff meetings

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Educational technology is intended for additional support in reading. This includes materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at, and above grade level, additional materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program.

The school may utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level, zone of proximal development, but will not limit students to only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development will continue to be trained in the effective elements of independent reading, including the selection of texts. Additionally, classroom teachers will actively utilize leveled classroom libraries to support this endeavor. Students will be provided with independent time and reflection time to respond to the text. The suggested guidelines are as follows:

Kindergarten	Minimum of 10-15 minutes daily
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First Grade	Minimum of 15-30 minutes daily
Second Grade	Minimum of 25-35 minutes daily
Third, Fourth and Fifth Grade	Minimum of 35-45 minutes daily
Sixth, Seventh and Eighth Grade	Minimum of 45-60 minutes daily

The implementation of Creating Independence through Student-owned Strategies (CRISS) in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text.

All classrooms will create a print rich environment through word walls. The word wall will be comprised of a systematically organized collection of words that will be used as a teaching tool, will be developed as the curriculum develops and will include words not commonly used as part of the students' vocabulary. According to Brabham & Villaume most word walls should include the following:

- a) Collections of words that are developmentally appropriate for study by the students in the classroom.
- b) Words are selected for specific instructional purposes.
- c) Collections of words are cumulative – as new words are introduced, familiar words remain for further study.
- d) Activities and talking about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- e) Words on walls serve as visual scaffolds that temporarily assist students with independent reading and writing.

As part of the Rigorous Reading Requirement, the principal will establish that reading is a priority. All students will be expected to read a specific number of books at their independent reading levels throughout the school year.

Grade Level	Number of Books Required
Kindergarten – Grade Two	5 books per quarter – Picture books or early readers
Grades three - five	4 chapter books per quarter – These books should be approximately 100 pages
Grades six - eight	4 books per quarter – these chapter books should include fiction and non-fiction. These books should be approximately 150 pages each.

Students will be provided a means of tracking progress and rewards for completing the requirements as determined by school staff.

Teachers will receive professional development to appropriately use the materials provided as well as monitoring of program implementation. Program use will be monitored by ongoing observations, coaching and data analysis with the site reading coach, Academic Intervention Specialist and school administrators.

The Next Generation Sunshine State Standards and Common Core State Standards for grades K-8 can be found on the DOE website www.cpalms.org. The Common Core standards may be found at www.corestandards.org. Much of the information provided regarding the reading program is taken from the Sponsor's CRRP. The School understands that the CRRP is much more comprehensive than the information stated herein. The document in its entirety will be provided appropriately to school staff.

Because students come to school with different levels of readiness, the reading program will be structured in a manner that will serve all students well. The Sarasota Academy of Math and Science reading program will accommodate those students who are on-grade-level and above and readers-at-risk. The latter requires more instruction, intervention, and curriculum differentiation than the other.

Strategies for Students Reading Above and Below Grade Level

Strategies for above grade level students will include but not be limited to: the study of high level, high interest novels; projects requiring reading and research; i.e., book reports, skits, group projects; a “Literary Circle” to discuss novels; and competitive reading games. The objective is that all students, including advanced readers, receive instruction and materials commensurate with their abilities. Advanced readers must progress at their appropriate rate, which is typically more than one grade level per year. By eliminating work on skills already mastered and progressing through the Reading curriculum at an accelerated pace, student will generally continue to expand their reading proficiency. Advanced readers must be challenged through instruction at their highest readiness level and appropriate pace. Pre-instruction assessments must be used to accurately determine the students’ instructional and independent levels of reading. Assessments must be varied beyond the standardized test to document progress and guide instruction. Other recommendations for advanced learners include incorporating rich inviting tasks that require spatial as well as analytical and abstract thinking; encouraging students to develop more complex, high level comprehension and reach advanced interpretations; promote student research using technology to generate original investigations and advanced products; and provide examples of superior work to challenge students to ever-increasing levels of excellence.

Students will be identified by screening, diagnostic and/or progress monitoring assessments (e.g., FAIR) and placed in an appropriate intervention program. The intervention program will be designed to meet the specific diagnosed needs of each individual student. Highly qualified teachers will administer the intervention program with fidelity. Continual progress monitoring data, using FAIR, On-going Progress Monitoring (OPM) and In-Program assessments, will be utilized to adjust the intervention schedules, rosters and strategies as well as monitor fidelity of implementation.

Strategies for low level students will include but not be limited to: high interest novels; reading practice utilizing phonics for reading comprehension and speed; reading centers to focus on individual skills; use of FCAT and Common Core practice materials; after-school reading tutorials; extended day program for reading; and nightly reading homework. Students reading below grade level lack the skills that enable them to organize text, to understand what they are reading, and to stay on task. To acquire these skills, students need careful, systematic instruction that will help them overcome these problems. Teachers will implement instructional strategies such as;

Graphic Organizers - By visually representing the meaning they construct from reading, students improve their ability to comprehend.

Reciprocal Teaching - uses four strategies for constructing meaning: predict, summarize, question, and clarify. Each of these strategies aids students in constructing meaning from text, and provides a means of monitoring their reading to ensure that they, in fact, understand what they read.

Scaffolding- The process of providing strong teacher support and gradually removing it until students are working independently, scaffolding is effective in helping students accelerate their learning.

Daily, fast-paced, structured lessons- Fast-paced, structured lessons help to move students along and keep them focused on the task at hand.

Modeling good work habits - Students reading below grade level usually lack structure in their schoolwork. An effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

All teachers and students in grades K-8 will participate in a sustained silent reading time. Students may choose books from the class library or may bring appropriate books from home. The goal is to develop an intrinsic motivation to read.

Response to Intervention (RtI) requires instruction and intervention to be provided to all students as outlined below.

Tier 1 Provides core instruction for all students and includes differentiated large group instruction and small group skill-based enrichment or remediation. Instruction and differentiation are guided by diagnostic and progress monitoring data gathered at least three times per year. Tier 1 effectiveness is measured using a standard where approximately 70% of students receiving only core instruction will make at least one year's academic growth for one year's time.

Tier 2 Provides small group supplemental instruction (sometimes referred to as immediate intensive intervention) for all students who are either identified through assessment data as at risk for not meeting grade level or students who have demonstrated below proficient achievement based on the FCAT. Tier 2 intervention is provided in addition to the core differentiated instruction. Where specific intervention programs are delineated, program guidelines provided with respect to frequency, duration and group size should be adhered to. Tier 2 effectiveness is measured by a standard that approximately 70% of students receiving supplemental intervention should be closing the gap toward meeting standards. Progress monitoring should occur approximately every 20 instructional days.

Tier 3 Provides students who are not progressing towards meeting standards, even with targeted, supplemental interventions or intensive, individualized interventions in addition to the 90 minute reading block. The fidelity and effectiveness of the individualized interventions must be monitored weekly.

Readers-at-Risk Program Structure

Florida Law requires that a child who is not meeting the school district requirements for proficiency in reading and mathematics shall be covered by a Progress Monitoring Plan (PMP). The PMP must be designed to assist the child in meeting state and district expectations for proficiency. If the child has been identified as having a deficiency in reading, the comprehensive reading plan includes instructional and support services to be provided to meet the desired levels of performance. If the core instruction is both effective and equitable, then Tier 2 (Supplemental) interventions are provided to those students identified as "at-risk." The primary characteristics of Tier 2 interventions (FCRR) are:

1. Interventions delivered to smaller groups of students either in the general education classroom or outside of the general education classroom.
2. Interventions must be provided in addition to core instruction. Academic Engaged Time (AET) predicts achievement better than any other variable.
3. Interventions focus on particular skill areas that need strengthening.

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. Tier 3 interventions are developed based on individual student needs following a problem-solving process that will use diagnostic assessment to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2. Characteristics of Tier 3 interventions (FCRR) are:

1. Interventions are delivered to very small groups of students or to students individually.
2. Interventions must be provided in addition to Tier 1 instruction. Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.
3. Interventions focus more narrowly on defined skill areas.

This intervention course should include on a daily basis:

- whole group explicit instruction using grade-level materials and concepts
- small group differentiated instruction level
- independent reading practice monitored by the teacher
- infusion of SSS benchmarks 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

Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. All Level 1 or 2 FCAT reading students will be enrolled in an Intensive Reading and Intensive Language Arts class, with the exception of ELLs who are required enroll in a M/J Developmental Language Arts Through ESOL course. This block of time will be taught by a highly effective and qualified to teacher of reading or a teacher working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

The goal for these students is:

- Use of reading materials of various levels of difficulty and interest;
- Maintenance of a print-rich classroom learning environment which includes trade books, high interest fiction and non-fiction titles, and books that connect to other subject areas;
- Strong vocabulary emphasis across the curriculum through practice with definitions in context, dictionary definitions, understanding of word parts, analogies, and etymologies;
- Use of predictable language materials for students who are lagging behind three grade levels in reading. These materials are based on rhyme, rhythm, and repetition of patterns.

Materials will be high interest to motivate the reluctant reader. Reading will be further enriched via visual formats in building conceptual models. This results in dynamic, visual, and spatial images that promote the formation of vivid mental models that are especially beneficial for students with little knowledge;

- Use of computer-assisted instruction for students to practice reading skills;
- Organization of a parent intervention program to serve as volunteers for Reading Buddies, an after-school program;
- One-on-One tutoring both in class and after school;
- Before and after-school mentoring opportunity;
- Saturday school.

A student who exhibits a substantial deficiency in reading skills, based on results of assessments as delineated in the CRRP, or by teacher recommendation, must have a PMP and be given intensive intervention, as defined by RtI, immediately following the identification of the deficiency. The student must continue to be given intensive intervention as specified in his/her PMP, until the reading deficiency is remedied.

The parent of any student who exhibits a substantial deficiency in reading skills must be notified in writing of the following:

- that the child has a reading deficiency,
- a description of the services being offered,
- a description of the proposed supplemental instructional services,
- that the child must be retained if the reading deficiency is not
- remediated by the end of third grade or is exempt for good cause, and
- strategies for the parent to use in helping his/her child succeed in gaining reading proficiency.

In compliance with Section 1008.25, F.S., if the student's reading deficiency is not remedied by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student *must* be retained, unless good cause is determined. The School Board may only exempt grade 3 students from mandatory retention for good cause. If the student is to be retained, the retention intervention strategies must be completed.

The law focuses accountability on reading proficiency at the end of third grade demonstrated by scoring at Level 2 or higher on the FCAT. If the reading deficiency of any student, including a student with disabilities, is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade 3, the student must be retained. The district may only exempt students from mandatory retention for good cause.

A student in K-3 who exhibits a substantial deficiency in reading must be given immediate intensive intervention in addition to initial instruction addressing the specific areas of deficit. The student's reading deficiency must be reassessed at the beginning of the next year, and intensive reading instruction must continue until the reading deficiency is remedied.

In accordance with Section 1008.25 (7) (b) 7, F. S., schools must establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

- grade 3 students who failed to meet standards for promotion to grade 4
- each K-3 student who is assessed as exhibiting a reading deficiency

The READ Initiative must:

- be provided to all K-3 students at risk of retention as identified by the statewide assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- be provided during regular school hours in addition to the regular reading instruction; and
- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - a) assists students with a reading deficiency in developing the ability to read at grade level;
 - b) provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - c) provides scientifically based and reliable assessment;
 - d) provides initial and ongoing analysis of each student's reading process;

- e) is implemented during regular school hours; and
- f) provides a curriculum in core academic subjects to assist students in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

On-Grade-Level and Above Grade Level Reading Program Structure

The goal of instruction for this group of students is to keep them motivated and excited about reading and to improve their reading level. In addition to instruction utilizing the Harcourt Storytown and Holt Reading Series, strategies for this group include:

- Sustained silent reading requiring a written assignment;
- Independent reading assignments requiring book reports, literary analysis, oral reports, debates, varied written reader responses, etc.;
- Timed readings to increase speed, accuracy, & comprehension across the content areas;
- Emphasis on reading strategies such as skimming, scanning, predicting and generalizing to assist students in comprehending materials of increasing difficulty and to vary reading strategies inherent in diverse content areas;
- Use of computer assisted instruction to augment classroom programs and provide skilled practice for acceleration. (Examples of computer programs with excellent assessment in each of the five skills identified by research as critical to successful readers are Destination Reading or Accelerated Reader.);
- Teacher directed lessons focusing on skills to be learned and applied by students;
- Promotion of reading in the home and with parents reading to and with their child.
- Participate in novel studies and project-based open-ended assessments

Differentiated Strategies for Gifted Students

All Gifted students, including ELL students, like to work out answers. They like to discover how things work. They will take on new challenges that others might not simply because they enjoy challenges. Dr. Carol A. Tomlinson, Associate Professor at the University of Virginia says teachers need to envision their classroom as an "escalator" going higher and higher, not as a "stairwell" that takes students to a certain grade-level landing where they stop. Tasks have to be "respectful of kids, hands-on, engaging and thought-provoking."

Top-end teaching leaves top-end results, and bottom-end teaching yields bottom-end learning. Sarasota Academy of Math and Science will conduct a gifted education program in the same manner as other special education programs insofar as special programs exist to address special needs of students not typically met by mainstream instruction. Our program will use teachers who are trained in meeting the needs of the special population with an endorsement in gifted education. Depending upon the number of students meeting gifted standards, a Gifted Students Resource Room may be created for all Sarasota Academy of Math and Science students.

In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, and using specific instructional strategies. The following have been established as effective strategies (Johnson & Ryser, 1996):

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decision-making and evaluation

- Accepting ideas and suggestions from students and expanding on them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors

Students at all levels of reading proficiency will be evaluated utilizing the following assessment instruments to track the progress of each student.

- Diagnostic tests to provide information for evaluating the strengths and weaknesses of each participant and to guide the teacher in scheduling appropriate activities;
- Ongoing in-class assessment and grade level tests that include elements of the NGSSS/Common Core Standards to determine student attainment of grade-level objectives;
- Informal classroom assessment gauge that strategies being used are successful; for example, inventories, reading records, student folders and checklists, journals, interviews;
- Formal assessment devices to measure student progress; for example, unit and chapter tests, essay exams, mid and final exams, and commercially produced instruments;
- Authentic and alternative assessment; for example, portfolios, projects, exhibits, demonstrations, and oral presentations. These measures require a rubric score;
- FCAT/PARCC
- FAIR

The same assessments are administered to Non-English speaking ELL students. Approved accommodations are used as necessary; such as providing directions in the child's home language. Accommodations for these students will be provided, as appropriate,

Progress monitoring tools include the Florida Assessments for Instruction in Reading the District's Benchmark Assessment Tests, and Mini-Benchmark Assessment designed by the School. Diagnostic data is collected and analyzed to determine areas of weakness, determine appropriate placement, and to provide differentiated instruction. Data obtained from the Florida Assessments for Instruction in Reading, is reported directly to the state's PMRN.

Data will be reviewed and analyzed during school leadership team meetings and administrative data conferences with teachers. Additional collaborative consultations will occur at department and/or grade level meetings, during professional development programs, and faculty meetings. School leadership will provide on-going data analysis and meet with small groups of teachers, department heads, grade level chairs, and administrators to disaggregate and discuss the data. Individual teacher conferences are also utilized for this purpose.

Making informed instructional decisions based on data is a dynamic on-going process and may occur as frequently as weekly or biweekly, or after each Progress Monitoring period, depending on need. Minimally, it must occur after the results of each progress monitoring period and when Benchmark Assessment Test data is available. Classroom teachers need to understand and be trained in the process of daily progress monitoring analysis, using informal data, such as student work maintained in folders or portfolios in their classrooms, and classroom based assessments that demonstrate whether students are progressing towards mastery of benchmarks aligned to their Instructional Focus Calendars. Teachers also need training in analyzing formal data, such as individual screenings and targeted diagnostic assessments

to plan and differentiate effective instruction.

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

All students entering the School will benefit from the implementation of the Sarasota Academy of Math and Science curriculum, including meeting the needs of exceptional students, and students who enter the School below grade level. The School will provide a free and appropriate public education (FAPE) to students with disabilities, in accordance with all state and federal guidelines, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, to ensure that the educational goals for each student are addressed.

Because every student with a disability has complex and unique needs, the strategies and tools of instruction will be constantly modified at Sarasota Academy of Math and Science so that each student can succeed at learning.

The Sarasota Academy of Math and Science curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress.

Each student must participate in the statewide assessment tests required by FS.1008.22. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by statewide assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery based on the Sunshine State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation is given diagnostic testing to determine the area of deficiency and is placed on a Progress Monitoring Plan (PMP) that outlines the strategies that will be used to help the student. Available diagnostic tests/interim progress monitoring measures include, but are not limited to:

- Florida Assessments for Instruction in Reading (FAIR)
- Other District/State mandated assessments
- Response to Intervention

Each student who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade will be provided with additional diagnostic assessment to determine the nature of the student's difficulty and area(s) of academic need. For each student with an identified and diagnosed deficiency, the school will develop and implement a Progress Monitoring Plan (PMP), in collaboration with the student's parent or legal guardian. The PMP is designed to assist the student in meeting state and district expectations for proficiency. The Progress Monitoring Plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's

individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school. When the determination is made that a child is not working on grade level, no matter what time of year, a PMP that is driven by a diagnostic assessment will be written. The Individual Education Plan (IEP) will suffice for a PMP for Exceptional Education Students (except those ESE students placed for Speech/Language or Gifted only).

Strategies may include one or more of the following or others as deemed appropriate:

After School Program	Counseling at School
Assignment Accommodations	Direct Instruction
“Read at Home” Plan	Daily Student Planner
Reading Area: Phonemic Awareness	Daily/Weekly Assignment Sheet
Reading Area: Phonics	Reduced Student/Teacher Ratios
Reading Area: Fluency Development	Remedial Course
Reading Area: Comprehension	ESOL Support
Reading Area: Vocabulary	Retention
Computer Assisted Instruction	Flexible Skill Groups
Cooperative Learning	Summer Reading Camp (3rd Grade)
Intensive Reading Class	Modification of Curriculum
Suspension of Curriculum	Parent-Guardian
Intensive Math Class	Weekly Progress Report
Targeted Skill/Small Group Instruction	Mentor

If the student, at any grade, is identified as having a deficiency in reading, the PMP will also clearly identify the following:

1. The specific diagnosed academic needs to be remediated, including
 - a) Phonemic awareness
 - b) Phonics
 - c) Fluency
 - d) Comprehension
 - e) Vocabulary
2. The success-based intervention strategies to be used;
3. How, when, how often, by whom, and how long intensive remedial instruction is to be provided; and
4. The monitoring and reevaluation activities to be employed.

The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion, is reached.

Students who enter the school with a current Individual Education Plan or Section 504 Plan will receive services as designated on the IEP or 504. The appropriate accommodations will be made through instruction/consultation by a qualified ESE teacher.

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

HANDWRITING

The School will utilize the Zaner-Bloser Writing program for students in grades Kindergarten through three. Students in grades K-2 will learn to print legibly and students in grade 3 will learn cursive handwriting. Zaner-Bloser Handwriting provides developmentally appropriate handwriting instruction, delivered in a consistent, ongoing manner. Handwriting is a proven critical component of overall literacy development. Students through-out all grade levels will be expected to write legibly and will be provided remediation if needed to improve handwriting skills.

TECHNOLOGY

Florida's Department of Education has adopted the National Educational Technology Standards for Students for Primary (K-2), Intermediate (3-5) and Middle Grades (6-8). Sarasota Academy of Math and Science will follow these standards and the use of technology will play a major role in the education of every student. The power of information technology has had more impact on today's world than any other recent technology. It is transforming economies and creating a demand for new skills in which imagination, knowledge, intellect, and higher-order thinking are essential ingredients. The internet and the union of information and communication technologies are changing the way we all live, work, play and, most relevantly, the way we learn.

In addition to becoming a way of life, technology has particular effectiveness with all levels of learners. Enrichment and remediation are equally enhanced through the use of appropriate technological experiences and presentations. Our approach is to integrate technology throughout the curriculum and to establish at each grade a stronger foundation for future growth.

To facilitate the effective use of technology at Sarasota Academy of Math and Science:

- Regular, specific training for teachers will be conducted regarding technology integration into all aspects of the whole curriculum;
- There will be networked computers with Internet access and other multimedia equipment;
- Technology as a specific curricular element will be implemented at the earliest point in K 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 tools and competencies they need to become independent and effective users of technology.

Primary (K - 2) level students will:

- Learn basic computer terms;
- Become familiar with computer hardware;
- Learn proper use and care of computer equipment;
- Learn beginning keyboarding skills and simple file management;
- Use appropriate school-wide networked programs in a computer lab or the classroom;
- Use multimedia programs to produce a simple product;
- Be exposed to websites on the Internet with teacher use to support curricular content;
- Be familiar with email through classroom collaborations with other classes or schools;
- Discuss ethical/legal use of online resources;
- Participate in at least one class multimedia project during the year.

Intermediate (3 - 5) level students will:

- Learn intermediate computer terms;
- Demonstrate familiarity with computer hardware;
- Learn proper use and care of equipment;
- Learn to use computer peripherals and other multi-media hardware;

- Learn keyboarding skills and file management;
- Use appropriate school-wide networked programs in a computer lab or the classroom;
- Use word processing programs in a real world context to write stories, poems and type reports;
- Create news reports;
- Use multimedia-authoring programs to produce a product;
- Access multimedia and online resources for research;
- Use email to collaborate with other students or classes;
- Demonstrate an understanding of ethical/legal conduct in using online resources;
- Complete at least one multimedia project per year (done in a small group, with a partner, or individually, as appropriate).

Middle School students will have the opportunity to enroll in courses such as:

M/J Keyboarding -The purpose of this course is to provide instruction in basic keyboarding competencies.

M/J Computer & Business App 1 – The purpose of this course is to enable students to develop knowledge and skills in computer applications.

M/J Computer & Business App 2 - The purpose of this course is to enable students to apply knowledge and skills in computer applications to the design, presentation, and evaluation of specified projects.

Introduction to Technology-The purpose of this course is to introduce students to the world of technology, its development, and its use. Laboratory experiences revolve around the informational, physical, and biological technologies and will allow students to explore their technological environment. Through hands-on activities, students will develop technological literacy, apply basic skills, and increase their self-awareness.

The goal of the technology curriculum is to provide our students with the technology tools and competencies they need to become independent and effective users of technology.

The *NETS for Students 2007* has developed six achievement levels in relation to the NETS. The rubric will assist school leaders in their efforts to measure and monitor the development of student technology literacy. Specifically:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression
- Use models and simulations to explore complex systems or ideas

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively and ideas effectively to multiple audiences using a variety of media and formats
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate and use Information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical Thinking, Problem Solving and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution to a complete project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspective to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural and societal issues related to technology and practical legal and ethical behavior.

- a. Advocate and practice safe, legal and responsible use of technology and information
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
- c. Demonstrate personal responsibility for life-long learning
- d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Trouble-shoot systems and applications
- d. Transfer current knowledge to learning of new technologies

All coursework for technology will follow the course descriptions for each subject. Mastery of content will be determined through projects, observation and teacher made assessments. The text to be used for technology will be determined by the teacher and the administrative staff.

WORLD LANGUAGE

Each student will be introduced to Spanish, and encouraged to continue their foreign language studies throughout high school, ultimately becoming a bi-lingual adult.

The Florida State Board of Education adopted Florida State Rule 6A-1.09401 and with it, the Sunshine State Standards, Pre-K to 12 Foreign Languages. The Standards document describes what students should know and be able to do in foreign languages, while the more comprehensive companion document to the Sunshine State Standards, the Florida Curriculum Framework: Pre-K to 12 Foreign Languages, presents a unified vision for all foreign language programs. It includes best foreign language instructional practices, a Pre-K to 12 grade performance-based curriculum (the Sunshine State Standards) and suggestions that address the implementation of effective foreign language programs.

Elementary:

Spanish for Spanish Speakers - Spanish for ELL students enrolled in the ESOL program.

Spanish Elementary – Spanish for non-ELL students.

Middle school students will take Spanish as an elective. Coursework may include but not be limited to:
M/J Spanish, Beginning/ M/J Spanish, Intermediate – The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

M/J Spanish, Advanced - The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course

M/J Spanish for Spanish Speakers, Beginning/ M/J Spanish for Spanish Speakers, Intermediate/ M/J Spanish for Spanish Speakers, Advanced - The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The values and practices of Spanish culture(s) will be reflected throughout the course.

Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language. High school credit will be offered to Middle School Students who complete the appropriate course work.

All coursework for World Language – Spanish (Elementary), Spanish for Spanish Speakers (Elementary) and middle school Spanish coursework will follow the NGSSS for each course and the course descriptions for each grade level. Mastery of content will be determined through projects, observation and teacher made assessments. The text to be used for foreign language will be determined by the teacher and the administrative staff.

PHYSICAL EDUCATION

Sarasota Academy of Math and Science is committed to providing a high quality physical education program for all students. The programs will offer the opportunity for all students to enhance motor, cognitive and interpersonal skills along with an individualized assessment of fitness aptitude. The attainment of these skills and abilities will enable the students to become lifelong learners and lead healthy, active lives.

The physical education program will follow the Next Generation Sunshine State Standards including prescribed times for engagement in physical education, the course code guidelines and the National Standards for Physical Education instruction. Governor Charlie Crist signed the Don Davis Physical Education Act requiring Florida elementary schools to provide 30 minutes of continuous exercise daily (150 minutes per week) for their students. Additionally, students in the elementary grades will participate in 20 minutes of recess twice per week. The law also requires to the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8.

The goal of elementary physical education program is to provide students with a standards based, balanced, sequential and progressive educational activity program. The program will include basic

movement concepts and skills that are age and developmentally appropriate. This leads to the development of motor skills, knowledge and values, which are needed to establish and maintain a healthy and physically active lifestyle. The program is aligned with Florida's Next Generation Sunshine State Standards for Physical Education. Health will be integrated into the Physical Education classes.

Middle school students will take **M/J Physical Fitness** as required for one semester each school year. The purpose of this course is to enable students to improve physical fitness through participation in team sports, games, gymnastics, individual and developmental activities, health education, and to evaluate physical activities in terms of fitness value.

Fitness assessments will be a regular component of these classes. All students will participate in physical education classes, and all students will be encouraged to participate in after school athletic programs to encourage personal fitness, cooperation and long-term quality of life.

Mastery of benchmarks will be determined through teacher made assessments, participation and performances. The Next Generation Sunshine State Standards for grades K-8 can be found on the DOE website www.floridastandards.org .

THE ARTS

Visual and performing arts will be integrated into all areas of the curriculum for both elementary and middle school students. Art activities will reinforce the exploration of various cultures and provide students an opportunity to explore their own cultural heritage. The School will present shows and displays for parents and community members to celebrate the rich cultural diversity of the community as expressed by the creativity and talent of Sarasota Academy of Math and Science students.

Often the Arts will be integrated and used to demonstrate mastery of core subject Benchmarks. Students' use of these art forms will be encouraged as a means to discover, enhance and demonstrate mastery of other core subject Benchmarks. The teaching and study of The Arts will be developmentally appropriate for each grade level. The emphasis will be on increasing awareness and appreciation of art, their individual talents, and interest in the talents others. The Arts' curriculum will also emphasize discovery of the intrinsic value of art and music through active learning.

All coursework in the arts will follow the Next Generation Sunshine State Standards for each component including Music and Visual Arts for each grade level. Mastery of benchmarks will be determined through projects, teacher made assessments, participation and performances.

Elementary students will receive art and music instruction provided by a teacher or integrated through core subject areas as required by the State/District.

Middle school students will have the opportunity to choose a fine arts component as an elective during the regular school day. The courses that may be offered include:

M/J Chorus- The purpose of this course is to provide students with the opportunities to develop skills in vocal production, to participate in music ensemble, and to develop musicianship skills including reading.

M/J General Music - The purpose of this course is to introduce music making through exploration of various performance media such as singing, keyboard, listening, video recording and computer-generated sounds.

M/J Beginning Band - The purpose of this course is to provide students with the opportunities to develop performance skills on a band instrument, to participate in a musical ensemble, and to develop musicianship skills including reading.

M/J Band II - The purpose of this course is to provide students with varied performance experiences in band/instrumental ensemble.

M/J Art 2-D- The purpose of this course is to enable students to communicate ideas and concepts through two-dimensional media using basic knowledge of drawing, painting, and printmaking techniques.

M/J Graphic Art & Design - The purpose of this course is to give the career student in the visual arts a working understanding of visual design.

CHARACTER COUNTS

Making Ethical Decisions details the six core ethical values that are the foundation of *Character Counts*. Woven throughout each grade and curriculum will be the Six Pillars. They are:

- Trustworthiness; be honest, don't deceive, cheat or steal;
- Respect; treat other with respect, follow the Golden Rule;
- Responsibility; do what you are supposed to do, persevere;
- Fairness; play by the rules, take turns and share;
- Caring; be kind, be compassionate and show you care, express gratitude; and
- Citizenship; do your share to make your community better, cooperate.

Sarasota Academy of Math and Science will implement a school-wide anti-bullying plan designed to raise school and community awareness and involvement.

Bullying is characterized by:

- a) Aggressive behavior or intentional wrong-doing
- b) Repeated carried out over time
- c) An interpersonal relationship characterized by an imbalance of power

The school will provide ongoing professional development regarding bully in the school environment.

INTEGRATION OF CAREER PATHS THROUGHOUT THE CURRICULUM

The Career Education Program provides career awareness, career counseling, and assessment for elementary and middle school students through academic instruction integrated with relevant technical skills and related work-based activities. Elementary students are provided career awareness integrated into the regular curriculum, while middle school students explore various career education programs and develop career plans. To be promoted from middle school, students are required to complete one course encompassing career and education planning in the seventh or eighth grade.

At the elementary level, 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. The career path curriculum will be integrated into all subject areas. For example, in reading, students will discuss life skills and character traits related to the careers of story characters. An opportunity for community members to enlighten our students to the wide array of career options will be available. In that way students will learn to value each community member's contributions while identifying their own strengths and skills. A diverse pool of volunteers will be recruited to provide immeasurable assistance as they share the various careers they have experienced. A focus on career education will make the core curriculum more valuable as students see real life applications.

The middle school career program will help students understand the connection between what they learn in school, how they behave there and their future careers. Sarasota Academy of Math and Science will implement strategies with vocational education by:

- Exploring with students how they can successfully live and work in a culturally diverse world.
- Helping students recognize their interests, aptitudes, and abilities, and understand adult roles.
- Helping students understand the broad scope of work and career possibilities available currently and in the future.
- Helping students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.
- Integrating vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.
- Assisting with students' development of social skills, personal values, and self-esteem.
- Working with families to support their children's career aspirations.

Specific coursework may include but not be limited to:

Introduction to Technology-The purpose of this course is to introduce students to the world of technology, its development, and its use. Laboratory experiences revolve around the informational, physical, and biological technologies and will allow students to explore their technological environment. Through hands-on activities, students will develop technological literacy, apply basic skills, and increase their self-awareness.

MJ Business Keyboarding - The purpose of this course is to acquaint students with career opportunities in the field of computers.

M/J Computer & Business App 1 – The purpose of this course is to enable students to develop knowledge and skills in computer applications.

M/J Computer & Business App 2 - The purpose of this course is to enable students to apply knowledge and skills in computer applications to the design, presentation, and evaluation of specified projects.

M/J Critical Thinking, Problem Solving, and Learning Strategies (grade 6) - The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

Career Research (Grade 7) - The purpose of this course is to enable students explore different careers and interests that may evolve into careers. Students will create electronic Personalized Education Planner (ePEP) and track required coursework needed to meet their career and educational goals along with the focus required to meet these goals.

M/J Business Leadership (Grade 8) - The purpose of this course is to teach students practical generic skills related to the American business system and the economic environment in which they live and work.

TITLE 1

Should the school be determined to receive Title I eligibility, the school will follow all guidelines set forth in Title I legislation.

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

In *What Works in Schools*, Robert J. Marzano discusses three types of curricula: the *intended curriculum*, the *implemented curriculum*, and the *attained curriculum*. The intended curriculum is the Next Generation Sunshine State Standards/common Core Standards-the content specified by the State of Florida to be addressed in a particular course or grade level. The implemented curriculum is the content actually delivered by the teacher, and the attained curriculum is the content actually learned by the students.

The curriculum for Sarasota Academy of Math and Science is designed to ensure success for all learners, to assess student progress and to provide intervention where needed. Parents are provided immediate access to their child's progress report and they become a partner in educating the whole child.

The Governing Board will use the expertise of the ESP to assist monitoring curriculum implementation and effectiveness.

An academic team comprised of Reading Coaches, Math Coaches, teachers, Principals and/or Assistant Principals will join the Charter School Associates Education Officer two times per year for a school site visit to insure that the curriculum is being implemented properly. The school visit will begin with a meeting of the school-site instructional team (usually the principal, assistant principal, reading and mathematics coaches, and other curriculum leaders) to gather pertinent information about the school's instructional program. This meeting will be followed by classroom visits. The review will cover school-wide implementation of the curriculum. At the end of each visit, there will be a candid dialogue between the Review Team and the school-site leadership team. Recommendations will be made, if necessary, to modify implementation, and follow-up visits will be scheduled to determine if the recommendations are being implemented. The Review Team will also review information on elective areas, special education programs, bilingual education programs for English Language Learners and gifted programs. Additionally, each individual department (language arts/reading, mathematics, and science) will be monitored to assist the school staff in the monitoring of effective implementation of the Comprehensive Research-based Reading Plan and the school's curriculum.

The process used to monitor curriculum implementation and instructional practices in language arts and reading classes include both formal and informal processes. By conducting daily walkthroughs in reading classes, the reading coaches are instrumental in ensuring the fidelity of implementation of reading programs and strategies. Additionally, the Review Team visits allows for review of program implementation. The Just Read, Florida office provides a collection of walkthrough tools for administrators to monitor reading instruction. The instruments will be used in Sarasota Academy of Math and Science to help view implementation of programs and effective reading instruction. These forms can be viewed at <http://justreadflorida.com/readingwalkthrough>.

Teachers and other instructional support personnel are expected to be observed in the mathematics and science classrooms. The "*Things to Look for in a Mathematics and Science Classroom*" checklist provides administrators and support specialist with a useful tool to monitor effective mathematics and science instruction. New teachers are encouraged to use the checklist to self-monitor their classroom practices. Items on the checklist include but are not limited to:

1. Evidence of the NGSSS/Common Core
2. Math and Science Pacing Guides
3. Active Engagement by all Students
4. Objectives Displayed on Board
5. Focus Calendar

6. Print Rich Environment
7. Currently Adopted Textbooks are Being Used
8. Math Manipulatives are being used
9. Evidence of relevant lab activities
10. Higher Order Thinking and Essential Questions
11. Updated data posted
12. Evidence of differentiated instruction and centers-based instruction

Sarasota Academy of Math and Science uses a school improvement program that combines successful, standards-based instructional practices with technology-based assessment tools; e.g., Edmentum Achievement Series, school created assessments using *Test Generator*, District Interim Assessments and State Mandated Assessments. The assessment tools are used to analyze student performance on state and district assessments and to create school-based interim assessments that are aligned to state standards and paced to the curriculum. The result is a balanced approach to assessment that combines the benefits of state, district and school-wide assessments with the instructional value of day-to-day classroom assessments.

Sarasota Academy of Math and Science will create Scope and Sequence calendars and Pacing Guides for Reading, Math, Language Arts and Science to insure that all aspects of the Next Generation Sunshine State Standards/Common Core Standards are being taught in a timely manner. Students will be able to achieve more in the core subject areas because teachers can:

- Focus on the most important standards (for high-stakes tests and for learning in the following years)
- Monitor students’ academic performance using interim assessments
- Analyze those assessment results in group meetings and plan appropriate interventions

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in foundational skills that are important for success in future grade levels. Teachers will plan curriculum using the NGSSS/Common Core Standards and they will choose which classroom activities are likely to produce a greater return—in terms of student achievement—for their investment of time.

Through the use of Scope and Sequence calendars and Pacing Guides teachers will pace essential standards over the school year to ensure proper sequencing and adequate teaching time is allocated for mastery of the essential standards. This pacing ensures Sarasota Academy of Math and Science teachers spend more time on fewer, but more critical standards. By integrating data analysis, research and best classroom practices the curriculum can continuously be adjusted to meet the needs of the students.

Administrators examine the data and teachers will begin to identify/implement additional strategies to use for closing the gaps by identifying the following:

- which strategies are already in place
- what resources are needed to implement new strategies
- what new actions are needed

Strategies that support the school’s achievement plan may include the following:

- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models

- Engage/reach out to students' families
- Hire staff from the community who speak families' home languages
- Conduct parenting courses at school
- Reorganize the instructional day to maximize time for learning
- Extend learning to before- and after-school programs, as well as, summer programs
- Use varied, effective strategies to instruct diverse learners
- Use test and other information on students' performance in instructional planning
- Target literacy and math instruction
- Safeguard instructional time
- Use research and data to improve practice
- Make closing gaps a school-wide responsibility
- Set high expectations and provide rigorous, deep curricula
- Focus on academics
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Identify strategies and programs to increase achievement
- Develop effective school-wide leadership teams
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development
- Prepare teacher leaders to be knowledgeable and effective on school reform
- Target resources on closing the gaps
- Expand school capacity via additional resources
- Engage businesses, universities, foundations in schools' work

Student progress will be monitored throughout the school year bi-weekly by subject area – Math, Science, Reading, Writing alternately. Students' progress will also be monitored using the district interim assessments administered three times per year. The FAIR will be utilized to monitor student progress in Reading. Students are expected to demonstrate at least one year of growth for each year they attend the charter school.

Teachers will utilize the students' Developmental Scale Score as part of the formulas that are included in the Data Chats. This will be used throughout the year by teachers to determine whether students are making adequate learning gains in the classroom. Teachers will use the *FCAT ExamView* and *FCAT Test Maker* item banks to create teacher made assessments. Therefore, percentage scores on teacher made assessments will truly be comparable to the collected baseline data. Each time a student is assessed, the Data Chat will be updated to reflect progress made.

As a SACS – Southern Association of Colleges and Schools – accredited school, Sarasota Academy of Math and Science will also gauge effectiveness of the curriculum by engaging teachers and staff in evaluating practices, effectiveness of curriculum and overall success of the school. The accreditation process helps the school realize the SACS/CASI standards, a commitment to on-going improvement,

quality of instruction and a peer review process for teachers and administrators.

Ultimately, the effectiveness of the curriculum will be evaluated by the students' performance on the Florida Comprehensive Assessment Test (FCAT) and ultimately the PARCC. The School will focus on meeting and exceeding the rigorous goals outlined in this application, particularly those that articulate that students make annual learning gains—a year's worth of learning for each year enrolled.

These methods of review will allow the School to make changes to the professional development for teachers, and provide more support for those who may need it to ensure student academic growth, and will also chart the use of school resources throughout the school year. This analysis is conducted routinely by teachers and in a more formal setting with the School Administration after each assessment administration as well as after each site visit

Section 5: Student Performance, Assessment and Evaluation

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

A student's proficiency and progress toward meeting the standards in reading, writing, mathematics, and science, must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The standards for evaluating student performance and the specific levels of performance for each grade and content area must be considered in this process. In addition to the determination of whether the student has attained acceptable levels of performance based on the established indicators, the evaluation of each student's progress must be based upon classroom work, district, school, and classroom tests; and other relevant information.

If a student fails to meet all of the district performance indicators, or if a student fails to meet the state assessment indicators or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored as specified in the school-wide PMP.

The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Only the FCAT SSS, the Grade 3 Reading Student Portfolio, or an approved alternative assessment, may be considered for determining student proficiency. However, district assessments as delineated in the CRRP and other relevant academic information can and should be considered in the identification of the specific reading deficiencies, in designing the appropriate instructional interventions, and to monitor student progress.

Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion *must* be retained unless exempt from mandatory retention for good cause. The levels of performance for the portfolio and the alternative assessments listed in the chart below for grade 3 reading have been set by the state as two of the good cause exemptions (Good Cause # 3 and # 4).

The following are general goals in addition to the more specific learning goals stated below.

- The school will meet or exceed the performance scores of students attending traditional public schools as evidenced by annual statewide assessments.
- The school will identify the lowest 25% of students and provide appropriate intervention and remediation.
- Less than two percent (2%) of the student body will have received a suspension of duration in excess of one day.
- Student attendance rates will meet or exceed attendance rates for surrounding schools.
- 100% of eligible ESE students will have an up-to-date Individual Education Plan (IEP) and the accommodations will be provided to teachers within the first 10 days of school.
- 100% of ELL students will be identified, assessed and provided an appropriate program according to the district's timeline.
- 100% of school administrators and faculty will be certified or eligible for Florida certification.

- The Florida Continuous Improvement Model (FCIM) model will be implemented as evidenced by quarterly focus groups (*beginning the second half of the year*) and monthly academic calendars which display planned NGSSS benchmarks and Common Core Standards.
- Data will be collected at least monthly for each state-assessed subject area to determine gaps in student learning. Tutorials and supplemental materials will be provided as needed.
- A Personal Academic Plan will be established for each student documenting data chats and other essential data. The portfolio will be reviewed and shared with the student's parents to show progress or need for remediation at least two times per year.
- Faculty will be trained in strategies for differentiated instruction, classroom management, creating educational centers and reading groups, cooperative learning and intervention strategies.
- Parent Academies will be implemented to assist parents with reading, math, homework, etc.

Sarasota Academy of Math and Science Learning Goals and Objectives:

Grade K:

- The mean growth from fall to spring in reading will be at least 1 year as evidenced by the outcomes from the fall, winter and spring administrations of the Florida Assessment for Instruction in Reading.

Grades 1-2:

- The mean growth from fall to spring in reading will be at least 1 year as evidenced by the outcomes from the fall, winter and spring administrations of the Florida Assessment for Instruction in Reading.

Grades 3-8

Utilizing current AMO calculations with 2010-2011 as the baseline for Sarasota County, the following goals have been established:

- Student Proficiency in Reading – 66%
- Student Proficiency in Math – 65%

Grades 5 & 8 Science:

- Given instruction using the Next Generation Sunshine State Standards 50% of students reaching the proficiency Level 3 or higher as evidenced by the FCAT Science Assessment. Once the school reaches 50% in these indicators, the school will increase student performance by 10%.

Student proficiency in Writing is expected to be 83% although there is no AMO for Writing.

The following charts will be utilized to determine goals.

AMO-2 Performance Targets for Reading and Mathematics, 2011-12 to 2016-17

2010-11 Baseline Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Annual Increment	50% of the Baseline Year Levels 1-2
56	60	63	67	71	74	78	3.7	22.0
57	61	64	68	71	75	79	3.6	21.5
58	62	65	69	72	76	79	3.5	21.0
59	62	66	69	73	76	80	3.4	20.5
60	63	67	70	73	77	80	3.3	20.0
61	64	68	71	74	77	81	3.3	19.5
62	65	68	72	75	78	81	3.2	19.0
63	66	69	72	75	78	82	3.1	18.5
64	67	70	73	76	79	82	3.0	18.0
65	68	71	74	77	80	83	2.9	17.5
66	69	72	75	77	80	83	2.8	17.0
67	70	73	75	78	81	84	2.8	16.5
68	71	73	76	79	81	84	2.7	16.0
69	72	74	77	79	82	85	2.6	15.5
70	73	75	78	80	83	85	2.5	15.0
71	73	76	78	81	83	86	2.4	14.5
72	74	77	79	81	84	86	2.3	14.0
73	75	78	80	82	84	87	2.3	13.5
74	76	78	81	83	85	87	2.2	13.0
75	77	79	81	83	85	88	2.1	12.5
76	78	80	82	84	86	88	2.0	12.0
77	79	81	83	85	87	89	1.9	11.5
78	80	82	84	85	87	89	1.8	11.0
79	81	83	84	86	88	90	1.8	10.5
80	82	83	85	87	88	90	1.7	10.0
81	83	84	86	87	89	91	1.6	9.5
82	84	85	87	88	90	91	1.5	9.0
83	84	86	87	89	90	92	1.4	8.5
84	85	87	88	89	91	92	1.3	8.0
85	86	88	89	90	91	93	1.3	7.5
86	87	88	90	91	92	93	1.2	7.0
87	88	89	90	91	92	94	1.1	6.5
88	89	90	91	92	93	94	1.0	6.0
89	90	91	92	93	94	95	0.9	5.5
90	91	92	93	93	94	95	0.8	5.0
91	92	93	93	94	95	95	0.8	4.5
92	93	93	94	95	95	95	0.7	4.0
93	94	94	95	95	95	95	0.6	3.5
94	95	95	95	95	95	95	0.5	3.0
95	95	95	95	95	95	95	0.4	2.5

It is the experience of the author of the application that it generally takes three years for a new charter school to maximize the performance of its students. To this end, the projected grade for the school in year one is a “B”. However, with the exemplary curriculum, professional development for faculty and on-going data collection with remediation of struggling students, the school hopes to exceed this goal.

School-wide Goals

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

Year 2 - With the assumption that the school will increase enrollment in year two, the School will sustain momentum by earning a school grade at or above a “B” while also maintaining Annual Measurable Objectives (AMO) in Compliance with ESEA Waiver Requirements.

Year 3 - The School will attain a school grade of an “A”. The School will maintain AMO in Compliance with ESEA Waiver Requirements.

In addition to evaluating the charter’s success on the goals stated above, Sarasota Academy of Math and Science will submit the information required in the annual school report and the education accountability system governed by §1008.3 and 1008.345, Florida statutes.

In order to measure a student’s success in meeting these goals, a variety of assessment methods, from simple daily observations of students by a teacher in the classroom to highly sophisticated standardized tests, will be used. The School will measure student academic improvement through a combination of teacher created formative assessments as well as formal assessments such as the FCAT. Teacher created formative assessments will involve the traditional assessment of students through teacher-created and assessed classroom methods. Examples of teacher-created formative assessments include but are not limited to:

- Teacher created content tests
- Student portfolios
- Journals
- Teacher observations
- Writing samples

Formal testing will assess student academic improvement. Student academic improvement will be measured on an on-going basis by using Interim Benchmark Tests and school wide assessments. Annual student academic improvement gains will be measured by the comparison of student learning gains on the FCAT.

The school will implement computer-based testing as required by the State of Florida. Beginning in 2012-13, the following assessments became computer-based only [with paper versions for students whose individual education plans (IEPs) indicate this accommodation]:

- Grade 5 FCAT 2.0 Mathematics
- Grade 6 FCAT 2.0 Reading
- Grade 7 FCAT 2.0 Reading
- Grade 9 FCAT 2.0 Reading
- Grade 10 FCAT 2.0 Reading
- FCAT 2.0 Reading Retake
- FCAT Mathematics Retake
- Algebra 1 End-of-Course (EOC) Assessment
- Biology 1 End-of-Course (EOC) Assessment
- Geometry End-of-Course (EOC) Assessment
- U.S. History End-of-Course (EOC) Assessment
- Civics End-of-Course (EOC) Assessment Field Test (no paper-based accommodations)

Once the PARCC is implemented, testing will be done with in the state guidelines and requirements.

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

Sarasota Academy of Math and Science will adopt the Sponsor's Student Progression Plan including the then current criteria and standards for enrollment, placement and promotion.

Placement:

All children who will have attained the age of six years by February 1st of any school year, or who are older than six years of age but who have not attained the age of sixteen years, are required to attend school regularly during the entire school term. (Section 1003.21, Florida Statutes)

All children are required to present proof of age, tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. The parent must present a Florida Certificate of Immunization (DH Form 680) with Part A, B, or C completed and signed, or a religious exemption from immunization (DH Form 681). Additionally, documentation of a health examination (DH Form 3040), performed within the past 12 months, must be presented.

Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergarten during that school year. Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The assignment of a student to a higher grade should be made on the basis of the student's achievement and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should also be considered.

A report card, transcript, or other written record from the out-of-state/country school, non-public school, or home education program, indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.

When transferring a student from one school to another within the district, it is the sending school's responsibility to ensure that all student records are complete prior to withdrawing the student. The grade placement of students transferring from within the state, from other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made using the criteria as found in the Student Progression Plan. Grade placement on the transcript from the sending school must be honored.

Students transferring into the district should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially important for grade 3 students. If a student transfers after the administration of the FCAT in grade 3, the school must determine, before the end of the school year, utilizing previous school records, class work, and other assessments, whether the student is reading at a level of proficiency that prepares the student for the more advanced work of the next grade.

Out-of-country transfer students without educational records shall be placed according to age based on the following criteria:

- The age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement.
- Students are to register at school according to chronological age as follows:

Student Chronological Age Assignment

Age	Level Assigned
5-10	Elementary school
11	Elementary school
12-13	Middle School
14	Middle School

A transferring ESE/504 student is a student who was previously enrolled in another district or out-of-state public/charter school with an active IEP/Section 504 Accommodation Plan and who is enrolling in the Sponsor's school district. Upon notification that a transferring student is one with an active IEP/504 Plan, the school will review the existing IEP/504 Plan and will revise it as needed in cooperation with the Sponsor's ESE Department.

Additional placement information is available in the sponsor's Student Progression Plan.

Progress Monitoring

According to the A++ Plan, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring below Level 3 in FCAT Reading or Mathematics.

At the beginning of the school year, teachers will identify all students who are not meeting district or state performance standards in reading and/or mathematics according to established criteria.

Progress Monitoring Plans are required for the following:

- ✓ K-3 students who exhibit a substantial deficiency in reading or mathematics;
- ✓ Students in grades 3-12 who score at Level 1 or who fail FCAT Reading or Mathematics, or who perform commensurate with Level 1 or failure on FCAT;
- ✓ Students who score below 4.0 on FCAT Writing;
- ✓ K-3 students who score as intensive or high risk on FAIR
- ✓ Retained students in grades K-3; and
- ✓ Students new to the school who exhibit substantial deficiencies in reading, writing, mathematics, and science.

During the first quarter, teachers must plan and implement appropriate academic intervention(s) for identified students. Also during the first quarter, teachers must administer progress-monitoring assessments to determine the students' progress level using the following instruments as appropriate:

- a) FAIR
- b) FCAT Writing pre-test;
- c) Teacher-developed or publisher-developed assessments; and
- d) Student work and grades should also be considered.

At the end of the first quarter, teachers will administer interim assessments in reading, mathematics, and science to students in appropriate grade levels. Results from these assessments will be used by teachers to modify instruction and/or intervention(s). During the second quarter the teacher will conduct a mid-

quarter evaluation to determine student progress. Based on the results, the following actions will take place:

1. If a student shows progress the teacher will continue intervention efforts
2. If there is some progress, additional adjustments to interventions will be made
3. If there is no progress or reversal of progress a parent conference will be scheduled.

Students will continue to be monitored for the remainder of the school year.

The intervention model will consist of the following components:

- ✓ Effective, research-based, standards-driven, initial instruction;
- ✓ Identification of student with problem(s) (assessment or screening);
- ✓ Diagnose specific problems of the individual student;
- ✓ Progress Monitoring Plan addressing diagnosed problems (prescription)
- ✓ Immediate intensive remedial instruction;
- ✓ Progress monitoring, reevaluation, and redesign of instruction to meet student's current needs; and
- ✓ Continued support and reinforcement.

Promotion:

State and district requirements for promotion are established in the *Student Progression Plan*. Consideration must be given to academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits, and attitudes. Most importantly, consideration must be given to the student's potential to overcome, with special assistance during the remainder of the year and in the next higher grade, those deficits which have tended to inhibit the desired progress.

Student promotion is based on proficiency in reading, writing, mathematics, and science and the evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Section 1008.25, Florida Statutes, Public school student progression; remedial instruction; reporting requirements, prohibits social promotion and requires set standards that students must meet to be promoted to a higher grade.

Considerations for determining an ESE student's promotion shall be based upon the following: daily performance, previous performance, progress reports, student's work habits, classroom assignments, criterion referenced test scores, standardized test scores, major discrepancies between district assessment scores and teacher made test scores, health at the time the student was taking state and or district wide tests, mental and physical health, chronological age in relation to peer group, parental understanding and input in the retention of a student, reading level compared to ability at age level, student's sense of responsibility, maturity and other evidence available to the teacher that indicates that the student would be successful if promoted.

ESE students "working below grade level" may be considered for promotion when the following actions have been considered:

- A review of the IEP goals and objectives
- Increased time with ESE teacher
- Modification/strategies specified on the IEP within the basic education/ESE classroom have been increased
- Textbooks are assigned to a student based upon the student's reading/functioning level in the subject areas rather than on a grade-level text
- The student is working at his/her potential successfully

When "working below grade level" is noted on an ESE student's report card, a grade above "C" may be given.

Promotion for ELLs and ELLs with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Promotion should be based on teachers' judgment of academic performance as reflected by report card grades and not on diagnostic assessments that require proficiency in English.

If a third grade student enrolls in the district from out-of-state, out-of-county without the FCAT 2.0, the student must take the SAT/10 for determining promotion. Students coming from out of state will be addressed on a case-by-case basis.

Advanced Grade Placement

In order for a student to be considered for advanced grade placement, a student must demonstrate significantly high achievement. The initial screening criteria will be student scores at or above the 95th national percentile in reading and math on a standardized national assessment (such as SAT/10, etc.) or FCAT achievement level 5.

If the student satisfies the initial criteria, then the school will consider the following factors:

- age
- social/emotional maturity
- the student's academic motivation for success in an advanced grade
- evidence that the student will benefit more from the instructional program at the advanced grade level

The principal, in collaboration with the designated senior director, has the ultimate responsibility for making such assignments. A child will not be advanced without parental consent. The student's cumulative record will reflect the "advanced grade placement," major reason(s) for the assignment, and the name of the principal who has made the placement. Parents are notified formally, in writing, that their child is receiving an advanced grade placement to the next higher grade. A copy of this notification is placed in the cumulative record.

Retention

There are instances when student retention may be necessary to provide students with additional time to master objectives and competencies required for success in the next higher grade. The level of mastery of each objective and competency will vary from student to student, and all students should demonstrate growth toward mastery of objectives and competencies. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study. However, students

who continue to demonstrate significant deficiencies should be retained in the early grades in order to avoid greater deficits. A student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained.

A student who does not meet appropriate levels of performance for student progression in any grade in any subject may be retained. Performance levels of proficiency are determined by state assessments, district assessments, and other selected indicators, such as, classroom work, observations, tests, homework, portfolios, and other relevant information. In order for a student to be retained, the academic grades in core subjects on a student's report card must reflect the student's inability to meet appropriate levels of performance.

Students participating in Exceptional Student Education or ESOL programs are individually assessed at the school to determine placement and progression. All decisions for cases involving Exceptional Student Education are the responsibility of the School Placement Committee with input from the student's Individual Educational Plan (IEP) team. All decisions for English Language Learners (ELL) are the responsibility of the ELL Committee and the School Placement Committee.

In compliance with Section 1008.25, F.S., if the student's reading deficiency is not remedied by the end of grade 3 and the student scores Achievement Level 1 on the FCAT SSS Reading portion, the student must be retained, unless good cause is determined. If a student is retained, it must be within an intensive program that is different from the previous year's program and takes into account the student's learning style.

Mandatory Retention Exemptions for Good Cause

Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. Students who are eligible for a Good Cause Exemption must meet one or more of the following:

Good Cause Exemption: Grades K, 1, and 2

- English language learner (ELL) student who had less than two years of instruction in an English for Speakers of Other Languages program.
- Student with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
- Student with disabilities who has an individual education plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for one or more years but, who still demonstrates a deficiency in reading, and was previously retained or assigned to TK-1.
- Student who has received intensive remediation in reading for one or more years, but who still demonstrates a deficiency in reading and who was previously retained or assigned to TK-1.

Good Cause Exemptions from mandatory Retention Grade 3 – Section s.1008.25(6)(b)

- **Good Cause # 1.** ELLs who have had less than two (2) years of instruction in an ESOL program.
- **Good Cause # 2.** Students with disabilities whose IEPs indicate that participation in the FCAT 2.0 is not appropriate.
- **Good Cause # 3.** Students who demonstrate an acceptable level of performance on an alternative assessment approved by the Florida Board of Education, as required by State Board of Education Rule 6A- 1.094221(2). The SAT-10 – Students must score at or above the 45th percentile.

- **Good Cause # 4.** Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the NGSSS in reading equal to at least a Level 2 performance on the FCAT.
- **Good Cause # 5.** Students with disabilities who participate in the FCAT, and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- **Good Cause # 6.** Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two (2) years.

Good Cause Exemption: Grades 4 - 6

Good Cause Exemption from Mandatory Retention is meeting one or more of the following:

- English Language Learner student who has had less than two years of instruction in an English for Speakers of Other Languages program;
- Student with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education rule;
- Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards (NGSSS) in reading equal to at least a Level 2 performance on the FCAT;
- Student with disabilities who participated in the FCAT and who has an individual education plan (IEP) or a Section 504 plan that reflects the student has received intensive remediation in reading, as required by paragraph (4)(b), for more than two years but who still demonstrates a deficiency in reading and was previously retained;
- Student who has received the intensive remediation in reading as required by paragraph (4)(b) for two or more years but still demonstrates a deficiency in reading and who was previously retained for a total of two years;
- Student who demonstrates an annual learning gain on FCAT in the area of Reading;
- Student who demonstrates an acceptable level of performance on the alternative assessment - SAT-10. Students must score at or above the 45th percentile.

Middle grade students may retake failed courses by utilizing the following options:

- By means of middle school course recovery, students in grades 7 or 8 who have failed a language arts, mathematics, science, or social studies course are eligible to retake the course in a modified time frame. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social studies course, the student will take the failed course in a concentrated one semester format. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.
- Modified/flexible student schedules during the regular school day or placement in alternative models developed by schools to meet these criteria, e.g., Early Bird, Extended School Day, Saturday Academy.

- Students who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.

Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide PMP. Prior to a recommendation for a second retention, a student is to be referred for consideration of placement in an alternative program or initiation of the comprehensive RtI process.

Promotion and retention of students is based on many factors and expectations. The levels of expectation include:

- Mastery of performance standards approved by the State Board of Education which are, at a minimum, the Next Generation Sunshine State Standards (NGSSS) in reading, writing, science and mathematics;
- Achievement of specific, district-established levels of performance in reading, writing, science, and mathematics for each grade level, including levels of performance on statewide assessments at selected grade levels in elementary and middle grades
- Pertinent factors to be considered by the teacher before recommending that a pupil progress from one grade to another;
- Next Generation Sunshine State Standards (NGSSS) serve as the district level expectations;
- Appropriate alternative placement for a student who has been retained 2 or more years;
- Remedial and supplemental instructional to students who are deficient; and
- Compliance with the Sarasota Public Schools attendance policy 5200.

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*

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 assessments are administered to establish where each student is in relation to grade level expectations and to determine appropriate placement. The purpose of baseline assessment is to establish a point from which future measurements and predictions can be calculated. Assessments such as the FAIR are used to generate a predicted or expected level of achievement for future performance. Assessments also function to highlight specific issues such as whether a student should be placed in advanced classes, or whether they are underachieving in relation to their potential. Teachers can use baseline data to plan effectively for each student's learning needs and, for this reason, baseline assessments are implemented within the first few weeks of school. Baseline assessment can also be used on a whole-school level to measure the quality of education the school is providing and by comparing a student's performance with their baseline assessment.

The Florida Department of Education (FLDOE) requires a baseline assessment as part of the initial progress report required of all public schools. The School will have a comprehensive assessment program

designed to provide valid, reliable, and timely information for teachers to appropriately place students and to provide students appropriate instructional strategies based on need. The School will participate in all baseline assessments as required by the state/district in addition to assessments generated by the School. These assessments include the following:

- **Diagnostic Tests** (e.g., Mathematics and Reading): to be administered to new students in the early fall of the academic year to provide information that will be used to:
 1. Determine student's reading and mathematics strengths and weaknesses.
 2. Assist teachers and administrators in making instructional and curriculum decisions.
 3. Generate student performance baselines in reading and mathematics.
- **The Florida Kindergarten Readiness Screener (FLKRS)** will be administered to all kindergarten students to determine a baseline achievement level.
- **The Florida Assessment for Instruction in Reading (FAIR)** will be administered to grades kindergarten through three and students in grades four through eight scoring at Level 1 or 2 to determine a baseline achievement level or Level 3 students to make sure they are still on track for the fall of each year
- **Baseline Benchmark Assessments** – provide a snapshot of student performance on NGSSS benchmarks/Common Core Standards to determine strengths and weaknesses at the beginning of the year. Interim assessments will be administered to determine student progress.

The same assessments are administered to ESE/ ELL students, including each component of the FAIR. In-program assessments are also administered to these students. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

Students who have not previously taken the FCAT will be assessed in the core subject areas using such instruments as determined by the district and School.

In cases, where a student has an IEP, articulation or review meetings will be scheduled with appropriate District personnel in accordance with the student's IEP. The School would welcome an opportunity to participate in any other student articulation, or migration processes conducted by the District, to ensure a smooth transition of students and parents from a district school to the School.

Baseline achievement data will be collected from Florida's Progress Monitoring and Reporting Network, and previous year's FCAT score for students who previously attended a traditional public or charter school. The School will work with the District to obtain all student performance data collected electronically and to receive the cumulative records for all incoming students. This information will also be used to make informed decisions about instructional focus and strategies to best meet the needs of each student based on current strengths and weakness. This performance data will be used to create the student's Personal Academic Plan.

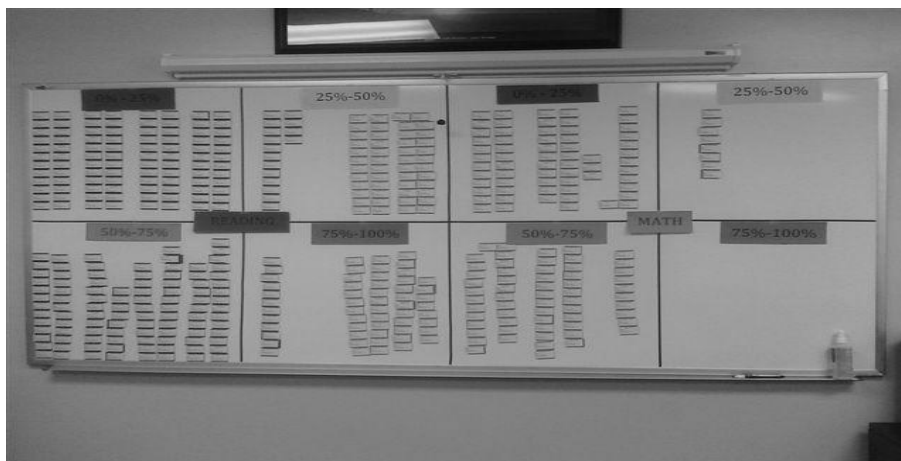
The Personal Academic Plan is designed to document an individual student's strengths and weaknesses, and to track the cumulative progress in attaining a year's worth of learning, at a specific grade level. The Plan is developed as a collaborative effort between the teacher, parent, student, and administrative staff, as needed. The plan involves the students in setting goals for improvement. The student's teacher will consider the following information when assessing the student's strengths and weaknesses:

- a) The student's academic performance prior to his/her enrollment.

- b) The results of any achievement testing.
- c) Examples of the student's work.
- d) A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).
- e) Reports and observations from the student's teachers.
- f) Information and suggestions from the student's parents.

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year via their individual plan and the comparison of FCAT learning gains. The teachers will be trained regarding the use of the Personal Academic Plan. Administrators and teachers will compare the data within the Personal Academic Plan and data collected school-wide from the administration of the FCAT to compare students within the school to determine trends and in the county with comparable populations to compare the School's performance relative to other charter schools.

The School will utilize the Baseline Assessments in Reading, Math to identify the lower 40th percentile of students rather than only the lower 25th percentile. The data will be tracked based on subsequent FAIR assessments, interim assessments and school created assessment to determine student mastery of benchmarks. A data-board will be created to visually document student progress moving from the 0-25th percentile quadrant, the 26-50th percentile quadrant, the 51-75th percentile quadrant and ultimately the goal is for all students to fall in the 75-100th percentile quadrant signifying mastery of skills. Special attention



will be paid to subgroup students who fall within the 40th percentile of lowest students. This data will be utilized to place students in reading and math groups for individualized instruction.

Data Chats will be initialized for each student utilizing the baseline data obtained to document initial strengths and weaknesses of the student. The baseline data will be compared to academic progress utilizing a graph as a means tracking individual students' progress during the school year. The Data Chat sheet will be a part of the Personal Academic Plan.

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

Sarasota Academy of Math and Science considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. Sarasota Academy of Math and Science will administer and use all assessments

prescribed by the State of Florida and Sponsor according to the calendar published by either entity. The School will also administer additional assessments as needed throughout the school year.

The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary to support the mission of the School.

Criterion Referenced Assessments

- State/District Mandated Assessments – Students participate in the administration of the FCAT 2.0/PARCC annually as well as the three assessment periods of the Florida Assessments for Instruction in Reading (FAIR). Kindergarteners participate in the FLKRs administration and ELL students participate in any state or district mandated assessments such as CELLA. Students participate in the Stanford-10. End of Course exams are provided to students enrolled in Algebra I, Biology I or Geometry.
- Criterion Referenced Performance tests are created based on FCAT and ultimately PARCC test specifications. Administration includes both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and benchmark Tests.
- Weekly Standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.
- Writing Prompts will be administered regularly to measure progress in the four components of effective writing. Mastery of competencies outlined by the Florida Writes.
- Teacher made tests (including pre- and post-tests)

Project-based Performance Tasks

- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.
- Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills

Ongoing Formative Practice Assessments

- Achievement of goals and objectives in the student's Personal Learning Plan.
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories

Classroom Walk-through – Principals and other instructional leaders spend minutes observing the classroom to for an impression of the quality of teaching and learning that is occurring. Principals should look for:

1. Are teachers using research-based teaching strategies – Teachers should employ a variety of instructional strategies to meet the needs of the students. The principal should observe the strategies teachers are using and during the follow-up conversation, teachers should be able to articulate why they used a particular strategy.
2. Do student grouping patterns support learning – One of the instructional strategies identified by the school is cooperative learning. This includes supporting student learning through large groups, small groups, pairs, cooperative groups with assigned roles for each member or working individually.
3. Are teachers and students using technology to support student learning – principals should note the technology the teacher is using and how they are using it. Use of overhead projectors, Elmos, Apple-IPods, computers, Mimio Boards should all have a specific pedagogical learning purpose.
4. Do students understand their goals for learning – The objective posted on the board should reflect what is being taught in the classroom. Likewise teacher lesson plans must reflect the lessons for the day.
5. Are students learning both basic and higher order levels of knowledge – the classroom observation should reveal whether students are learning at the lower end of Bloom’s taxonomy (remembering, understanding and applying) or at the higher levels of analyzing, evaluating and creating.

Walk-through data should be used to coach the teacher, measure the impact of staff development and support professional learning communities to perfect instruction.

Progress Monitoring - Between assessment periods of the FAIR, teacher will administer a variety of assessments. Official ongoing progress monitoring of FAIR tasks will occur after at least 20 days of instruction based on research from *Florida’s Center for Reading Research*.

- Fluency assessments – Teachers will administer fluency assessment such as oral reading fluency checks using FAIR OPM templates and high frequency word checks to determine fluency progress.
- Running Records – Teachers will track instructional reading level progress through periodic administration of running records using materials such as those from Core Reading Program and FAIR’s Scaffolded Discussion Templates.
- Phonics & Phonemic Awareness assessments – Teachers will administer spelling assessments such as those provided by the Core Reading Program to determine mastery of phonics skills.
- Standards Assessments - Teachers will administer standards assessments to measure mastery of FCAT content clusters. Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. Charter School Associates provides each grade level with standards assessments that are aligned to the NGSSS/Common Core Standards. Each standards assessment measures the academic performance of each student on a particular standard based on FCAT test specifications that has been introduced and practiced multiple times.

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the progress made on subsequent benchmark tests. For students entering the School from a district public school or private school, past test results and cumulative records will be requested to provide baseline data and student academic levels.

The first administration of the baseline assessments will identify initial student mastery of concepts and areas of needed for remediation. Continued monitoring of student achievement data will be provided by administering school-made benchmark assessments periodically during the school year. The assessments are administered periodically prior to the FCAT providing teachers with an updated evaluation of student learning. Though formative assessment is not used for norm referencing or as an assessment of student overall academic achievement it does play an integral part in monitoring student growth and in modifying instruction.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student’s Personal Academic Plan and Data Chats as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, the students’ Personal Academic Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping based upon academic needs will be adjusted. Each student’s Personal Academic Plan will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the Next Generation Sunshine State Standards/common Core standards and the expectations of the curriculum. Students are expected, at a minimum, to achieve the benchmarks of the Next Generation Sunshine State Standards/Common Core Standards for each grade level and the goals and objectives specified in their Personal Academic Plan.

The Chart below outlines, but is not limited to, the types of assessments to be administered by the school:

Assessment Type	Description	Assessments Utilized
Baseline Assessment	Baseline assessment provides the information needed to identify students’ strengths and weaknesses and to effectively target instruction.	Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) School-made Benchmark Tests FLKR Numeracy diagnostics Other diagnostic assessments.
Benchmark Tests	Benchmark Tests are meant to provide administrators, teachers, parents and students information on individual student achievement based on a specific set of criterion. These exams are meant to be “formative” in nature and should be openly discussed with students in order for them to understand what they have successfully mastered and areas where they need improvement. The school will compile student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the	Benchmark Assessment in Reading Benchmark Assessment in Math Benchmark Assessment in Science (Grades 5 & 8) Benchmark Assessments in Writing (Grades 3-8)

	classroom.	
Florida Center for Reading Research Assessment	<p>Available to K- 12 public schools, FAIR was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida!</p> <p>This assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. The Assessment System can be administered three times yearly, and is augmented with a Broad Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades. Two, brief Broad Screening tasks, are available for administration to all students in order to identify those most likely to be on, or above grade level in reading, by the end of the school year. In Grades K-2, the screening task includes letter sounds, phonemic awareness, and word reading. In Grades 3-12, the screening tasks include an adaptive reading comprehension measure. This reading comprehension screen will predict student success on the Florida Comprehensive Assessment Test, and will also provide a Lexile score for each student.</p>	Florida Assessments for Instruction in Reading (FAIR)
Next Generation Sunshine State Standards Common Core Standards	<p>The FCAT is currently the foundation of the statewide assessment and accountability program. The FCAT program includes assessments in reading and mathematics in grades 3-8, science in grade 5 & 8 and writing in grade 4 & 8. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. The FCAT measures student performance on selected benchmarks in reading, science, and mathematics as defined by the NGSSS. The Standards articulate challenging content that Florida students are expected to know and skill areas they are expected to perform. The administration of the FCAT is “summative” in nature. The results are distributed to the school and parents and are the basis for the A+ Plan School Grades</p> <p>The PARCC is currently being developed for a field test to be administered in the Spring of 2014.</p>	FCAT 2.0 PARCC
Kindergarten Screening	The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOSTM) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (FAIR) for kindergarten (Letter Naming and Phonemic Awareness) to gather information on a child’s development in emergent literacy.	Florida Kindergarten Readiness Screener (FLKRS)
End of Course	The Florida EOC Assessments are part of Florida's Next	EOC Algebra 1

Exam	Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs are computer-based, criterion-referenced assessments that measure the NGSSS for specific high-school level courses, as outlined in the course description.	EOC Biology EOC Geometry EOC Civics
Abundant Assessment – Formal and Informal	The progress Monitoring Plan is designed to assist teachers in targeting students who are in need of remedial instruction. The PMP is generated in order to ensure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to re-evaluate individual students’ academic achievement in a more time efficient manner. Recognizing areas of strength and weakness in a timely manner is vital to making sure students have enough instructional time and practice to solidify their understanding before reassessment occurs.	Progress Monitoring Plan

The school will follow the Sponsor’s testing calendar as published.

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

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the mission statement and the curriculum model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction.

Sarasota Academy of Math and Science will utilize the Florida Continuous Improvement (FCIM) model to evaluate and inform instruction. FCIM is a quality improvement and research-based approach to management that enables school administrators and teachers to track student performance, help close the achievement gap using data. A relative to the FCIM approach the 8-Step Instructional Process which was developed by Mary Lehman Barksdale, while teaching third grade at the Brazosport Independent School District (Texas). Based on Barksdale's model, teachers and administrators must

1. raise expectations for all students;
2. create a vision to guide reform;
3. develop measurable objectives with timeframes for accomplishing them.

The Eight-step Process works as follows:

- Disaggregate data - Disaggregating data is the critical first step of the instructional process. The term “disaggregate” means to break up, to divide, to separate, or to break apart. Breaking down and analyzing data provides the structure for success. Data can help to quickly identify the concepts students have not mastered or are on the verge of not mastering.
- Develop an instructional timeline - The instructional timeline serves as a graphic reminder for teachers and parents. It is a map that shows a logical path for the following: aligning state performance standards, curriculum and assessment based on the needs of students, the importance of the object on performance tests, the timeline assists by telling us what to teach and when to teach it.

- Deliver an instructional focus - This is the step where teaching and learning take place. This step is without question the most critical part of the instructional process. The instructional focus sheet (Scope and Sequence) shows what is to be mastered – objectives, target areas, instructional timeline, assessment dates, and important reminders – but it is not a ready-made lesson plan. Based on the needs of the students, the teacher creatively designs the appropriate lesson plans.
- Administer frequent assessments - Frequent assessments help us check for understanding, provide data for analysis and helps us to track student progress. With data we are able to administer early interventions and to adjust teaching methods to meet the needs of the students.
- Use tutorials to re-teach non-mastered targeted areas - In order for tutorials to be effective, they must be offered frequently and by talented staff (not necessarily the same person as the student’s regular classroom teacher). The instruction must be focused and intense. Tutorials should never be perceived by the students as punishment but instead as an opportunity to catch up and receive additional assistance. Tutorials allow for additional instructional time for review and refocus, and are a requirement if we are to insure the success of all students.
- Provide enrichment opportunities - What is considered beneficial to a few “gifted and talented” students often will prove beneficial to all students. Activities provided during enrichment time could become the “light bulb” of understanding and provide new ability for non-mastery students.
- Reinforce learning through maintenance - If students do not routinely use a skill, it is soon forgotten. Maintenance involves using and reinforcing previously taught skills. Using instructional time wisely permits teachers to reinforce skills and concepts through a variety of retention strategies.
- Monitor progress - Monitoring should be an ongoing, multifaceted step in the instructional process cycle. While principals are very busy and have many responsibilities, monitoring student achievement should have the highest priority. As the school’s instructional leader, the principal must work with great determination to insure the success of both teachers and students.

Implemented at all grade levels, the process treats students individually by assessing how much they're learning at regular intervals. Based on the assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards.

Sarasota Academy of Math and Science will be characterized by all of the hallmarks of an effective school: a strong Principal, high expectations for teachers and students, a sharp instructional focus, a safe and orderly climate conducive to teaching and learning, and high standards of achievement.

As a quality, effective school, Sarasota Academy of Math and Science believes that all students can learn and recognizes the differences in learning styles. The school staff believes that they can teach all students, set high expectations, develop clear vision, align planning for instructional assessment, and implement the "Plan-Do-Study-Act" instructional process.

1. Plan: Develop a plan to improve.

- Identify the opportunity for improvement.
- Document "how we do things now."
- Determine the root cause of the problem.
- Select a solution for improvement.
- Develop an action plan for implementing the improvement.

2. Do: Carry out your plan.
 - Pilot the proposed changes on a small scale.
3. Study: Gather information and study results for the pilot project.
 - Identify what you learned about the process and how you could improve upon it.
4. Act: Adjust the process, based on your new knowledge.
 - Standardize the new methods.
 - Review and repeat the steps.

Einstein stated, "Doing the same thing over and over while expecting a different result is the definition of insanity." This statement explains the need to implement an instructional process that includes a self-check to insure that the strategies being implemented are meeting the needs of the students. The PDSA cycle requires careful analysis of student performance data and planning the instructional calendar. The next step leads to delivering or doing the instructional focus in the classroom, followed by checking the assessment, maintenance, and monitoring of the instructional focus. Finally, acting provides enrichment and tutorials based on individual student needs. These steps will be repeated again and again to achieve steady improvement.

Other critical elements are as follows:

- Proven teaching strategies
- A no-nonsense, intense classroom environment
- Teachers must believe students can be successful
- Hard work by both teachers and students.

The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school-wide improvement. The School will use a simple but highly effective yearly data calendar, which will be displayed publicly and referred to constantly, so that everyone in the school community knows when important steps in the data cycle will take place. The School Principal will plan time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (*Fenton and Murphey, 2010*) The School will administer assessments and follow the administration with deep analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students. Teachers will utilize the data from the benchmark assessments and the FAIR to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are being met; this is data-driven instruction.

To evaluate student learning and the effectiveness of instruction, teachers will administer formative assessments on specific skills. After itemized analysis of each assessment, the teacher will report results to students and parents through Grade Quick/EdLine and will update the student's Personal Academic Plan. Based on the results of the assessment, the teacher will then decide to either re-teach specific skills that are not mastered, or to introduce a new skill. Continual monitoring of student progress will take place to insure that students are progressing on specific skills.

Whole class achievement will be monitored to determine the effectiveness of instructional strategies. The administrative team will review this data to assist teachers in differentiated instructional techniques to effectively meet the needs of students in the class whether remediation or advanced coursework is required.

School-wide data by grade level will be tracked to determine progress as a school and to assess teacher effectiveness. This will show the need for revisions to the curriculum or strategies required to maintain student achievement, remediate student achievement or enrich student achievement.

Weekly grade level meetings are the first basis of data analysis and data driven instruction. Monthly school-wide data is analyzed by the Leadership Team and Departments with a focus on areas of strength and weakness. Areas of identified strength are maintained while areas of identified weakness have a strong focus through instruction and intervention.

All assessments are tracked by the requirements of the Next Generation Sunshine State/Common Core Standards and benchmarks. Strengths and weaknesses are identified and instruction, intervention and differentiated instruction efforts are based from the results of these assessments. Benchmarks/Standards are monitored by grade level, school and individual student progress towards mastery.

The school will implement additional assessments to determine student progress and performance. All techniques designed to monitor student progress will be based on the following purposes:

- To assist student learning
- To identify student strengths and weaknesses
- To assess the effectiveness of a particular strategy
- To assess and improve the effectiveness of curriculum programs
- To assess and improve teacher effectiveness
- To provide data to driven instructional decision making
- To communicate and involve parents

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

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 and/or attends a school beyond the high school level.

Sarasota Academy of Math and Science believes that parents must be informed regularly regarding their child's performance at school. Parents can become a school's greatest ally in helping to insure academic success for students.

Sarasota Academy of Math and Science will implement *EdLine* as one resource for informing parents and students of student progress. *EdLine* provides parents web-based access to current Grade Book reports via independent student identification access. Parents will review grades and attendance online from home and will receive private email alerts on urgent grade, attendance or other information sent from the teacher to immediately inform parents of changes in a student's performance or progress. In addition the school will implement the Interactive Classroom component of *EdLine* enabling parents/students to participate in integrated online discussions with instructional content to engage students in assignment discussions and the teacher can target or restrict certain users or groups within the classroom. Teachers can review comments before they are posted.

Homework assignments are posted that integrates online practice exercises, quizzes, or worksheets. Students complete the learning activities online. A homework “drop-box” is provided where students can submit documents or other files to hand in their homework electronically.

Teachers can select from a variety of question types: multiple choice, single choice, open-ended, etc. and can choose from several different components: text entry fields, radio buttons, drop-down lists, file attachments, etc. Assignments can be graded automatically with no intervention by the teacher. Grades can be transferred to the teacher’s grade book. Teachers can track which students have and have not submitted a response. An e-mail reminder can be sent to users who have not submitted a response. Parents or guardians know the status of a student's work.

Teachers will also provide information as follows:

- Private, secure student-specific reports regarding school-wide assessments, missing homework assignments, daily grades, etc.
- Class-specific content, such as homework assignments, test dates, project instructions, etc.
- Team, club and other group specific material, such as practice schedules
- General school information, such as newsletters, daily announcements, lunch menus, school-wide activities.

Parent conferences will be scheduled at least two times per year; once in the fall and again at the end of January to discuss individual student progress. All children learn in different ways, have their own individual personalities and their own listening and work habits. Parent conferences can become a bridge between the home and school thus influencing student performance in the classroom. By discussing student progress and assessment results with parents, parents are better able to understand their child’s difficulties so that they may become a resource at home for skills improvement. Teachers are encouraged to fully prepare for conferences so that substantial information is provided in a specific time frame. Conference records will be kept in the student’s folder.

Formal assessment results will be sent home with the student or via mail, as they are available. Formal results are provided from District and State mandated testing.

Utilizing baseline data and additional assessments, teachers will create Data Chats to assist students in tracking their progress and to inform parents of student strengths and weaknesses. Teachers will utilize the students’ Developmental Scale Score percentage conversions as part of the formulas that are included in the Data Chats. This will be used throughout the year by teachers to determine whether students are making adequate learning gains in the classroom. Teachers will use the *FCAT ExamView*, *FCAT Test Maker* and *Edmentum* item banks to create teacher made assessments.

The school will distribute interim progress reports at the four and one half week point of the quarter, and report cards at the end of the quarter. In addition, individual students may be placed on daily or weekly progress reports so that progress is closely monitored in the event there are concerns with student progress.

Grades: In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the students' work habits and effort and conduct grades. In no case shall the student receive an academic grade which is contingent upon his work habits and effort and conduct.

Kindergarten Grade Scale: Note - In addition kindergarten grading will be a checklist of specific competencies marked to indicate progress.

Grade	Definition
4	Meets and applies expectations/standards independently
3	Meets and applies expectations/standards with support
2	Does not meet expectations/standards; shows growth with additional support
1	Does not meet expectations/standards; shows no growth even with support

Grades 1 -8

Grade	Definition	Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	0-59	0
I	Incomplete	

The grades reflecting achievement for art, music, physical education and, in grades one and two, for science and social studies will be:

O = Outstanding achievement

S = Satisfactory achievement

U = Unsatisfactory achievement

Effort Grade Scale 1-8

Grade	Definition
E	Excellent
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Section 6: Exceptional Students

The School will provide a Free and Appropriate Public Education (FAPE) to students with disabilities in accordance with all state and federal special education guidelines and regulations, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. As affirmed by sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code this includes, but is not limited to:

1. A Non-Discriminatory Policy regarding identification, location, evaluation and selection.
2. Free and appropriate public education (FAPE).
3. Individual education plans (IEP) developed in IEP meetings with the parents and the IEP Committee;
4. Section 504

The School will implement the same identification, evaluation, placement, and due process procedures as other schools in the District. The School will utilize a service delivery models identified in this application for students with disabilities and will work with the District to determine the proper placement for students with disabilities within the full continuum of services offered by the District. The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP Team will determine the least restrictive environment, which also will include the services and supports needed for the student with a disability. The IEP Team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP.

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

- *The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.*

The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies, as available, by the school.

If an ESE student requires additional academic pull out services for Mathematics, Reading, and/or Language Arts, the services will be provided with reasonable supplementary support and services and/or accommodations including consultation services provided in the traditional classroom setting according to each individual IEP, EP, or Section 504 Plan. Students who are Speech and Language Impaired and have an IEP will be serviced according to their plan.

Coursework for ESE students in grades K-8 may include academic pull-out or consultation services in the regular classroom for reading, math and/or language arts. Students may attend these courses with the ESE teacher for remediation and strategies for accommodation of the curriculum if needed.

Coursework work for ESE students in grades K-8 will be appropriate to the grade level and IEP. Coursework in grades 6-8 may include but not be limited to

Learning Strategies 6-8 - The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

Developmental Skills: 6-8 - The purpose of the course is to assist students with disabilities to function at their highest level and develop the skills and competencies needed to function as fully as possible within the home, school, and community setting.

Language Arts: 6-8 - The purpose of this course is to provide instruction in language arts concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

Reading: 6-8 - The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

Mathematics: 6-8 - The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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.

Pursuant to S. 1002.33 (10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment. Pursuant to S. 1002.33(10)(b), the School will enroll any eligible student who submits a timely application unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery will be held to randomly select from applicants. This ensures that all students have an equal opportunity of being selected for enrollment in the school.

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.

Sarasota Academy of Math and Science will work closely with the District's Department of Exceptional Student Education and follow the district's guidelines for ESE students to insure appropriate placement for students in the Least Restrictive Environment. The School will utilize the service delivery models of academic pull-out for Reading, Math and/or Language Arts with at least 80% of instruction occurring in a class with non-disabled peers and consultation for students with disabilities. The School will work closely with the Sponsor to provide the necessary professional services for diagnosis and evaluation of exceptional students and to determine the proper placement for students with disabilities within the full continuum of services offered by the District as the LEA. The School will provide services for Speech/language and OT/PT, where available, through contractual arrangements with private providers that meet standards established by the commissioner.

The instructional program for Students with Disabilities will be aligned to the Next Generation Sunshine State Standards/Common Core Standards and the Individual Educational Plan (IEP) or Education Plan (EP) thus providing ample opportunities for the student to learn and achieve individual outcomes. Instruction with accommodations will support the pathways delineated in the IEP/EP with annual yearly assessment by the Florida Comprehensive Assessment Test (FCAT) Assessment/PARCC.

The school will create public awareness of special education opportunities and will advise parents of the rights of students with disabilities. The School will provide written procedures (in the primary language of the home) to assure that information regarding the rights of students with disabilities is made available in plain language and phraseology which will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

When Congress reauthorized IDEA 2004, they changed the law about identifying children with specific learning disabilities. Determining factors now include:

- Inadequate achievement measured against expectations for a child's age or the grade-level standards set by the state
- Insufficient progress when using a process based on response to scientific, research-based interventions (frequently referred to as RTI- Response to Intervention)
- Evidence of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade-level standards or intellectual development

In June of 2008, The Florida Department of Education (FDOE) published a Response to Instruction / Intervention (RtI) Implementation Plan which provided the initial, formal, state-level framework to assist districts with critical components, definitions and applications to support the development of school-wide implementations.

Students that have not been identified with exceptionality, but require additional interventions will take part in the Response to Intervention Model. The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students.

- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions.
- An integrated data collection/assessment system to inform decisions at each tier of service delivery.

Within an RtI framework, resources are allocated in direct proportion to student needs. This framework is depicted as a three-tier model that uses increasingly more intense instruction and interventions. Data collected at each tier are used to measure the efficacy of the interventions so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

The first Tier is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in general education. The second Tier consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The third Tier consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction, with the goal of increasing an individual student's rate of progress. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying factor that is not remediated by the RTI model. One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners.

Another is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

Across the tiers, the problem-solving method is used to match instructional resources to educational need. The problem-solving method is as follows:

1. **Define** the problem by determining the discrepancy between what is expected and what is occurring. Ask, “What’s the problem?”
2. **Analyze** the problem using data to determine why the discrepancy is occurring. Ask, “Why is it taking place?”
3. Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student’s progress will be monitored and **implementation** integrity will be ensured. Ask, “What are we going to do about it?”
4. Use progress monitoring data to **evaluate** the effectiveness of the intervention plan based on the student’s response to the intervention. Ask, “Is it working?” If not, how will the intervention plan be adjusted to better support the student’s progress?

For students who present a learning and/or behavior problem, and are not responding to RTI, an Collaborative School-wide Support Team and Child at Risk in Education is convened. The CARE is a structured, data-based, team-oriented, model for designing, implementing and evaluating interventions for students who are experiencing academic and/or behavioral problems in the classroom. Student’s needs will be supported through the strategies/interventions determined by the CARE team and students will be identified and evaluated in accordance with state and federal regulations. This process will identify whether the concern about a student is academic and/or behavioral in nature. Depending on the intervention needs of the student, the student will be placed in intensive courses for reading, language arts, and math if they have academic concerns. If a child has behavioral concerns, a Functional Assessment of Behavior will be completed and Behavior Intervention Plan will be developed. The team consists of the parent/legal guardian, school psychologist, the general education teacher, the reading coach (if academics is the concern) and the English Language Learner teacher if the student is in the ELL program. The interventions are performed with on-going progress monitoring. The CARE team would then analyze the progress made utilizing the four step problem solving process. Documentation of progress monitoring and strategies implemented are then reviewed to determine whether they were successful. If the results are encouraging, then the team would continue to monitor on a monthly or as-needed basis. If the strategies/interventions were not effective, an additional or different set of strategies/interventions will be designed and implemented as well as more frequent progress monitoring, possibly bi-monthly or weekly depending on the severity of the deficiency.

If it is determined that the RTI interventions and strategies prove to be unsuccessful the parent/school may request that the District conduct an initial evaluation once the school has obtained consent. RTI will continue with the student until the evaluation is complete. The School will work with the District to insure initial evaluations of students having a disability will be completed within a cumulative sixty days for which the school is in attendance after the school district’s receipt of the Parental Consent for Evaluation.

Once the evaluation process is complete, the parents/legal guardian, the child’s present teacher, the school psychologist, staffing specialist, LEA and special education teacher will meet to review the results of the evaluation and determine eligibility for services. If the child meets eligibility criteria for ESE services, and if the parent gives consent to place the student in the ESE program, an Individualized Education Plan

(IEP) is created according to the individual child's needs.

The IEP committee will create an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents;
- Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and accommodations that are required to ensure that the student which derives maximum benefit from his/her educational program;
- Deciding which setting or settings would best meet those needs;
- Reviewing placement decisions annually, or sooner if necessary, at the IEP review meeting;
- Reviewing the cumulative folders of those students coming from another school to determine their eligibility status to receive special education services and/or related services. Services will be provided through contracts with an appropriate agency if necessary, or a staff member will be employed with the appropriate certificate in that exceptionality.

An IEP will be developed annually for the student between school staff and parents/guardians (including the student when appropriate). The IEP will be reviewed/revised at least annually to facilitate student progress in meeting goals.

Written procedural safeguards for students with disabilities will be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Educational Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy. If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand. School personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. These safeguards are in place in order to help the parents of children with disabilities to understand the rights that accompany programs for students with disabilities.

Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.

All students will participate in state and district mandated assessments with appropriate accommodations based on the individual needs of each student to afford an accurate assessment. In accordance with the Florida Department of Education, and as stated in and quoted from "Policy Paper: Accountability for Students with Disabilities in State and District Assessment Programs," revised January, 1998, exclusion may be permitted only when all of the following criteria are met:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards even with appropriate and allowable course accommodations.
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

- The student's inability to complete the required coursework is not due to excessive or extended absences or the result of social, cultural, or economic differences.

The School will utilize a service delivery model of consultation and academic pull-out, with at least 80% of instruction occurring in a class with non-disabled peers, for students with disabilities in order to support them in the Least Restrictive Environment. The School believes that it is very important that each student has the opportunity to learn and grow within his or her community so that they will be productive citizens upon graduation from the school. The School will employ or contract with the necessary personnel, where available, to provide Speech and Language services, Occupational Therapy and Physical Therapy as required by the IEP. The School will work collaboratively with the District to determine the Least Restrictive Environment and proper placement within the full continuum of services offered by the District as the Local Education Agency.

Once a student has completed the second step of the application process and there is an indication that the student has a current Individual Educational Plan (IEP), the School's/District's Exceptional Student Education (ESE) staffing specialist assigned to the School will be notified. The parents of a student with a current IEP will be invited to attend a meeting with the School staff, the School/District staffing specialist or other assigned ESE representative to discuss the type and degree of services required to meet the needs of the students. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School and/or the District. It is vital that the School and the District review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate educational setting.

Opportunities for in-service education regarding Least Restrictive Environment and working with exceptional students will be provided for school administrators, teachers, school staff, parents/guardians, students, and the community. This in-service will be designed to promote a better understanding of the special education process and exceptional students. Teachers will be provided with appropriate accommodations and strategies for working with ESE students.

Funding for ESE services is generated by the student's level of services as documented on the Matrix of Services form and the school shall utilize this supplemental funding to provide for each exceptional student's education needs.

All Florida students participate in the state's assessment and accountability system. The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations. Aligned to the NGSSSS in Language Arts, Mathematics, and Science; the Florida Alternate Assessment measures student academic performance on the Sunshine State Standards Access Points at three levels of complexity, participatory, supported, and independent. Access Points are extensions of the general standards and capture the essence of the NGSSS with reduced levels of complexity. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment.

The student's Individual Education Plan (IEP) team is responsible for making the determination as to which ESE students will be working on the access points and taking the alternate assessment and which ESE students will be taking the Florida Comprehensive Assessment Test (FCAT)PARRC. A student's disability category is not the determining factor for which portions of the standards are used for instruction. If a student is being assessed using the FCAT, he or she should receive instruction using the

standards tested by the FCAT/PARCC. If the IEP team determines that the student meets the criteria for an alternate assessment, the student will be assessed on the access points.

Transition services will be provided for students turning 14 years old within the current school year, or younger if appropriate. A transition statement is written for the student at their Transition IEP meeting. The student is invited to attend the meeting and has input on what their post-secondary goals are and what course of study must be followed to meet those goals, which may include a description of an instructional program or experiences. Diploma options will be determined at this time. During the Transition IEP meeting the areas of self-determination self-advocacy can be addressed, if needed. Transition services will be implemented once the student enters high school.

Section 504 Plan

A parent, teacher, or other member of the school staff may raise a concern about a student's unique need for special help. The parents and school team will meet to discuss all relevant information about the student. This may include, but is not limited to, any information that the parent may have brought in from medical providers. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. A Section 504 plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for Section 504 and identified the needed accommodations will write the accommodation plan. While Section 504 does not require a written plan, it does require documentation of evaluations and accommodations. It is very useful to have a written plan to provide clarity and direction to the individuals delivering services or making accommodations. While there is no time limit specified for an accommodation plan, a yearly review is recommended. Section 504 accommodation plans may be updated at any time to reflect changes and recommendations by the team. Accommodations may include flexible seating, shortened intervals for instruction, extended time for assignments, etc.

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.

According to Section 1003.57 of Florida Statute, each district school board shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable.

- a) The School will work closely with the Sponsor to provide the necessary professional services for diagnosis and evaluation of exceptional students.
- b) The School will work closely with the Sponsor to provide the special instruction, classes, and services required by exceptional education students to the greatest extent possible either within the district school system or through contractual arrangements with private providers that meet standards established by the commissioner.
- c) The School will work with the Sponsor and be aware of the policies of the district school board, when once every 3 years, the district is required to submit to the department its proposed procedures for the provision of special instruction and services for exceptional students.
- d) A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied

placement in a program of special education shall be notified of each such evaluation and placement or denial. Such notice shall contain a statement informing the parent that he or she is entitled to a due process hearing on the identification, evaluation, and placement, or lack thereof.

- e) In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Placement of exceptional education classrooms will be close to or integrated with the regular education classrooms in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act (42 U.S.C. 12101).
- f) In addition to the services agreed to in a student's individual education plan, the district school representative/school will fully inform the parent of a student having a physical or developmental disability of all available services that are appropriate for the student's disability. The student's parent will be provided with a summary of the student's rights.
- g) The facility used by Sarasota Academy of Math and Science will be a newly constructed facility meeting all current building codes including Section 553 of the Florida Building Code. The facility will meet all applicable A.D.A. requirements including handicap access to restrooms, lunchroom and classrooms. If necessary to meet the needs of exceptional students, the school will further modify the facility, to the maximum extent appropriate to ensure equal access of students. The School will comply with all applicable laws, ordinances, and codes of federal, state, and local governance, including IDEA, ADA, and section 504 of the Rehabilitation Act.

Supplementary aids and services will be determined by each ESE student's IEP team and provided to each eligible student to enable the child:

- to advance appropriately toward attaining the annual goals stated on the IEP;
- to be involved in and make progress in the general education curriculum;
- to participate in extracurricular and other nonacademic activities; and
- to be educated and participate with other children with disabilities and nondisabled children.

Supplementary aids and services may include, but are not limited to:

- Assistive technology such as a word processor, computer, word prediction software, or a portable note-taking device;
- Environmental adaptations such as preferential seating, specialized lighting, or acoustical treatments to minimize noise;
- Peer supports such as pairing a student with a disability with a same age classmate who does not have a disability in order to provide reciprocal benefits to students through peer modeling; relationship building; academic support; and expanded opportunities to socialize, communicate, and demonstrate learning competencies.

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

Sarasota Academy of Math and Science will use a variety of assessment to determine the effectiveness of the program including district and state assessments and classroom performance. The IEP team considers the following factors in the development, review, and revision of the IEP:

- a) Strengths of the student and concerns of the parents for enhancing the education of their child
- b) Results of the initial or most recent evaluation or reevaluation
- c) As appropriate, results of the student's performance on state or district-wide assessments
- d) Academic, developmental, and functional needs of the student

Quarterly updates will monitor the student's progress towards meeting the measurable annual goals as stated on the IEP. The goals include academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum. As appropriate, the goals enable the student to participate in appropriate activities and meet each of the student's other educational needs that result from the student's disability.

The school will develop procedures for updating, at least annually, the effectiveness of the individualized education programs in meeting the educational needs of special education students, including parent/family involvement in the evaluation process. Students eligible for special education and related services will be re-evaluated every three years or sooner if deemed necessary by multi-disciplinary team, in accordance with state and federal requirements.

The criterion for evaluating Sarasota Academy of Math and Science's special education program includes, but is not limited to, the following:

- The curriculum is individualized to meet each child's intellectual, achievement, social, emotional, physical and management needs and/or IEP goals for each student.
- The IEP is developed in coordination with the school district Special Education liaison.
- The curriculum is geared towards the student's strengths while addressing gaps in progress.
- A multi-sensory technique is used, including educational videos, CD-ROMS, peer teaching, etc.

Accommodations and strategies are listed in the lesson plans. The accommodations and instructional strategies are implemented in accordance with the student's IEP.

The IEP includes a statement of measurable annual goals, including benchmarks or short-term objectives when needed. The goals and objectives are designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum. The IEP also includes a statement of how the child's progress toward the annual goals will be measured. The annual goals and benchmarks will be evaluated with the closing of every marking period. Based on the student's attainment of the goals as reviewed by the IEP team a determination may be made regarding revisions to the content of the IEP

Meetings are held at least once every two years for gifted students at which time, the EP team will meet to discuss the student's progress with the goals and benchmarks listed on the EP. The team will discuss the student's progress with their individual goal and their progress with the program goal. Based on that information, the team will answer questions like these:

- How have the student's needs changed, if it is determined that insufficient progress has been made?
- What new goals should the student be working toward, if the student has superseded their original goal?

- Does the student need different services?
- Does the student still need all the ESE services he or she has been receiving?
- Does the student need a different placement in order to make progress?

The team will then complete a new EP for the student if it is determined that the goals on the current EP need to be amended. Students participating in the gifted program will be evaluated according to state and district guidelines. Gifted students will participate in the FCAT.

Rubrics will also be established as suggested by the Frameworks for Gifted Learners. The rubrics use four markers to describe successful meeting of a particular trait. These markers are defined as follows:

- ✓ Know—the ability to recall and locate information. One who knows can cite facts, concepts, and ideas. One who knows deals with knowledge in singular fashion; not recognizing, and poorly able to function with the interconnectedness between knowledge fields.

Learners who know see the individual snapshot.

- ✓ Understand—the ability to recall, interpret, and connect information. One who understands can use information from multiple sources, though not always simultaneously. One who understands can be flexible and creative with knowledge. Combining knowledge fields occurs here, though not necessarily with ease or on one's own.

Learners who understand see the collage of snapshots.

- ✓ Perform—the ability to analyze and synthesize information from multiple sources simultaneously. One who performs can use knowledge inventively, in novel situations. One who performs links knowledge fields in creative ways so that boundaries blur.

Learners who perform see the snapshots in motion.

- ✓ Accomplish—the ability to evaluate and use information from multiple sources critically and effectively to accomplish a significant purpose. One who accomplishes has internalized the processes addressed in the first three levels and has the ability to call on those processes automatically. One who accomplishes has ownership of knowledge, yet will share it willingly.

Learners who accomplish see the snapshots moving in 3D.

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

All students entering the School will benefit from the implementation of the Sarasota Academy of Math and Science curriculum, including meeting the needs of exceptional students who enter the School below grade level. The School will provide a free and appropriate public education (FAPE) to students with disabilities, in accordance with all state and federal guidelines, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, to ensure that the educational goals for each student are addressed.

Because every student with a disability has complex and unique needs, the strategies and tools of instruction will be constantly modified at Sarasota Academy of Math and Science so that each student can succeed at learning.

Each student must participate in the statewide assessment tests required by FS.1008.22. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by statewide assessments will be

provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need.

Strategies may include one or more of the following or others as deemed appropriate:

After School Program	Counseling at School
Assignment Accommodations	Direct Instruction
“Read at Home” Plan	Daily Student Planner
Reading Area: Phonemic Awareness	Daily/Weekly Assignment Sheet
Reading Area: Phonics	Reduced Student/Teacher Ratios
Reading Area: Fluency Development	Remedial Course
Reading Area: Comprehension	ESOL Support
Reading Area: Vocabulary	Retention
Computer Assisted Instruction	Flexible Skill Groups
Cooperative Learning	Summer Reading Camp (3rd Grade)
Intensive Reading Class	Modification of Curriculum
Suspension of Curriculum	Parent-Guardian
Intensive Math Class	Weekly Progress Report
Targeted Skill/Small Group Instruction	Mentor

The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion, is reached.

Students who enter the school with a current Individual Education Plan or Section 504 Plan will receive services as designated on the IEP or 504. The appropriate accommodations will be made through instruction/consultation by a qualified ESE teacher.

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

According to the Florida Department of Education Report “Student Achievement in Florida’s Charter Schools – A comparison of the performance of charter school students with traditional public school students”, the following averages are reported for Exceptional Student Populations (2011-2012).

Student Population	Charter Schools	Traditional Schools
Exceptional Student Education	9.22%	13.06%

This number reflects all levels of need including gifted students. The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

According to the Florida Department of Education’s LEA Profile for 2013, Sarasota’s ESE student population is 14% of the total student population. Although the report cited above shows an average of 9.22% ESE students in charter schools, the applicant shall use 11.0% of total student enrollment as the average number of students with disabilities whose needs can be met in a regular classroom with

supplementary services. Of course, the school will amend its staffing to meet the needs of students if the percentage of students with disabilities attending the School is greater or less than the assumed 11.0%.

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

The number of teachers providing services to ESE students is based on the total number of ESE students enrolled at the school. At a minimum the school will employ an ESE teacher who may be responsible for both instruction and compliance until the student population grows. As the instruction for ESE students will be provided in the traditional classroom setting for at least 80% of the day, the Board may hire dual certified teacher to meet student needs. Sarasota Academy of Math and Science teachers teaching core content to ESE students will hold the appropriate certification in accordance with the ESE certification table in the Florida Course Code Directory and Instructional Personnel Assignments. The number of staff is dependent upon the number of students enrolled at the school that require ESE services.

For the purposes of the included budget, the School shall assume an ESE enrollment of 11% of the total student population. Therefore, the assumption of the number of ESE students served shall be as follows:

Yr. 1 - $490 \times .11 = 54$; Yr. 2 - $680 \times .11 = 75$; Yr. 3 - $848 \times .11 = 93$; Yr. 4 - $888 \times .11 = 98$, and Yr. 5 - $910 \times .11 = 100$.

Florida special education teachers, also referred to as exceptional student teachers, are governed under state administrative rule 6A-4.01795 of the revised code. Teachers in this educational pathway must comply with the following:

- (1) Plan One. A bachelor's or higher degree with a major in exceptional student education, special education, mental disabilities, specific learning disabilities, emotional disabilities, physically impaired or varying exceptionalities; or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in exceptional student education to include the areas specified below:
 - (a) Foundations of special education to include educational practices and development and characteristics of children with disabilities;
 - (b) Assessment and evaluation to include interpretation, analysis, and application of assessment results and alternate assessment strategies;
 - (c) Evaluation of student progress in acquiring, generalizing, and maintaining skills related to participation in educational settings;
 - (d) Instructional practices in special education to include selection and implementation of instructional practices and strategies and identification of accommodations.
 - (e) Relevant general education and special skills curricula selection;
 - (f) Assessing, designing, and implementing positive behavioral supports;
 - (g) Language development and communication skills to include normal sequence of expressive and receptive language development and identification of communication deficits and appropriate interventions;
 - (h) Skills to teach interpersonal interactions to include criteria for selecting instructional procedures for teaching personal care, interpersonal skills, self-advocacy skills, and adaptive life skills;
Transition process to include development of desired post school outcomes; and
 - (i) Effective methods of communication, consultation, and collaboration with students, families, administrators, and other education professionals.

Using the certification criteria described above, the School will hire and train (with assistance from the ESP) the appropriate number of teachers to ensure adherence to Federal and State guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

6A-4.01791 Specialization Requirements for the Gifted Endorsement –

(1) A bachelor's or higher degree with certification in an academic class coverage, and (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

(a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;

(b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;

(c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;

(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

Using certification criteria described above, the School will include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the State and with District schools so that guidelines and procedures established by the District are implemented and followed. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contract vendor. Specific information regarding the staffing plan is included in the budget documents.

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

Rule 6A-6.03019 defines gifted students as “one who has superior intellectual development and is capable of high performance”. Gifted students give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” (No Child Left Behind, 2002). According to State Law, gifted students are considered exceptional education students in Florida. This means they are eligible for ESE services, have some procedural protections, and have written educational plans.

A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

(a) The student demonstrates:

1. Need for a special program.

2. A majority of characteristics of gifted students according to a standard scale or checklist, and

3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

1. For the purpose of this rule, under-represented groups are defined as groups:

- a. Who are limited English proficient, or
- b. Who are from a low socio-economic status family.

The mission of the Gifted Program is to nurture academically talented students through programs that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative. The school will strive to:

- promote experiences that replace, supplement, or extend learning opportunities through differentiated pedagogy;
- facilitate student access to appropriate learning opportunities in advanced programs, especially for underrepresented groups;
- increase student achievement through the acquisition of enhanced thinking and problem-solving skills;
- provide multiple opportunities to acquire and apply knowledge, to communicate effectively in other languages, to develop a multicultural perspective of the world, and to acknowledge and act in accordance with the cultural ethics of a given community;
- promote acceleration and enrichment of able students through the use of investigative and shared inquiry skills; and
- promote the individual pursuit of special interests and development of academic talents.

Florida's Frameworks for K–12 Gifted Learners provides guidelines, which support a challenging and rigorous curriculum that enhances the Next Generation Sunshine State Standards and Common Core Standards in order to meet the needs of gifted students. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers, parents/guardians, or staff may request that a meeting be scheduled for students who have a need that is beyond the general education curriculum and that may benefit from the services of the gifted program. Determining eligibility for students who may be potentially gifted requires a screening and referral process.

Screening and Referral Procedures

The screening process includes the development of a talent pool of students who demonstrate unusual ability. Students should be screened using two or more of the following criteria:

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

If it is determined that an initial multidisciplinary evaluation is warranted for a student who may be gifted, the referral process will be initiated, with notice to the parent and request for parental consent for an initial multidisciplinary evaluation for consideration of gifted identification. The parents must be invited

to the meeting(s) during which referral decisions will be made. The team making the determination may include, but is not limited to: parents, Principal, Guidance Counselor, School Psychologist, School Social Worker, ESE personnel, general education teachers, exceptional education teachers, and other relevant persons.

The decision may be to:

1. Recommend that the child be evaluated to consider exceptional student education.
2. Recommend that the team reconvene after additional student data are collected.
3. Recommend that no further action be taken at this time.

A staffing is held if the student meets eligibility criteria for the Gifted program. If the parent gives consent to place their child in the Gifted program, an Educational Plan (EP) is created. If the student does not meet eligibility criteria, parents are provided informed notice and a copy of the psychological evaluation via mail when this occurs. Procedures for providing informed notice are found in the Procedural Safeguards for Students who are Gifted. The parent can request a meeting with the school psychologist if they would like to further discuss the findings of the evaluation. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weaknesses. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student & parent input, evaluated for successful completion, and build on each student's strengths and weakness.

The EP includes:

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

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

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

Timelines for development of the EP include the following:

- An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.
- An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.

Meetings are held to develop and revise the EP at least every two years for students in grades K-8.

- EPs may be reviewed more frequently, as needed, such as when a student transitions from middle to high school.

EP participants include:

- The parents,
- At least one teacher of the gifted program

- One regular education teacher of the student
- A representative of the school district who is qualified regarding gifted eligibility
- An individual who can interpret the instructional implications of the evaluation results.
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel
- A translator in the parent's native language if needed.

William Daggett (2005) suggests three components of instructional planning. When viewed together, they provide a focus for relevant learning.

- Curriculum is advanced, sophisticated, and consistently building upon and extending beyond the general curriculum. Rigorous and challenging curriculum is enhanced through the study of universal concepts, complex levels of generalizations, and essential questions. Students are consistently engaged in multiple, complex, thought provoking and ambiguous texts/materials that challenge what they think and feel. Application is made to real-world unpredictable situations.

- Instructional delivery employs a variety of research-based strategies and methods from various curricular models that emphasize skills such as inquiry, investigation, and experimentation. Students are regularly provided with opportunities for understanding the “whys” through scholarly dialogue/discussions and they reflect on concepts, generalizations, and essential questions encountered with rigorous texts/materials. The teacher constantly probes students to deepen meaning and to provide rationale for positions.

- Multiple assessments are used to consistently monitor students' growth and understanding of increasing complexity of materials, ideas, issues, and problems. The teacher provides opportunities for students to reflect on understanding and growth. Assessments match the level of rigor and relevance identified in the learning objectives.

The gifted program will emphasize a quantitatively differentiated curriculum focused on developing cognitive learning, research and reference and meta-cognitive skills at each grade level using differentiated instructional strategies in one or more of the following: language arts, mathematics, science and/or social studies, foreign language, fine arts and vocational/technical education. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program. The Gifted Goals and Objectives identified in the students' EPs may include, but are not limited to: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

In order to implement the curriculum for the gifted, specific instructional strategies include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies are in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate.

- Curriculum Compacting - involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- Independent Study - opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters - learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.

- Learning Centers - a physical area of the classroom that is organized with various materials and learning experiences for specific instructional purposes.
- Flexible Grouping - grouping of students according to their learning needs, strengths, and preferences.

Depending upon the number of eligible students, the following delivery models may be available to meet the needs of gifted students.

- Content (K-5/6) Students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week, and interdisciplinary instruction around selected basic subjects.
- Full Time (K-5/6) Students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas.
- Middle School Gifted Program – Offer students gifted content area courses (Math, Science, Social Studies and/or Language arts) and/or state approved middle school gifted elective courses.

Teachers will develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge
- Tackle a wider range of authentic and complex academic tasks that require doing real world work
- Advance through activities at a faster pace
- Develop a sense of self and the possibilities that the world has to offer

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment (Tomlinson, 1999).

The bulk of the research concentrates on instructional strategies that have been linked to improved student achievement and have been shown to increase critical thinking, problem-solving abilities, and creativity. The following have been established as effective strategies (Johnson & Ryser, 1996):

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decision-making and evaluation
- Accepting ideas and suggestions from students and expanding on them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors

The accelerated pace at which gifted and talented students learn information requires that flexible pacing strategies be integrated into classroom. The need to explore topics in depth leads teachers to include provisions such as original research, independent studies or investigations or mentoring opportunities. When addressing the unique or advanced interests of these students, teachers might be inspired to include opportunities such as mini-courses, interest groups, clubs, science or art fairs. The teachers' challenge is to identify student needs, develop and gain access to appropriate programs and curricula that correspond to those needs, and monitor student progress throughout the course of study. The students' challenge is to make the best possible use of the resources available while becoming fully responsible for their own learning.

Section 7: English Language Learners

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

The School will follow all guidelines established by Florida Rule 6A-6.0902 - Requirements for Identification, Eligibility Programmatic and Annual Assessments of English Language Learners, the Sponsor's ELL Plan and the Student Progression Plan. The school will follow all briefings and updated documents as provided by the Sponsor. The ESOL Coordinator/ESOL Endorsed Teacher will be trained or receive training from district personnel, if available. The School will insure that the appropriate staff has a copy of the Sarasota County ESOL Program Guide as a reference for requirements regarding ELL students.

Teachers of English to Speakers of Other Languages (TESOL) has established three broad goals for ESOL learners at all age levels, goals that include personal, social, and academic uses of English. Each goal is associated with three distinct standards. ESOL learners will meet these standards as a result of the instruction they receive, thereby achieving the goals. Sarasota Academy of Math and Science will strive to ensure that all students achieve the English language competency needed for academic success and for life in a literate culture.

Goal 1: To use English to communicate in social settings

A primary goal of ESOL instruction is to assist students in communicating effectively in English, both in and out of school. Such communication is vital if ELL learners are to avoid the negative social and economic consequences of low proficiency in English and are to participate as informed participants in our democracy. ELL learners also need to see that there are personal rewards to be gained from communicating effectively in English. This goal does not suggest, however, that students should lose their native language proficiency.

Standards for Goal 1
Students will:

- use English to participate in social interaction
- interact in, through, and with spoken and written English for personal expression and enjoyment
- use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academic success in all content areas

In school settings, English competence is critical for success and expectations for ELL learners are high. They are expected to learn academic content through the English language and to compete academically with native-English-speaking peers. This process requires that learners use spoken and written English in their schoolwork.

Standards for Goal 2
Students will:

- use English to interact in the classroom
- use English to obtain, process, construct, and provide subject matter information in spoken and written form
- use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways

ELL students in U.S. schools come into contact with peers and adults who are different from them, linguistically and culturally. The diversity in U.S. schools mirrors the diversity in this country and around the world that young people will encounter as they move into the 21st century world of work. In order to work and live amid diversity, students need to be able to understand and appreciate people who are different and communicate effectively with them. Such communication includes the ability to interact in multiple social settings.

Standards for Goal 3

Students will:

- use the appropriate language variety, register, and genre according to audience, purpose, and setting
- use nonverbal communication appropriate to audience, purpose, and setting
- Use appropriate learning strategies to extend their sociolinguistic and socio-cultural competence.

The ELL/LEP Committee which is composed of the parent, principal or designee, ESOL/English teacher, the guidance counselor (if applicable), and any other instructional personnel responsible for the instruction of ELLs, will meet jointly to review and make placement recommendations for ELLs based on assessment results. Documents will be provided in the parent's heritage language where feasible.

At the time of registration all parents/guardians complete the Home Language Survey. This is the first step in assessing and determining the linguistic and academic needs of English Language Learners to ensure proper identification. The term "English Language Learner", when used with reference to individuals, means: individuals who were not born in the United States and whose native language is a language other than English; or individuals who come from home environments where a language other than English is spoken in the home; or individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and individuals who, by reason thereof, have sufficient difficulty listening, speaking, reading, or writing the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

In accordance with the program requirements as well as the FDOE/META Consent Decree, the Florida Department of Education has mandated that every student initially entering any public school be asked a series of three questions. The questions are required as part of the registration process:

- a) Is a language other than English used in the home?
- b) Did the student have a first language other than English?
- c) Does the student most frequently speak a language other than English?

The Home Language Survey is provided to parents in English, Spanish, and Haitian Creole. Assistance to parents in other languages is available, upon request. A copy of the Home Language Survey is placed in the students' permanent record file cumulative (cum) folder.

Each student who responded "yes" to any question on the home language survey shall be screened with an aural/oral proficiency assessment within two weeks of school entry to determine if the student is limited English proficient. The student's parent will be notified in writing. All verbal and written communication will be provided to parents/guardians in their home language, if needed. If a student is not administered

the tests within two weeks of registration, the parents will be notified informing them of the reason for the delay and the date when the test will be administered.

**English Language Proficiency (ELP) Assessment
Listening and Speaking Proficiency Assessment**

The table below indicates the publisher’s cut score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENRTY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	RS	SS	NP
IPT I Oral K-6 (Ballard & Tighe, Norm Year 2004)	K (Initial Identification)	Score Level: A, B, C Proficiency Designation: Level A - NES Level B, C - LES		
	K (Redesignation) to Grade 2	Score Level: A, B, C, D Proficiency Designation: Level A, B - NES Level C, D - LES		
	Grade 3 to Grade 6	Score Level: A, B, C, D, E Proficiency Designation: Level: A, B, C - NES Level D, E - LES		
IPT II Oral 7 - 12 (Ballard & Tighe, Norm Year 2004)	Grade 7 to Grade 12	Score Level: A, B, C, D, E, F Proficiency Designation: Level A, B - NES Level C, D, E - LES		

- (1) A raw score (RS) represents number of points a student received for correctly answering questions on a test.
 - (2) A scale score (SS) is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
 - (3) A national percentile (NP) is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.
- 6 *The Raw Score corresponds to a Score Level represented by letters A, B, C, D, E, and F. Each Score Level (i.e.; A, B, C, D, E, F) corresponds to a Proficiency Level (i.e.; NES: Non-English Speaking, LES: Limited English Speaking, and FES: Fluent English Speaking) based on student’s current grade level. This information has been taken from IPT I Oral and IPT II Oral Ballard & Tighe test booklets, Norm Year 2004.

Reading and Writing

The school will assess the students with the Idea Oral Language Proficiency (IPT) I Oral Test for grades K – 6 and the IPT II Oral Test for grades 7 and 8.

Name of Reading and Writing Instrument
IPT 1 Reading (Ballard & Tighe) Grade 3
IPT 1 Writing (Ballard & Tighe)Grade 3

IPT 2 Reading (Ballard & Tighe) Grades 4-6
IPT 2 Writing (Ballard & Tighe) Grades 4-6
IPT 3 Reading(Ballard & Tighe) Grades 7-8
IPT 3 Writing (Ballard & Tighe) Grades 7-8

A score at or below the 32nd percentile on the reading or writing portion of a norm referenced test would qualify a student for entry into the ESOL program.

Programmatic Assessment

The School will implement the procedures for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments according to the Sponsor’s ELL Plan.

Staff will seek to document the prior school experiences of each new student using school records, transcripts, and other evidence of educational experiences. The principal or designee determines the final placement with the student’s best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor, and ESOL liaison/teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL and/or classroom teacher

The procedures that will be implemented to address the placement of ELLs with limited or no prior school experience(s) or whose prior schooling records are incomplete or unobtainable include:

- Placement for ELL/LEP students is “age-appropriate.”
- After every effort has been made to contact and request records from previous schools with no tangible results, the principal or designee determines the final placement with the student’s best interest being foremost in importance.
- If no records are available or if students do not have prior school experience, the principal and ESOL liaison/teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school-based professional judgment based on a period of observation by the ESOL and/or classroom teacher.

The procedures that will be implemented and the personnel involved to determine appropriate grade level placement include:

- School personnel, usually the ESOL liaison/teacher, and/or other administrative designee reviews the educational background and history of the student,
- conducts parent and/or student interviews
- and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student.

District records of English Language Learners who leave the district for another district, state, or country during the school year are kept at the last school attended in Sarasota County. Students are re-evaluated upon returning to Sarasota County if they have been gone for a period of at least three calendar months.

The ESOL liaison, in conjunction with the ELL/LEP Committee where feasible, is responsible for developing the Student ELL/LEP Plan at the beginning of the school year and every time there is any change made to the plan.

Sarasota Academy of Math and Science will implement the Inclusion Model in accordance with the Sarasota County ELL Plan. The Inclusion model is designed to ensure comprehensible instruction in a diverse classroom. The implementation of the Inclusion model requires:

- ✓ careful collaborative planning among teachers, parents of students, and administrators;
- ✓ adherence to the requirements of the LULAC at al. vs. SBE Consent Decree;
- ✓ adherence to the District's Plan;
- ✓ assurances that comprehensible instruction is being provided; and
- ✓ An emphasis on the individual needs of each student.

In an inclusion class, the teacher implements a plan to use ESOL strategies for all the students or find a way to individualize programs so as to ensure that such strategies are used for students. The goal is to make instruction comprehensive and more effective. Comprehensive instruction will not be sacrificed for inclusion's sake.

The Charter School Principal will:

- Serve as leader and position support for parents, students and teachers.
- Assign the responsibilities related to the ESOL Program to school personnel.
- Monitor the completion of responsibilities related to the ESOL Program.
- Inform parents when a Language Arts teacher is "Out-of-Field for ESOL" instruction.
- Provide for preservation of records necessary for audit.
- Monitor evaluation of teachers who are using ESOL strategies with students.

Sarasota Academy of Math and Science will have an ESOL Liaison/ESOL Endorsed Teacher who is responsible for serving on the ESOL Committee, overseeing the scheduling of students into the ESOL Program, monitoring the progress of ESOL students and performing the administrative responsibilities of the program, as well as assisting in determining the eligibility of appropriate students through assessment. The Liaison provides teachers with teaching strategies appropriate for English language learners. He/she, in coordination with the principal, monitors the academic performance of ELL students and schedules them for supplemental academic services as needed. The coordinator also ensures that ELL students get the appropriate testing accommodation 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 servicing ELL students will be required to meet state standards for ESOL Certification and/or Endorsement within the timeframe delineated by the State of Florida.

ESOL instruction in all subject areas is provided by teachers who, because of ESOL training, qualify to teach students. The ESOL Program provides for understandable instruction while the curriculum content in Language Arts and the basic subject areas, including social studies, science, mathematics and computer literacy remain the same as they are for fluent English speakers. The primary means of providing understandable instruction is through the use of ESOL strategies. Teachers will be provided an ESOL Strategies matrix to insure that appropriate methods and curriculum adaptation are being implemented.

Instructional personnel will document the use of instructional strategies on their lesson plans to reflect strategies used to meet the linguistic needs of their students in order to make instruction comprehensible in the content areas. The Principal will use this documentation in their "walk throughs" to ensure English Language Learners are receiving comprehensible instruction.

The following strategies must be noted in weekly lesson plans:

Methodologies/ Approaches	<ul style="list-style-type: none"> A1 Total Physical Response TPR A2 Natural Approach A3 Cognitive Academic Language Learning (CALLA) A4 Whole Language Approach A5 Language Experience Approach (LEA) A6 Retelling a Story A7 Activating Prior Knowledge
Visual Graphic Organizers	<ul style="list-style-type: none"> B1 Flow Charts B2 Maps B3 Charts B4 Graphs B5 Pictures B6 Semantic Webbing/Mapping B7 T-Charts B8 Venn Diagrams B9 Story Maps B10 Timelines
Other Audio/Visuals	<ul style="list-style-type: none"> B11 Computers/Software B12 Realia B13 Videos/Films/CD ROM B14 Demonstrations B15 Captioning B16 Labeling B17 Music/Songs B18 Jazz Chants/Raps B19 Cassettes – Music/Books B20 Language Masters
Interactive Strategies Cooperative Learning Strategies	<ul style="list-style-type: none"> C1 Peer Buddy C2 Small Group Activities C3 Pairs and Threes C4 Jigsaw C5 “Corners” C6 Think/Pair/Share C7 Cooperative Learning Group (Group, Reports/Projects) C8 Panel Discussions/Debate C9 Choral Reading/Read Around Groups
Other Interactive Strategies	<ul style="list-style-type: none"> D1 Field Trips D2 K-W-L (Know/Wants to know/Learned) D3 Role Play D4 Games D5 Dialogue Journals

Modified Class work (Based on Level of English Proficiency)	E1 Vary complexity of Assignment E2 One-on-One Instruction with Teacher or Aide E3 Modify Nature of Assignment E4 Substitute Diagram for Paragraph E5 Use of Home Language for Instruction E6 Explain Key Concepts E7 Repeat/Paraphrase/Slow Down E8 Vocabulary with Context Clues E9 Reading with Specific Purpose E10 Use Simple Direct Language (Limit Idioms) E11 Use all Modalities/Learning Styles E12 Provide Meaningful Language Practice E13 Drills (Substitution, Expansion, Paraphrase, Repetition) E14 Matching with Visuals E15 Unscramble Sentences, Words, Visuals E16 Categorize Vocabulary E17 Context Clues E18 Outline Notes E19 Directed Reading/Thinking Activity (DRTA) E20 Semantic Feature Analysis E21 SQ3R (Survey, Questions, Read, Recite, Review) E22 Summarizing E24 Word Banks E25 Repetition E26 Question-Answer Relationship (QAR)
Multicultural Resources	F1 Guest Speakers F2 Use of Community Resources F3 Cultural Sharing F4 Varied Holiday Activities
Alternative Assessment Instruments	G1 Interview G2 Content Retelling G3 Content Dictation G4 Cloze Procedures G5 Graphic Representation G6 Student Self-rating and Evaluation G7 Teaching Rating Checklist G8 Writing Sample G9 Group Testing G10 Observation/Anecdotal G11 Portfolio

The ESOL program is designed to assist students learn to speak, read, and write in English as quickly as possible. Teachers will use appropriate pacing Guides and Focus Calendars to insure that instruction is meeting the NGSSS benchmarks/Common Core Standards. In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student’s English proficiency level. ELLs will be in a climate that promotes not only listening, speaking, and reading, but also writing skills. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

All English Language Learners at both the elementary and secondary level will be provided with equal educational opportunities through equal access to academic and special service programs that will meet the cognitive, affective, and socio-behavioral needs of these students and will prepare students to meet the

Sunshine State Standards/Common Core Standards and the District Benchmarks. Entry or placement into a course or a program shall not be denied on the basis of the student's inability to speak English. Both elementary and secondary ELLs will be placed or grouped into classes based on grade level, previous educational background, academic achievement level, and/or special needs. Services will be provided in accordance with federal, state and local mandates. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies for content subject areas such as mathematics, science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by district, state and/or federal guidelines appropriate to those courses. Teachers of ELLs will be appropriately certified and ESOL trained, making use of appropriate instructional strategies in the delivery of the course or program curriculum.

The ELL/LEP Committee will meet jointly to review and make placement recommendations for ELLs who have not met district promotion criteria due to their English language proficiency. The committee will use the District's Student Progression Plan Criteria in making appropriate placement decisions which will also include:

- academic performance and progress of a student based on formal and/or alternative assessments in English;
- progress, attendance and retention reports;
- number of years the student has been enrolled in the ESOL Program; and
- the student's English language proficiency.

As the result of the Florida Consent Decree (META Agreement), certain considerations should be made when targeting an ELL student for retention. All retentions are reviewed by the principal and the ELL/LEP Committee and CARE team at the school. The Principal, with input from the ELL/LEP Committee and/or CARE, may waive the promotion requirements or may exempt ELL/LEP students from mandatory retention for "Good Cause" conditions defined by the school board in the District Student Progression Plan.

Before ELL students are identified for retention the following "good cause indicators" should be considered:

- Students currently in the ESOL program who have been receiving ESOL services for two years or less
- Educational background
- Time in the country
- Academic progress during school year (reference to ESOL strategies)
- Cultural adjustment
- Home support
- Age appropriateness
- Progress with Language Arts/ESOL benchmarks
- Progress with English language proficiency
- Progress based on interventions recommended in Academic Success Plan
- Programmatic Assessment data
- Mobility (migrant)
- Assessment data in the native language

The parents or guardians of ELL/LEP students will be invited to an ELL/LEP Committee meeting in which retention will be discussed. Information about educational opportunities available for the student is discussed with parents (e.g.: Summer School). If applicable, possibilities for promotion after meeting requirements are discussed (e.g.: satisfactory completion of Summer School program or passing of Summer FCAT retake).

Statewide Assessment

All ELL students will participate in State and District mandated assessments with appropriate accommodations. School-based personnel will participate in all training provided by the District regarding data recording, documents for the school to maintain and documentation of accommodations afforded to ELL student. In addition, the school will participate in any testing training provided. The test coordinator at each school is responsible for making sure that all accommodations for statewide assessment have been offered to ELL/LEP students. A letter is sent home to parents explaining the accommodations available for their children, and this letter is maintained in the student's ELL file at the school.

English Language Proficiency Assessment (Exit)

In order to consider a KG - 2 grade student for exiting, a student must obtain a CELLA Scale Score at proficiency level in the areas of listening and speaking. An ELL/LEP Committee meeting will convene should liaison or teachers have concerns. If an ELL/LEP Committee Meeting is not deemed necessary, the ESOL liaison will notify the parents of the decision to exit based on assessment (i.e., CELLA).

In order to consider a 3-8 grade student for exiting, a student must obtain an FCAT (PARCC, when available) Reading Level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards (Common Core Standards) and a CELLA Scale Score at proficiency level in the areas of listening and speaking, and Writing. An ELL/LEP Committee meeting will convene should liaison or teachers have concerns. If an ELL/LEP Committee meeting is not deemed necessary, the ESOL liaison will notify the parents of the decision to exit based on assessment (i.e., FCAT (PARCC), CELLA).

For 3-8 grade students who did not participate in FCAT or CELLA assessment, the student must be assessed with IPT Language Proficiency Assessment in the areas of Listening, Speaking or Aural/Oral, Reading and Writing. The student must obtain Fluent English Speaker proficiency in Oral (listening/speaking), and score at or above a 33% percentile in Reading and Writing. In addition to language proficiency assessment results, the ELL/LEP Committee will convene to determine which other two Consent Decree criteria the student meets. The ELL/LEP Committee will ensure that the student meets at least two of five Consent Decree criteria before exiting or extending the student.

Any reevaluation that comes due between April 1st and August 31st will be completed upon liaisons' return to school in August. For students whose reevaluation is due between September 1st and Survey 2 in October, review must occur by Date Certain of Survey 2 in October. Reevaluation procedures involve a review of the prior school year's FCAT and CELLA scores to determine if the student meets the established proficiency levels to exit.

As of 09-10 SY the procedures listed below apply to ELLs whose reevaluation is due on or after Date Certain of Survey 2 in October, even if they have met FCAT or CELLA exit test criteria.

- Begin reevaluation procedures within 30 days of anniversary date (i.e., entry date or reentry date).
- Administer IPT Oral, Reading, and Writing as applicable to the student's grade level.
 - Proficiency is obtained with: FES on IPT Oral, IPT Reading/Writing at or above 33% NP. It is important to look at CELLA/FCAT scores, but neither can be used as exit test measures.

- Have teacher(s) complete a Teacher Feedback form.
- Obtain a copy of report card from the latest grading quarter.
- Hold an ELL/LEP Committee Meeting and follow procedures previously in place for ELL/LEP Committee meetings. Ensure that the student meets at least 2 of 5 Consent Decree criteria to exit or receive an extension of services in the ESOL program.

Listening and Speaking Proficiency Assessment for determining whether or not a student is English proficient and ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	RS	SS*	NP
CELLA	K - 2		673	
CELLA	3rd - 5th		720	
CELLA	6th - 8th		733	

The scale scores reported in the table above reflect those published in 2008. Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.

Reading and Writing Proficiency Assessment to determine whether or not a student is English proficient and ready for exit.

Name of Reading and Writing Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Achievement Level	SS*	N P
FCAT SSS Reading	3-8 (Only applies to retained 3 rd grade students)	3	734*	
CELLA	3rd - 5 th (Only applies to ELL/LEP students with no FCAT scores available)		759*	
CELLA	6th - 8 th (Only applies to ELL/LEP students with no FCAT score available)		727*	
CELLA Writing	3-5		746*	
IPT	Only for students without FCAT/CELLA data			

* The scale scores reported in the table above reflect those published in 2008. Any changes adopted by the State Board of Education shall be reflected in the considerations for exit made each year in which changes are applied.

** The scoring table provided by test publisher will be used

Florida uses the Comprehensive English Language Learning Assessment (CELLA) as a tool to measure the progress of English Language Learners (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically. The School will also utilize any other assessments as required by the Sponsor.

CELLA is a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) that is designed to provide:

- 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.)

The CELLA tests four areas: Listening, Speaking, Reading and Writing.

These sections are included in each of the four test levels: Level A (Grades K-2), Level B (Grades 3-5), and Level C (Grades 6-8)

English language proficiency levels for Oral Skills, Reading, and Writing shall be as shown in the following tables:

Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency

The ELL/LEP Committee may determine students are eligible for exit based on analyses of students' academic performance including language proficiency scores, review of grades, standardized test scores, and/or alternative assessments and may determine that students would be better served by another instructional program or combination of programs that address special needs of the students.

Students who do not meet exit criteria as evidenced by assessment data tables provided in the District plan will continue receiving program services. Students who do meet exit criteria as evidenced by assessment data will no longer receive program services and begin the two year monitoring cycle.

The ESOL liaison at each school is responsible for notifying the parents of the results of the test and/or ELL/LEP Committee recommendations. The liaison is also responsible for updating the exit data on the Student ELL/LEP Plan. Depending upon the individual school's policy, either the ESOL liaison or the data entry person is responsible for entering the data into the District's data system (TERMS). The ESOL liaison is responsible for ensuring that this process is completed. Students meeting exit criteria are exited without delay.

Monitoring Procedures

ELLs who meet exit qualifications will exit program and be monitored for two years to ensure that the student has a successful transition from the ELL Program into the mainstream program.

Monitoring takes place as follows from the date a student exits the program:

- First Review - First full grading period after exit
- Second Review - End of second full grading quarter after exit
- Third Review - End of the third full grading quarter after exit
- Fourth Review - Two years from the exit date

The ELL/LEP Committee will convene whenever an exited student shows any consistent pattern of under-achievement as shown by report card grades, alternative assessments, and/or achievement test performance. Parents or teachers may also request an ELL/LEP Committee meeting. The committee will discuss viable solutions/options, including the necessity of re-entering the ESOL program.

When former ELLs are reclassified as ELL and re-enter the ESOL program, the ELL/LEP Committee makes the final decision regarding appropriate placement, and the results of the meeting are documented. The ESOL liaison/teacher is responsible for initiating a new Student ELL/LEP Plan, updating the student data, and ensuring appropriate placement. The needs of the student determine the program delivery model and additional intervention strategies.

Former ELLs who re-enter the ESOL Program will have their curriculum delivered with an emphasis on differentiated instruction based on the use of ESOL strategies, ongoing analysis of student performance in formal and informal assessment and teacher observation.

Monitoring Program Compliance

The student/parent who has a reasonable and good-faith belief that he/she has been the subject of discrimination or harassment shall communicate in writing the allegations(s) to the student's school principal. If the student/parent does not agree with the final determination made by the principal, he/she may appeal the determination to the CSA Director of Schools by submitting a letter requesting a meeting within 15 workdays of the date of the meeting with the principal.

Instructional Approaches

The *LULAC et al. v. SBE et al. Consent Decree* (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards/Common Core Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Proposed Timetable

Component	Complete by:
Home Language Survey	At time of registration.
Classification of ESOL Levels	Within first two weeks of school.
Student Placement in ESOL	Within first two weeks of school.
Parent/Guardian Notification	Within first two weeks of school.
Teacher Certification/Personnel	In compliance with META timeline
Update ELL/LEP Student Plan	One month after student enters school and appropriate personnel are assigned.
Check Cumulative Folder	Upon receipt of cumulative folder.
Post Program Review	First report card; End of 1 st Semester (Jan./Feb.); End of school year; Final-end of 2 nd year.
Reclassification or Exiting of ESOL students	Any point in the year after four months of assessment or as needed according to grades. Upon reentry to school district (private school transfers).
Home-School Communication	Ongoing through the year.

Language learning is a progression toward a creative use of language. It requires a tremendous amount of repetition of new material that is meaningful to the student. Repetition should include not only basic rote repetition when new material is introduced but also a spiraling of previously learned material to keep it fresh and reinforce it in the mind of the student. Initially, both the structures and the vocabulary must be controlled. The controls can be gradually released as the student demonstrates the mastery of the structures. The final stage is the creative use of language by the student.

Assurance that the ESOL Programs and Services will help ELL Students reach the Next Generation Sunshine State /Common Core Standards – All School ESOL curricula and instruction are aligned with the Sunshine State Standards.

- ✓ All School ESOL curricula and instruction are aligned with the Sunshine State Standards.
- ✓ Students who do not receive native language instruction in content areas will receive social sciences, science, mathematics and computer literacy instruction from teachers using ESOL strategies to assist students in acquiring the skills and concepts being presented.
- ✓ Appropriate Instructional Delivery Models per student plan.
- ✓ School Media Resources: Bilingual Dictionaries, Reading Materials in Native Languages, Cultural Resource Materials, and Language Instruction Software.
- ✓ Progress monitoring tools will be used to ensure that all ELL students are mastering the Sunshine State Standards and benchmarks:
 - ✓ Student Portfolios
 - ✓ FCAT Practice Tests
 - ✓ Native Language Assessment
- ✓ Instruction is driven by the Next Generation Florida Sunshine State Standards and the Florida Continuous Improvement Model.
- ✓ Teachers must document the use of ESOL instructional strategies in the lesson plans and on report card comments.
- ✓ ESOL strategies listed on the Multicultural/Foreign Language/ESOL Education Strategies Matrix are documented in the teacher's plan book.
- ✓ ELL student levels will be maintained in the grade book.
- ✓ Students will be offered many opportunities to listen, speak, read and write.
- ✓ Any ELL student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with plan to assist the student in meeting state and district expectations for proficiency.
- ✓ ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments to comply with LULAC and NCLB- Title III.
- ✓ An ELL/LEP Committee will be formed and will meet to resolve any issue that affects the instructional program of a ELL student. Parents will be invited to attend the ELL/LEP Committee meeting.
- ✓ Teachers and appropriate support personnel will complete District/State approved ESOL training for certification/endorsement requirements according to the timelines established by the State.
- ✓ The English/Language Arts teacher will be ESOL endorsed or working towards the endorsement through college and university credits or district state-approved staff development and will adhere to the training timeline for completion of this requirement.
- ✓ Teachers will be certified in their specific field of instruction.
- ✓ The School will not deny ELL students access to any curriculum being offered to non-ELL students. Additional curriculum materials will be identified to support each student in his/her

native language. The quality of supplemental curriculum will be equal to the curriculum of non-ELL students.

- ✓ The School assures equal access to instructional, categorical and student services for ELL students to all programs for which they would otherwise qualify without reference to English language proficiency
- ✓ Assurances of no disciplinary action for use of a language other than English.
- ✓ Assigned, certificated, personnel will reevaluate all active (LY) ELL students annually at the end of the academic year. All active ELL students will be reevaluated using the CELLA and other District/State mandated assessment tools
- ✓ Participation in other School Committees: ELL student parents/guardians may become members of school committees as interested and/or required; e.g., School Improvement Team(s), School Advisory Councils and Parent Teacher Student Organization (PTSO).

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

According to the Florida Department of Education Report, “2012 Student Achievement in Florida's Charter Schools” the following is stated:

2011-12 Demographic Data for Charter School Students Compared to Traditional Public Schools

Student Population

	Charter Schools	Traditional Schools
English Language Learners	10.68%	11.64%

According to the Florida Department of Education’s LEA Profile for 2013, Sarasota’s average ELL population is 5%. Therefore, the School shall assume for the purpose of developing its budget model that 5% of students shall be ELL students.

Dependent upon the number of students who qualify for ESOL instruction the school staff may be comprised of, but not limited to the following:

ESOL Coordinator (this position may be fulfilled by an ESOL Endorsed Classroom Teacher)

Qualifications

- 1) Bachelor’s degree in English, Elementary Education or a foreign language with the ESOL endorsement or ESOL certification.
- 2) Successful teaching experience with ELL students.
- 3) Successful experience in conducting and or developing staff development activities.
- 4) Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.
- 6) Knowledge of current computing technologies and software applications appropriate to the position’s job responsibilities.

Responsibilities:

- 1) Assists the principal and assistant principal in implementing ESOL state and federal compliance requirements.
- 2) Monitors and conducts ELL student assessment and placement procedures.
- 3) Monitors ESOL record keeping requirements and collects data to ensure effective FTE collection.

- 4) Assists schools with META requirements regarding parent representation in ELL committees and other school activities.
- 5) Monitors and coordinates ELL committees at assigned schools.
- 6) Monitors schools' compliance with required registration procedures for all ELL students.
- 7) Establishes procedures to ensure that all school documents are translated as per META agreement.
- 8) Instructs identified ELL students or groups of ELL students in FCAT preparation to ensure increased student achievement.

Classroom/ESOL Teacher

In accordance with Florida certification requirements, teachers will hold a bachelor's degree and will be certified or eligible for certification. If the teacher does not have an ESOL Endorsement then they must complete the requirements as established by the Florida Department of Education.

Teachers who are required to obtain ESOL training or certification will be notified of training requirements and opportunities. Each teacher will be identified by the specific area of training and the required training for each category. These categories include Basic ESOL, Curriculum Content in English using ESOL strategies (CCE/ESOL), Curriculum Content in the Home Language/Bilingual Curriculum Content (CCHL/BCC), and OTHER (special areas). The Principal will notify each teacher of their training status/requirement and request signature on the report to indicate teacher acknowledgment of notification of training requirement.

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

All students entering the School will benefit from the implementation of the Sarasota Academy of Math and Science curriculum, including ELL students who enter the School below grade level.

The Sarasota Academy of Math and Science curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress.

Each student must participate in the statewide assessment tests required by FS.1008.22. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by statewide assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery based on the Sunshine State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation is given diagnostic testing to determine the area of deficiency and is placed on a Progress Monitoring Plan (PMP) that outlines the strategies that will be used to help the student. Available diagnostic tests/interim progress monitoring measures include, but are not limited to:

- Florida Assessments for Instruction in Reading (FAIR)
- Other District/State mandated assessments

- Response to Intervention

Each student who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade will be provided with additional diagnostic assessment to determine the nature of the student’s difficulty and area(s) of academic need. For each student with an identified and diagnosed deficiency, the school will develop and implement a Progress Monitoring Plan (PMP), in collaboration with the student’s parent or legal guardian. The PMP is designed to assist the student in meeting state and district expectations for proficiency. The Progress Monitoring Plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student’s individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school. When the determination is made that a child is not working on grade level, no matter what time of year, a PMP that is driven by a diagnostic assessment will be written. The Individual Education Plan (IEP) will suffice for a PMP for Exceptional Education Students (except those ESE students placed for Speech/Language or Gifted only).

Strategies may include one or more of the following or others as deemed appropriate:

After School Program	Counseling at School
Assignment Accommodations	Direct Instruction
“Read at Home” Plan	Daily Student Planner
Reading Area: Phonemic Awareness	Daily/Weekly Assignment Sheet
Reading Area: Phonics	Reduced Student/Teacher Ratios
Reading Area: Fluency Development	Remedial Course
Reading Area: Comprehension	ESOL Support
Reading Area: Vocabulary	Retention
Computer Assisted Instruction	Flexible Skill Groups
Cooperative Learning	Summer Reading Camp (3rd Grade)
Intensive Reading Class	Modification of Curriculum
Suspension of Curriculum	Parent-Guardian
Intensive Math Class	Weekly Progress Report
Targeted Skill/Small Group Instruction	Mentor

If the student, at any grade, is identified as having a deficiency in reading, the PMP will also clearly identify the following:

1. The specific diagnosed academic needs to be remediated, including
 - f) Phonemic awareness
 - g) Phonics
 - h) Fluency
 - i) Comprehension
 - j) Vocabulary
2. The success-based intervention strategies to be used;
3. How, when, how often, by whom, and how long intensive remedial instruction is to be provided; and
4. The monitoring and reevaluation activities to be employed.

The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion, is reached.

Section 8: School Climate and Discipline

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

The Founders of Sarasota Academy of Math and Science believe that all children can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum and qualified teachers who genuinely care about the child's performance and well-being. When children misbehave, we cannot *assume* that they know how to behave. Children in attending the school will come from many different backgrounds and cultures that view "behavior" in their own unique way. When a child misbehaves, the school will view the problem in the same manner as problems in reading or math, as a skill deficit. Behavior is taught to establish a single, positive school climate and to relay to both students and staff that the appropriate behavior is priority. Sarasota Academy of Math and Science will achieve the criteria of a safe and nurturing environment through the school wide adoption of a consistent, fair and equitable discipline plan that we call P.A.R.R. – Prepared, Attitude, Respect and Responsibility. Discipline is progressive in nature and is designed to modify the unacceptable behaviors students may exhibit. Parents are an integral part of the school's discipline policy. PARR is based on the Positive Behavior Support Plan designed by the Florida Department of Education.

The discipline policy is implemented school-wide and is designed to deter unwanted behaviors. Rules are posted in each classroom, the cafeteria, etc. anyplace where students must behave within a structured environment. The teacher is responsible for minor disciplinary infractions that may occur in the classroom. If the behavior of the child does not improve, then a behavior notice is sent home to the parents and a conference may be requested. If misbehavior continues to occur, the administrative staff is asked to become involved.

Using discipline data the Positive Behavior Support team will work to identify patterns and possible causes of inappropriate behavior. This information is then used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across campus. The use of yearly, monthly, or more frequent data comparisons helps to prevent the same patterns of inappropriate behavior from reoccurring and assists the team in adapting the school-wide PBS plan.

Although disciplinary action may be required from time to time the school believes that students should be rewarded/acknowledged for exhibiting appropriate behavior and reinforcement will be withheld when problem behavior occurs. Students will learn that the PBS process "works" for them, because they are able to get what they "want" but only through using the appropriate behavior taught.

Positive Behavior Support begins by identifying the behaviors that are a concern and observing the behaviors in the situations where they occur. The PBS team in coordination with the student's family may conduct the Functional Assessment Interview to identify the situations where problem behavior occurs and the conditions that relate to the behavior. The PBS team should also conduct direct observations and collect information by seeing the problem behaviors actually happen. In addition, the team may also decide to collect some information on setting events to see if certain factors affect the likelihood that a student will have "difficulties" (e.g., lack of sleep, allergies).

The process of identifying the problem behaviors and developing an understanding of what factors surround problem behavior is a Functional Assessment. The goal of Functional Assessment is to gain an

understanding of why the student engages in problem behavior. The Functional Assessment process ends with the development of a purpose statement or hypothesis statement about the problem behavior. This hypothesis statement will describe the conditions or events that “trigger” the problem behavior, what the problem behavior means, and how problem behavior is maintained or reinforced. The team will work together in developing these data-based summary statements. Once the statements are identified, the team will discuss: (a) how the behaviors can be prevented, (b) new skills that the individual can be taught, and (c) how to react to the behaviors when they occur. A behavior support plan will be developed that provides a guide for preventing problem behavior, teaching new skills to replace the behavior, and responding to the behavior in new ways.

The school will sponsor the Student of the Month. Criteria for the student of the month may include but not be limited to:

- Improvement in or good grades (not necessarily “A” honor roll, non-honor roll students)
- Good attendance or improvement in attendance
- Character
- Acceptable behavior
- Attitude toward others/learning
- Good citizenship or improvement in citizenship
- Classroom participation
- Demonstrates responsibility
- Respectful to peers and teachers

Every classroom teacher will nominate one student monthly for an award.

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

Mutual respect, good manners, and positive behavior are essential elements of the daily life at Sarasota Academy of Math and Science. The code of conduct at Sarasota Academy of Math and Science exists to protect the rights of all students and adults and to establish a safe, well-ordered environment where students and teachers can focus on quality teaching and learning. In addition to the school’s code of conduct, Sarasota Academy of Math and Science will follow the Sponsor’s Student Code of Conduct including the Sponsor’s policies for suspension and expulsion. Sarasota Academy of Math and Science recognizes that only the Sponsor may pursue expulsion proceedings and that the Sponsor is the only authority for an expulsion of a public school student residing in Sarasota County and/or attending a Sarasota County Public School including charter schools.

The school has a Zero Tolerance Policy for bullying, gang affiliation, fighting, drugs and disrespect for school personnel. In the event of one of these infractions, the parent/guardian will be contacted regarding immediate disciplinary action.

Sarasota Academy of Math and Science will embrace Positive Behavior Support as developed by the FLDOE and the school’s character education program will be instrumental in teaching students the six pillars of character. Teachers and administrators will work together to create a matrix of the behavioral expectations at the school. These expectations will be posted in all areas of the school so that students are always aware of the expectations for appropriate behavior. Assemblies will be held at the beginning of the

school year to talk with students about their roles and responsibilities at school. Teachers will reinforce the expectations for appropriate behavior in their classroom discussions

P-Participation, A-Attitude, R-Respect, R-Responsibility (PARR) is a progressive discipline plan correlated to PBS and is designed to encourage students to change inappropriate behaviors. The teacher is the first line in the discipline process with the parents included as part of the team. Many disciplinary actions can be handled in the classroom such as homework not being turned in, gum chewing, late assignments, lack of materials, forgotten book, etc. Administrative assistance should be reserved for those behaviors that may require intervention by an administrator after classroom interventions have been exhausted.

Severe infractions may be immediately taken to the appropriate administrator. These include insubordination, profanity, aggression, etc.

Failure to comply with the terms of the code of conduct may result in one or more of the following:

- After School Detention
- In School Suspension
- Out of School Suspension
- Recommendation to the District School Board for Expulsion

The Governing Board supports the Florida Board of Education's policy (Rule 6A-1.0404) of zero tolerance regarding school violence, crime, and the use of weapons as part of a comprehensive approach to reducing school violence. Therefore, the Board shall reserve the right as clarified by the Florida Department of Education General Counsel in his opinion dated March 21, 2001 to dismiss a student for the following reason;

1. Violation of expellable infractions as stated in the Student Code of Conduct, School Board of Sarasota County.

The Board shall follow the Sponsor's policies and procedures to recommend expulsion, if necessary. The Board recognizes that the Sponsor is the only lawful entity to act on a recommendation of expulsion.

The School has developed its attendance policy to comply with state legislation entitled, Habitual Truancy Procedures, Section 232.19 F.S. It is expected that all students will attend school on a regular basis. Each day that a student attends school he/she has opportunities to develop personal, social, and academic skills. The school encourages the commitment of students, parents, and staff to work together to ensure compliance with school attendance expectations. Students (Parents) are responsible to be on time to school, notify school when absent, make-up assignments missed and turn in work assigned on time.

Parents/guardians must report absences to the school on the day of the absence/absences. Parents should call the school by 9:00 AM. In addition, the school also requires a written note (from the Parent/Guardian) when the student returns, within two days of the absence.

The only excused absences consist of the following: Illness of student or member of immediate family, death in family, subpoena, religious holiday (faith of student), internal or external suspension, student sent home with contagious disease, participation in school or district-sponsored activities, doctor/dentist appointment or unusual emergency (i.e. house flood). All others are considered to be unexcused such as, vacations, alarm clock failures, "parent's fault" and inclement weather, etc.

Florida Law states that all children of school age must attend school regularly during the entire school term. After 5 unexcused absences or an excessive number of excused absences, a letter will be sent home to notify the parent/guardian of the severe consequences faced by the student for frequent absenteeism. After 10 unexcused absences a second letter will be sent home to notify the parent/guardian. A conference will be called to meet with the student and/or parent/guardian to develop an attendance agreement.

If the unexcused absences continue, members of the staff will meet to review possible additional interventions. Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance. If the student's truancy persists and the student accrues fifteen (15) or more unexcused absences within a 90-day period, the school will make a referral to the school social worker and/or the Sarasota County School Board.

The school understands that on occasion a student may be late to school. However tardiness is disruptive to the learning environment. The tardy policy has been established to ensure minimum interruptions to the learning environment. Students late to school must obtain a late pass from the office. Only tardies for doctor/dentist appointment or unusual emergency will be excused. The student's late pass **will be** their pass to class. When arriving to school from the appointment the student must submit proof of the date/time of this appointment.

Not attending school or leaving school without proper permission is considered unacceptable behavior that will lead to disciplinary action (i.e., parent contacted, parent conference, suspension, etc.).

II. ORGANIZATIONAL PLAN

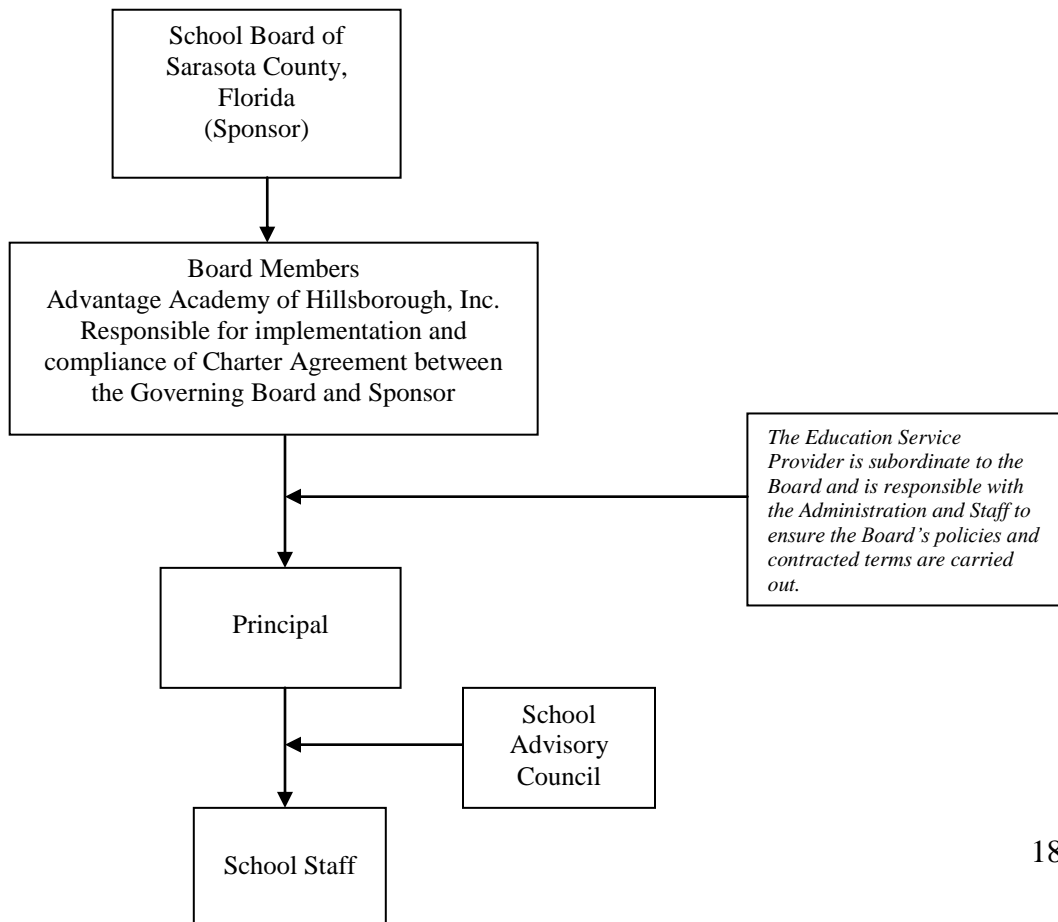
Section 9: Governance

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

Sarasota Academy of Math and Science will be organized as a charter school under Advantage Academy of Hillsborough, Inc. (the Corporation). Advantage Academy of Hillsborough, Inc. is an existing Florida not-for-profit corporation, incorporated February 19, 2008 and is recognized by the IRS as an exempt 501(c)(3) organization. The Board has determined that it wishes to replicate its successful program in Sarasota County, Florida and therefore this application for a new charter school in Sarasota County was developed. Advantage Academy of Hillsborough, Inc. is a Florida not-for-profit corporation incorporated on February 19, 2008. Sarasota Academy of Math and Science shall be organized as Advantage Academy of Hillsborough, Inc. d/b/a Sarasota Academy of Math and Science. A Certificate of Incorporation and fictitious name registration is included in Attachment 1.

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

The relationship of the organizing members, the Governing Board, the School Advisory Council, the Principal and the ESP is represented in the Diagram below.



The above organizational chart depicts the relationship between the primary entities involved in the planning, development, operation and oversight of Sarasota Academy of Math and Science.

The Board is responsible to the Sponsor for continuing oversight of the terms of the Charter Agreement. The Principal reports directly to the Board and supervises the staff. The ESP is hired by the Board and is responsible to the Board for its performance per the terms articulated in the Agreement between the Board and the ESP.

The Board is responsible for policy setting, budget approval, hiring and evaluating the Principal and holding the ESP accountable for performance of its responsibilities as set forth in the management agreement. The Board is responsible for continuing oversight over the school's operations. The Board Members direct the policies of the school and hire a Principal to implement those policies. The School's ESP works directly with the governing board to advise and consult on matters including but not limited to the application process, the school development process and the establishment of necessary procedures to ensure a smooth and successful start to the school.

The Governing Board of the charter school annually adopts an operating budget and exercises continuing oversight of charter school operations. The governing body of the charter school reports its progress annually to the Sponsor, which shall forward the report to the Florida Commissioner of Education at the same time as other annual school accountability reports, including the annual audited financial statements.

No member of the Board shall have a direct, indirect or familial relationship with school personnel. A familial relationship is described in S. 1002.33, Florida Statutes.

All members of the Governing Board shall be required to read and sign the Conflict of Interest Statement.

All members of the Board are required to be fingerprinted and undergo a background check as required by §1012.32, Florida Statutes. Upon approval of the charter application by Sarasota County Public Schools, all current officers, employees and members of the governing board shall submit a complete set of approved fingerprints per the timeline required by Sarasota County Public School policy.

The Principal and Education Service Provider (ESP) shall report directly to the Board. All school staff shall report to the Principal or his/her designee. The School Advisory Council shall work directly with the Principal. If the School Advisory Council wishes to bring a policy issue to the Board then a member of the School Advisory Council may make a presentation to the Board during a regularly scheduled meeting of the Governing Board. The Board shall be responsible for annually reviewing the performance of the Principal and for evaluating the performance of the ESP in fulfillment of any agreements between the parties.

Although the governing board members are not residents of Sarasota County, Florida, the board will hold at least two public meetings per school year in Sarasota County, per requirements under 1002.33.7(d)(2), Florida Statutes. In addition, the board will appoint a local representative to facilitate parental

involvement, board information accessibility, parent assistance and to facilitate the resolution of parental concerns or disputes.

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

- a. Adoption of annual budget
- b. Continuing oversight over charter school operations

The governing board of the charter school shall annually adopt and maintain an operating budget and shall exercise continuing oversight of charter school operations. The governing body of the charter school shall report its progress annually to the Sponsor, which shall forward the report to the Florida Commissioner of Education at the same time as other annual school accountability reports.

The primary means by which the Board will fulfill its responsibilities and obligations is by active participation in Board Meetings and by requiring periodic reports from its Principal and ESP regarding adherence to the Board approved budget, fulfillment of terms and conditions of the charter agreement. In addition, the Board will receive weekly updates regarding the school's payables and cash position, monthly financial reports including an updated balance sheet, statement of revenues, expenses and fund balance, and bank account reconciliation. The Board will receive a staff report summarizing an annual climate survey completed by staff and parents to ensure these stakeholder's have an opportunity to evaluate performance of those responsible for fulfilling the school's mission and vision.

The individuals comprising the Governing Board of Sarasota Academy of Math and Science are providing the necessary experience and organizational skills to facilitate the creation of a high quality, performance-based charter school to meet parent's desires for additional choice opportunities in public education.

As a matter of policy the Governing Board will define the separate roles and responsibilities of Board Members and Staff. Board members will not have authority except as a whole and will not exert undue influence over staff. The Board will establish policy to: (the following is a sample of policy issues that are not intended to be all inclusive)

- Define limits on staff spending without prior approval of the Board.
- Define Budgeting procedures and methods of reviewing financial information.
- Define treatment of staff (HR policies).
- Define minimum communication requirements between the school and home, the school and Board, the school and Advisory Council, the school and Sponsor.
- Define annual audit procurement.
- Define performance expectations for the Principal.
- Define the School Calendar, Student and Faculty policies.

The Board's responsibilities shall include, but not be limited to:

- Approval for all policies and procedures
- Financial responsibility and accountability
- Raising funds from the private sector to supplement the school's public funds
- Compliance with laws and terms of the Charter Agreement

- Approval of legal documentation
- Annual budget approval
- Approval of personnel recommendations
- Negotiation and approval of all contracts, unless authority delegated for certain Agreements
- Appeals for student discipline
- Assurance of mission and vision of the school
- Audit review and compliance.
- Compliance with Florida's Public Records and Open Meeting Laws.
- Maintenance of a "Board Book" documenting minutes, Board action and approved policy(ies).

Members of the Governing Board shall be responsible to prepare for and attend Board Meetings and participate in Governing Board discussions providing opinion, counsel and advice. Governing Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Governing Board Meeting unless a conflict of interest may exist and that conflict has been fully disclosed to other Members of the Governing Board. Governing Board Members may not contract or speak on behalf of the school unless specifically authorized to do so by the Governing Board as a whole or unless the Bylaws permit.

Officers of the Governing Board shall include a Chairman, Vice Chairman, Secretary and Treasurer. The Governing Board will have a minimum of three members at all times and any one officer may fulfill the duties of a second office with the exception of the Chairman. The Chairman may only serve as the Chair and may not simultaneously hold another office on the Governing Board.

The Chairman shall be responsible for calling meetings, setting agendas and conducting meetings. The Chair may receive authority from the Governing Board to enter contracts on behalf of the Governing Board and to sign such documents as may become necessary in the normal course of business between meetings.

The Vice-Chairman shall serve as Chairman in the absence of the Chairman and shall head any special committees if requested by the Chairman.

The Secretary shall maintain the Corporation Board Book and ensure the filing of all appropriate corporate documents, including, but not limited to, the annual report to the Florida Division of Corporations.

The Treasurer shall be responsible for ensuring staff prepares the annual budget per Governing Board policy and shall present same annually with staff for Governing Board Consideration. The Treasurer shall receive frequent reports of bank account positions from staff or the Governing Board's designee for monitoring same.

The Governing Board shall be responsible for hiring, evaluating and terminating the School Principal. The Governing Board shall be responsible for final approval of employment of persons recommended by the Principal. The Governing Board shall establish salaries and benefits to facilitate the Mission and Vision of the School and the Governing Board shall annually adopt a budget that provides sufficient resources and control of costs to foster the mission and objectives of the school. The Governing Board

shall also be responsible for naming an auditor selection committee and procuring an auditor via the guidelines set forth by the Florida Auditor General's office and in State Statute. The Governing Board shall also annually review the findings of the auditor and provide a response to the Sponsor, Auditor General and others as required by law.

The Governing Board will meet at least quarterly (inclusive a minimum of two meetings per year in Sarasota County) and hear a report from the Principal and, if requested, the Advisory Council Chair or his/her designee regarding the current operating status of the school.

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

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

The Governing Board will be governed by all state laws affecting not-for-profit corporations and charter schools including, but not limited to; public records and "meetings in the sunshine". The Governing Board will comply with State Board of Education Rule 6A-6.0784, FAC regarding Charter School Governance Training. This rule implements Section 1002.33, F.S., by requiring every member of the governing body of a Florida charter school to participate in governance training. Training will be provided consistent with a training plan that has been submitted and approved by the Department of Education, as described in the rule.

Board members shall annually be required to update a Conflict of Interest statement and complete the Sponsor's Governing Board disclosure form (if applicable). Board members shall be subject to applicable rules, regulations, ethics requirements and law impacting governing board members of a Florida public charter school.

The governing board shall also meet the requirements of Senate Bill 1712, Ethics in Education Act, by developing and adopting policies that establish standards of ethical conduct for instructional personnel and school administrators, including the requirement of training on the standards, responsibilities and procedures for reporting misconduct affecting the health, safety, and welfare of students by instructional personnel and school administrators, and liability protections.

The Board of Directors will meet quarterly. Officer's responsibilities are outlined in the Bylaws (see Attachment 2). The Governing Board shall hold all power afforded to it by Florida Law for Not-For-Profit Corporations and as described in Section 1002.33, Florida Statutes.

The governing Board will be ultimately responsible for the School's operations, policies, and performance. The Governing Board will act to assure compliance with Florida's Charter School Law, the Sponsor's written policies, and the terms of the Charter Agreement entered into between the Governing Board and the Sponsor.

The governing Board will consist of no less than three (3) and no more than five (5) members. Governing Board members will be clearly aware of their legally enforceable fiduciary duty to act in the best interests of beneficiaries – the students attending the school.

General Terms of the Governing Board Bylaws (Full Bylaws are included as Attachment 2)

Management. All powers of the Corporation shall be exercised by and under the authority of the Board Members, and the property, business and affairs of the Corporation shall be managed under the Board Member's direction.

Number of Trustees. The Governing Board shall consist of no less than three (3) and no more than five (5) members, as determined by the number elected by the Board Members.

Nomination of Trustees. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) members. The nomination committee will compile and submit to the Board a slate of candidates for the member and officer positions to be filled at the upcoming meeting, nominating each person named in the slate of candidates.

Election of Members. Members shall be elected by the Board by a majority vote of the Board, and may be elected at any regular or special meeting of the Board where a quorum is present. Beginning the second full year of operation of the charter school operated by the Corporation, the Board shall include one member who is an active parent of an eligible student attending the school and such parent member's term shall be annual.

Term and Limits. Members shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one year has elapsed. A member may extend the final term by one year if, and only if, to serve an additional year as Board Chair. Members shall have staggered terms such that no more than two members' terms expire in any one fiscal year, and the Board may elect any member to a first term of office that is shorter than three (3) years if necessary to maintain the staggered terms.

Vacancies. Vacancies occurring during the term of an elected member, however caused, shall be filled as soon as practicable by election in accordance with the Bylaws. A member so elected to fill a vacancy shall hold office for the remainder of the vacated term.

Resignation or Removal of Members. A Member of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board, by a majority vote, may remove, with or without cause, any Member and specifically, but not by way of limitation, may remove any Member from the Board for failing to attend three (3) consecutive meetings of the Board.

Compensation of Members. Members will not receive compensation for services rendered in their capacities as Members. Upon approval by the Board, the Corporation may reimburse a Member for reasonable expenses incurred for travel, lodging or meals in the performance of the Member's duties or responsibilities as a member of the Board.

Qualifications. The Members shall reflect the diversity of the community and be qualified in terms of training, education, and experience. Specifically, at least one of the members shall have education,

training and/or experience in the field of finance or business, one board member in the field of law (not a requirement but a goal) and one board member in the broad field of education (not a requirement but a goal).

Officers. The Board of Trustees shall annually elect officers, including the Chair of the Board, from its membership, pursuant to procedures devised by the Governing Board, except that the Chair of the Board and the Treasurer shall be comprised only of three year Governing Board members.

Conflict of Interest. All Governing Board Members shall be required to complete a conflict of interest statement. Governing Board Members shall be responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Governing Board Member and their personal/professional interests.

Policies developed by the Board include but are not limited to Parent/Student Handbooks, Employee Handbooks, Internal Accounting Controls, Principal Handbooks, etc. These items are available for review.

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.)

Not Applicable.

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

Board member recruitment is defined in the Board's ByLaws. Board Members are elected to the Board with a majority vote of sitting Board Members. An "election committee" is described in the Bylaws for those times when the Board will need to replace or add members to its membership. Advantage Academy of Hillsborough board members share a common interest in pursuing the development of a high quality charter school in Sarasota County with a focus on math and science. Sarasota Academy of Math and Science's Board has been an established Charter School Governing Board since 2008.

New board members go through an orientation process that includes the distribution of all the planning and development documents including, but not limited to, the charter application, charter contract, the Articles of Incorporation, Bylaws, charter laws, and any major contracts or Agreements entered into by the Board. Ongoing professional development will be pursued through activities presented by the Florida Department of Education, the Sponsor, the ESP, Governance Training by a FDOE recognized charter school governance trainer, The Florida Consortium of Public Charter Schools (or Alliance) and through ongoing professional development activities at the annual Florida Charter School Conference.

Members of the Governing Board will be required to undergo training per State Board of Education rule 6A-6.0784, FAC. This rule implements section 1002.33, F.S. by requiring every member of the governing board of a charter school operating in Florida to participate in governance training within 90 days of appointment to the Board. This training will be delivered consistent with a training plan that has been submitted and approved by the Department of Education, as described in the rule.

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.

There are no Ex-Officio members of the Board and currently there are no vacant seats to be filled. There are no proposed Board Members, only active Board Members.

A resume or bio on each board member is included as Attachment 3. A brief summary of the experience and background of board members is included here.

Patricia Rogers - Chairperson

Ms. Rogers owns an interior design and decorating firm in Plant City, Florida. Ms. Rogers is active in civic organizations including the Plant City Chamber of Commerce and the Advantage Academy of Hillsborough. Ms. Rogers brings her experience as a successful small businesswoman and civic activist to her service to the Governing Board.

Nathaniel Grasch – Member (Former Chair)

Mr. Grasch is a Modification/Construction Specialist at JP Morgan Chase Bank, N.A. Nathaniel is very involved with the Children's Cardiac Research Foundation and the Alzheimer's Foundation. He brings experience in business/finance, construction and non-profit areas. Mr. Grasch has been instrumental in the development of the Valrico Academy, Bell Creek Academy and the Sarasota Academy of Math and Science charter schools during his tenure as a Board Chair for Advantage Academy of Hillsborough, Inc.

Charles A. Harris, III – Secretary/Treasurer

Mr. Harris is owner/General Manager of the Holiday Inn Express in Plant City, Florida. Prior to his involvement with Holiday Inn, Mr. Harris managed an 85 bed Assisted Living Facility. MR. Harris is a member of the Board of Directors for the Plant City Chamber of Commerce and the Chamber's Board Chairman in 2010. He is a past President of the Plant City Lion's Club and a current member of the Plant City YMCA Board of Directors. Mr. Harris brings a broad range of organizational and management experience to the service of Sarasota Academy of Math and Science.

Thomas J. Porter - Member

Mr. Porter is a resident of Orange County and a former Vice-President of Schools for Quest, Inc. Quest, Inc. operated a charter school for autistic students in Tampa, Florida with plans to establish an additional charter school in Pasco County. Mr. Porter holds an M.B.A. from the University of Central Florida and a Master of Education from the University of Florida. MR. Porter has experience in primary, secondary and post-secondary education. He is a former Dean of Instruction for Orlando College and a Program Director and Adjunct Instructor for the University of Central Florida. Mr. Porter brings a practical knowledge of day-to-day operations of a charter school to service to Sarasota Academy of Math and Science.

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

The board will appoint a local representative (Board Liaison) to facilitate parental involvement, board information accessibility, parent assistance and to facilitate the resolution of parental concerns or disputes

per requirements under 1002.33.7(d)(1), Florida Statutes. In addition, the Board will make every effort to recruit a Principal/Director that is an experienced school leader with knowledge of Florida School Law and with business acumen and customer relationship skills. The school environment is unlike a retail store environment and sometimes the customer “is not always right”. However, there is a skill to diffusing parent concerns and it usually involves patient listening and empathy with the parent’s grievance. If after giving the parent an opportunity to communicate their concern, the local board representative and the Principal are unable to resolve the Parent’s problem within their authority and the boundaries of Florida School Law, then the Parent may contact the ESP’s Director of Schools to request a conference to meet and discuss the concern. In the event that the situation is still not resolved, the parent may make a request, in writing, for an appearance before the Governing Board. The Governing Board will be unlikely to overrule a decision of the local board representative, the Principal or the ESP’s Director of Schools unless they have acted outside of their authority or have breached applicable school law. If this is the case then the Board may seek appropriate legal counsel to resolve the issue. The Board shall expect that all of its employees will treat parents, students and other stakeholders with respect and proper courtesy.

It is important to note that the School recognizes its parents as customers and the school will take appropriate action to resolve conflicts if they arise. Because parents are an integral part of a student’s opportunity for success, the School shall make every effort to make parents a partner with the School in the education of their child.

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

NOT APPLICABLE

- H. Name of the partner organization.
- I. Name of the contact person at the partner organization and that person’s full contact information.
- J. A description of the nature and purpose of the school’s partnership with the organization.
- K. An explanation of how the partner organization will be involved in the governance of the school.

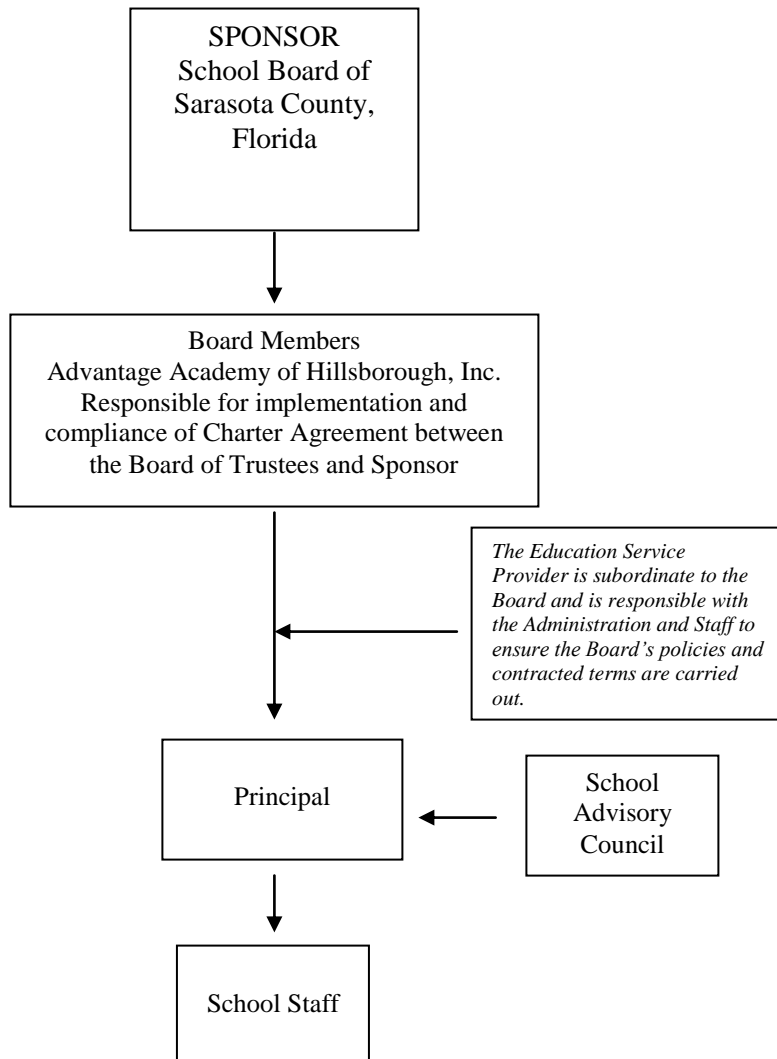
Section 10: Management

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

The Board, with assistance from its ESP, will recruit those persons whose management and leadership style are consistent with the School’s vision for a dynamic, creative and nurturing school environment. The structure to be implemented at the School will reflect the Board’s desire to promote leadership and growth opportunities for employees. Decision making at the school will be primarily site-based and structured to include the resources of the Principal, Assistant Principal, Governing Board and the ESP.

The Principal is hired by the Board of Directors for with recruiting and interview assistance from the ESP. The Principal will hire instructional and non-instructional staff. The employees of the School hired by the Principal report to and are evaluated by the Principal or his/her designee.

A chart describing the organization and relationship between groups that will exist at Sarasota Academy of Math and Science is described here.



The Board and its ESP will recruit those persons for Principal whose management and leadership style are consistent with the School's vision for a dynamic, creative and nurturing school environment. Every effort will be made to ensure the Principal selected for Sarasota Academy of Math and Science embraces and can articulate the Mission and Vision as described in this application.

Although the final staffing plan at Sarasota Academy of Math and Science will be dependent upon total enrollment at the time of opening, the five year budget included with the application reflects the estimated staff positions. Additional positions will be added as enrollment increases.

Sarasota Academy of Math and Science will comply with the Sponsor's requirements and State Statute for the proper screening and processing of all employees plus those individuals performing work on campus in close proximity to students.

Sarasota Academy of Math and Science will be further supported by the Education Service Provider for various "back office/administrative services" including, but not limited to; payroll, bookkeeping, financial reporting, purchasing, contract management and marketing.

Staff duties and responsibilities are primarily defined by the following job description but they may be modified by the Board. All job descriptions included herein are primarily drawn from the National School Boards Association handbook entitled "The School Personnel Management System". Depending on student enrollment, some of the positions may be performed by one individual, i.e., the ESE teacher may perform the duties of the ESE Coordinator, the administrative assistance may perform the duties of the bookkeeper, etc.

PRINCIPAL

(MS Educational Leadership, 3-5 years classroom experience required.)

- Establishes and maintains an effective learning environment in the school.
- Initiates, designs, and implements programs to meet specific needs of the school.
- Assists in the management and preparation of the school budget.
- Submits budgetary requests and works with the Business Manager to monitor expenditure of funds.
- Supervises the maintenance of all required building records and reports.
- Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
- Interprets and enforces district and corporate policies and procedures.
- Maintains active relationships with parents and students.
- Budgets school time to provide for efficient conduct of school instruction and business.
- Leads in the development, determination of appropriateness, and monitoring of instructional programs.
- Schedules classes within established guidelines to meet student needs.
- Assist in the development, revision, and evaluation of curriculum.
- Works with the guidance program to enhance individual student education and development.
- Maintains high standards of student conduct and enforces discipline when necessary.
- Supports guides for proper student conduct and maintaining student discipline.
- Attends special events held to recognize student achievement and attends school sponsored activities, functions and athletic events.

- Works with Registrar to assume the responsibility for the attendance, conduct, and maintenance of health of students.
- Assumes responsibility for own professional growth.
- Supervises all professional, administrative, and support personnel attached to the school.
- Assists in recruiting, screening, hiring, training, assigning, and evaluating the school's professional staff.
- Participates in the selection and supervision of all school personnel.
- Supervises the school's teaching process.
- Approves the master teaching schedule and any special assignments.
- Works with corporate office to orient new teaching staff and assists in their development.
- Evaluates and counsels all staff members regarding their individual and group performance.
- Conducts staff meetings to keep members informed of such things as policy changes and new programs to insure proper functioning of the school.
- Assists in the in-service orientation and training of teachers.
- Assists in the removal of teachers whose work is unsatisfactory in accordance with established procedure.
- Makes arrangements for special conferences between parents and teachers.
- Supervises the daily use of the school facilities for both academic and nonacademic purposes.
- Plans and supervises fire drills and emergency preparedness program.
- Asserts leadership in times of civil disobedience in school in accordance with established policy.
- Provides for adequate inventory of school property and for the security and accountability for the property.
- Supervises all activities that are the outgrowth of the school's curriculum.
- Supervises and evaluates the school's extracurricular activities.
- Participates in principals' meetings.
- Serves as an ex officio member of all committees and councils within the school.
- Cooperates with college and university officials regarding teacher training and preparation.
- Responds to written and oral requests for information.
- Assumes responsibility for all school correspondence and news releases.
- Establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
- Meet with individual teachers to insure a sense of community and to get information needed when changing or establishing policy before distribution to the advisory board.
- Observe teachers according to the required guidelines
- Implement systems that comply with Sterling Standards.
- Performs such other tasks and assumes such other responsibilities as the director may from time to time assign.

ASSISTANT PRINCIPAL

(MS Educational Leadership, 3-5 years classroom experience required.)

- Teacher observations (informal)
- Observe new teachers within the first 45 days of school (informal)
- Coordinate and supervise all details of Extended Day Program
- Responsible for all FCAT curriculum and related issues
- Construct and implement FCAT practice materials
- Prepare curriculum report for principal to submit to School Advisory Board meeting

- Provide feedback for FCAT practice exams for immediate dissemination of information to faculty
- Assist principal in setting curriculum standards that drive FCAT performance
- Develop teaching strategies to implement new curricula
- Works with committees and individuals on problems of content area
- Informs staff of major trends and development affecting them
- Promotes relevance and effectiveness in terms of established objectives
- Orients new teachers to content area
- Meets with department heads to insure compliance with standards
- Assists the Director/Principal on assessing textbook needs according to Sunshine State Standards and ordering texts that comply with SSS
- Produce data from testing and classroom performance to assess student performance
- Assist teachers in creating PMP for students
- Assist teachers in creating portfolios for documentation of student performance
- Research faculty in-service opportunities to drive FCAT performance
- Evaluate curriculum to insure the highest possible performance on FCAT standards and SSS
- Administers or supervises the administration of achievement tests
- Prepares informative reports for guidance counselors, teachers and other professionals who use group tests results in performing their own duties
- Curriculum purchases and previous for all subjects
- Oversees Department Chairs
- Mandatory attendance at all staff meetings
- Holds monthly department chair meetings providing agendas and minutes to Principal in a timely manner
- Mandatory attendance at all Administrative meetings
- Mandatory attendance at monthly School Advisory Committee meetings
- Monitor weekly tutorials in Math, Language Arts, Reading and Science
- Attends District meetings specific to AP in charge of scheduling and provides appropriate staff members with updated information as needed
- Works closely with Director/Principal on master schedule
- Attends formal and informal meetings with teachers as necessary
- Communicates with parents concerning curriculum and teacher concerns
- Sets curriculum standards for FCAT performance
- Ensures that Sunshine State Standards are being taught
- Works with department chairs and faculty in compiling annual budget requests
- Acts as Administrator in charge in absence of Principal and Assistant Principal
- Provide communications from school to home with submissions for monthly newsletter
- Assists in safety inspections and safety drill practice activities
- Works with Facilities Coordinator to insure transportation, custodial, cafeteria and other support services

DEAN

(Professional Teaching Certification with Teaching Experience Preferred.)

- Shares the responsibility with the Principal for protecting the health and welfare of students
- Oversees all matters of student attendance
- Administers the extracurricular program of the school and responds to student initiated requests for

specific new extra-curricular activities

- Resolves all discipline problems in a fair and just manner, and maintains records of any disciplinary action taken (outside of the control of the classroom)
- Assists in developing and administering practices dealing with campus control and security
- Confers with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare
- Supervises development, maintenance and distribution of student calendars, handbooks, schedules, bulletins, etc.

ADMINISTRATIVE ASSISTANT

- Provides secretarial support to Principal
- Records messages to the Principal and keeps log of same
- Schedules meetings and appointments
- Sorts and delivers mail
- Maintains phone log of all incoming calls to Principal
- Regularly checks Principal voice mail
- Assists Principal in keeping updated with filing of all documentation, reports, correspondence, etc.
- Maintains daily sign in log book for teachers
- Maintains updated faculty list
- Maintains updated phone list
- Maintains school calendar
- Responds to requests for information
- Maintains updated list of terminated employees during school year
- Sorts and date stamps all incoming mail to Principal and Assistant Principal
- Maintains tickler system for deadlines, assignments, projects, etc.
- Process new hire paperwork
- Follows up with fingerprinting for new hires
- Maintains and processes teacher certification information in Excel format
- Maintains updated personnel files in compliance
- Maintains filing system as well as set of locked confidential files.
- Maintains updated benefits information
- Monitors personnel time sheets and requests for absence
- Collects lunch deposit from Cafeteria Manager in absence of Business Manager
- Process Out-of-Field Waivers and documents same on Excel spreadsheet
- Maintains adequate supply inventory and processes supply request forms
- Distributes school-wide email as approved by Principal
- Maintains inventory for office materials and orders as needed
- Mandatory attendance at all staff and department chair meetings
- Prepares meeting agendas
- Responsible for taking minutes and distributing same for all required meetings in a timely manner
- Posts mandatory notice for Board meetings
- Mandatory attendance at all Open Houses, Lottery, and other similar events
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

REGISTRAR

- Attends all District DPC meetings sharing information with administrative staff as needed
- Experience in preparation of FTE reports and student registration process or demonstration of aptitude to learn processes quickly.
- Responsible for maintaining District/State data base
- Informs Principal of bulletins that appear on the District/State database
- Input all information required for each panel in DISTRICT/STATE DATABASE in a timely and accurate manner
- Processes changes to database only via change forms signed by Principal
- Processes changes of address in District/State database and emergency cards
- Maintains immunization updates for existing students
- Maintains accurate records for room use and class loads
- Maintains student records according to District guidelines
- Monitors and maintains all cumulative records including sign-out procedures and discard of irrelevant items according to district guidelines.
- Sends files to schools as appropriate for withdrawn students.
- Files new cumulative files as they are delivered.
- Reads and distributes inter-school and district mail appropriately.
- Responsible for student enrollment
- Facilitates student withdrawals and maintains withdrawal information
- Supervises the transmittal of transcripts and other official documents related to students
- Supervises registration of students
- Maintaining updated student immunization records
- Maintaining National School Lunch Program records updated and in compliance
- Facilitating annual lottery process
- Maintains waiting list
- Processes notification letters
- Maintaining transportation records
- Collects money for lost books when student withdraws
- Prepares an annual report of withdrawals and transfers, indicating the reason for each student's departure
- Maintains in-house database of students
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

INSTRUCTIONAL PERSONNEL/TEACHERS

(Bachelor of Arts/Science in Education or field of instruction, Florida certification or eligibility, ESOL endorsement.)

- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity of the students.
- Prepares classes for the classes assigned and shows written evidence of preparation upon request.
- Encourages students to set and maintain standards of classroom behavior.

- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units and projects to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with physical limitations of the location provided and the needs and capabilities of the students involved.
- Strives to implement by instruction and action the school's philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Diagnoses the learning disabilities of students on a regular basis seeking assistance from the ESE Specialist as required
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Maintains accurate, complete and correct records as required by law and administrative regulation.
- Assists the administration in implementing all policies and rule governing student life and conduct, and for the classroom develop reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
- Makes provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms
- Plans and supervises purposeful assignments for volunteers
- Strives to maintain and improve professional competence.
- Attends meetings and serves on staff committees as required.

READING SPECIALIST

(Master's Degree in Education or equivalent with certification or endorsement in Reading.
Three years teaching experience.)

- Participating in staff development sessions conducted by the district.
- Providing staff development for teachers, volunteers, parents, administrators, and other appropriate personnel as needed.
- Coordinating the school reading and language arts programs both horizontally and vertically and assisting classroom teachers in planning of programs.
- Assisting all teachers with teaching/learning strategies that promote comprehension in all subject areas.
- Modeling reading and language arts instruction in the classrooms.
- Collaboratively selecting and coordinating (with the approval of the principal) all reading and language arts materials used in the classrooms.
- Assisting in assuring continuity between regular programs and other special areas (e.g., ESOL, ESE).
- Assisting teachers with instructional interventions.
- Assisting with the staffing of students for specific services (e.g., ESOL, ESE).
- Maintaining current and efficient records including the preparation of reports.
- Assisting teachers in assessing students for appropriate instruction.
- Submitting appropriate data and reports.
- Interpreting the school's reading/language arts program for staff, parents, and members of the community.
- Serving as part of the school-wide committee in developing activities and programs to disseminate information.

MATH SPECIALIST

Master's Degree in Education or equivalent with certification or endorsement in Math.
Three years teaching experience.)

- Participating in staff development sessions conducted by the district.
- Providing staff development for teachers, volunteers, parents, administrators, and other appropriate personnel as needed.
- Coordinating the school math programs both horizontally and vertically and assisting classroom teachers in planning of programs.
- Assisting all teachers with teaching/learning strategies that promote understanding of mathematical concepts.
- Modeling math instruction in the classrooms.
- Collaboratively selecting and coordinating (with the approval of the principal) all math materials used in the classrooms.
- Assisting in assuring continuity between regular programs and other special areas (e.g., ESOL, ESE).
- Assisting teachers with instructional interventions.
- Maintaining current and efficient records including the preparation of reports.
- Assisting teachers in assessing students for appropriate instruction.
- Submitting appropriate data and reports.
- Interpreting the school's math program for staff, parents, and members of the community.
- Serving as part of the school-wide committee in developing activities and programs to disseminate information.

ESE SPECIALIST

(MS in Exceptional Student Education, Staffing, IEP experience required.)

- Supervise ESE teachers, speech and language therapists, occupational therapists and unique aids
- Attends parent conferences and IEP meetings
- Coordinates testing for gifted program
- Coordinates testing for ESE students
- Participates in Child Study Team
- Oversees speech and language services
- Oversees occupational therapist
- Liaison with outside agencies
- Coordinates outside counseling services
- Coordinates transition services - post school living
- Coordinates assisted technology
- Works closely with guidance director regarding student placement
- Responsible for ESE student file compliance
- Hold monthly meetings with ESE department and provide update to Principal in a timely manner
- Set department goals and initiatives
- Plan for substitutes for all daytime meetings that require regular and ESE teachers to attend
- Provide monthly ESE report to principal for submission to the School Advisory Board
- Attend all ESE meetings held by District and provide updates to ESE teachers and principal
- Responsible for all ESE audits and district surveys - accuracy and errors to insure full funding through FTE
- Provide communications from school to home with submissions for monthly newsletter
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

GUIDANCE COUNSELOR

(Masters Degree in Guidance required.)

- Works with Data Processor to insure that all data is properly maintained for each student
- Works with Data Processor to insure compliance with district reporting
- Assists Principal and AP for curriculum in developing curriculum standards for instruction
- Attends District workshops pertaining to guidance to disseminate information to Principal and guidance counselors
- Maintains open communications with students
- Prepares and submits notices to parents for students who are in danger of failing or of not being promoted.
- Supervises the transmittal of transcripts and other official documents related to students
- Makes recommendations for appropriate revisions of policies and rules affecting the student's life in the school.
- Prepares the quarterly honor roll lists
- Ensures the collection and maintenance of Interim Reports each quarter
- Works closely with Registrar in insuring proper placement of new students in correct grade
- Acts as Threat Assessment liaison
- Maintains Daily Progress Report log and documents individual student progress.
- Participates in FCAT test security and related paperwork (where applicable)
- Coordinates and participates in Parent, Teacher and Student conferences as necessary
- Communicates schedule changes to teachers in a timely manner
- Data analysis of grade distribution, school-wide
- Assists with coordination of graduating eighth grade meeting in the Spring
- Visits classrooms in Spring to discuss career opportunities
- Maintenance of PMP
- Mandatory attendance at weekly administrative meetings
- Mandatory attendance at monthly staff meetings
- Assist with academic advising for students
- Provide guidance report for principal to submit to School Advisory Board at monthly meeting
- Provide communications from school to home with submissions for monthly newsletter
- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

B. Outline the criteria and process that will be used to select the school's leader.

Sarasota Academy of Math and Science will advertise locally and nationally for applicants for the position of Principal. Qualified candidates will have an MS in Educational Leadership and 3-5 years classroom experience. Candidates meeting the appropriate educational and experience criteria will be encouraged to complete an employment application. Promising candidates will be asked to complete a phone or online interview with the ESP's Director of Human Resources. The purpose of the phone call and/or online interview is to verify information submitted by the candidate on the employment application and to respond to general leadership questions. Promising candidates are invited to interview with the ESP's Director of Schools and one or two Principals already under the Board's supervision. The ESP's Director of Schools collaborates with other persons on the interview team to create a slate of eligible candidates numbering two to five depending upon responses to recruiting efforts. These candidates are interviewed by the Board with a final selection made by the Board with input from its ESP.

The influence of leadership on student achievement has been well documented. However, within leadership, as well as teaching, there are generally recognized levels of performance. For example, Collins [2005] identifies five levels of leadership in his study of corporate leaders across America.

1. **Highly Capable Individual** makes productive contributions through talent, knowledge, skills, and good work habits.
2. **Contributing Team Member** contributes to the achievement of the group objectives, works effectively with others in a group setting.
3. **Competent Manager** organizes people and resources toward the effective and efficient pursuit of predetermined objectives.
4. **Effective Leader** catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulates the group to high performance standards.
5. **Executive Leader** builds enduring greatness through a paradoxical combination of personal humility plus professional will.

In addition, the ESP will work with the Board to identify additional qualifications and experience level desired for the Principal and these will become the parameters for candidate consideration. At a minimum, the Principal will have:

- Previous administrative and teaching experience (3-5 years) in an elementary or combined, K-8 setting
- Hold an Education Leadership or comparable degree and be certified by the State of Florida in Ed. 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

Every effort will be made to ensure the Principal selected for Sarasota Academy of Math and Science embraces and can articulate the Mission and Vision as described in this application.

With guidance from its ESP, the Board will interview candidates for the position and offer the position to the individual deemed most appropriate based on experience, education background, familiarity with charter school operations, a commitment to high student achievement and other criteria that the Board may determine. A thorough background check including interviews of supervisors from the candidate's previous position(s) will be required before a final commitment is reached between parties.

Sarasota academy of Math and Science will comply with the requirements of SB 736 for administrator and staff evaluations. Advantage Academy of Hillsborough has already prepared plans for administrator and staff evaluations and these plans have been reviewed and approved by Houghton Mifflin Harcourt (HMH) per State Board Rule 6B-4.010, F.A.C.

The purpose of the School's redeveloped Performance Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service (1012.34 (1)(a), F.S. To this end, Charter School Associates (CSA) and the Governing Board of Advantage Academy of Hillsborough (AAH) is committed to a cycle of continually updating the evaluation system to reflect state models, emerging best practices, and policy changes. CSA/AAH's system was designed and developed by a Teacher Evaluation Advisory Committee (TEAC). The TEAC team included school leaders and representative teachers. Led by TEAC, the process of designing and developing CSA/AAH's Teacher

Evaluation System was informed by feedback and suggestions collected from AAH faculty and selected stakeholders.

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.

Grades K-8 (K-7, year 1)	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Number of Students	490	680	848	888	910
STAFFING PLAN*					
Administrative Staff					
Principal	1	1	1	1	1
Asst. Principal	1	1	1	1	1
Dean	0	0	1	1	1
Administrative Asst.	1	1	1	1	1
Receptionist	2	2	2	2	2
Registrar	1	1	1	1	1
Guidance Counselor	1	1	1	1	1
Testing/Data Coordinator	1	1	1	1	1
Non-Instructional Staff*					
Food Service	3	3	4	4	4
Before/After-Care Director	1	1	1	1	1
Before/After-Care Staff	3	3	4	4	4
Security/Maintenance	1	1	1	1	1
Instructional Staff*					
Instructional Teachers (Homeroom), K-5	18	21	24	26	27
Instructional Teachers (Homeroom), 6-8	7	13	18	18	18
Instructional Teachers (MS)		1	2	2	2
ES & MS World Language (Spanish)	1	2	2	2	2
Reading Specialist	1	1	1	1	1
Math Specialist		1	1	1	1
ESOL Teacher (If Needed)	1	1	1	1	1
Music	1	1	2	2	2
Art	1	1	2	2	2
Phys. Ed.	2	2	2	2	2
Media/Technology Specialist	1	1	1	1	1
STEM Resource Teacher	1	1	1	1	1
ESE Specialist/Coordinator	1	1	1	1	1
Teacher Assistants (Para-professionals)	2	2	3	4	4
Total Staff	53	65	80	83	84

****Staffing is dependent on student enrollment and some staff may perform more than one position.***

The School proposes that the above staffing plan will be appropriate for each year but recognizes that adjustments to this staffing model may be necessary to respond to changes in law, rule or other factors.

The school will modify its staffing plan should the learning requirements of the students reveal strengths or weaknesses that may be better accommodated by moving qualified persons in or out of positions and/or roles that will result in improved student achievement.

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

Sarasota Academy of Math and Science shall seek to recruit only those certified teachers (or persons eligible for certification) 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.

Teacher turnover decreases when a school has strong, supportive principals, adequate resources and student materials, a safe environment, time for collaboration, ongoing professional development, a new teacher induction program, positive staff relationships, reasonable class sizes, sufficient support personnel, school leadership opportunities, appropriate teaching assignments, current technology systems and limited nonessential teaching duties.

Ongoing, job embedded professional development is a key factor in retaining highly qualified teachers. The school will create a new teacher induction program that may start as early as one week prior to school starting and continues throughout the school year with diverse opportunities for teachers to learn new knowledge and skills. Lead teachers and Department chairs can help new and veteran teachers analyze student data and implement effective instructional practices. New teachers will be partnered with a veteran mentor teacher, be given time to observe in other classrooms, be allowed to collaborate with peers during a common planning time, and be encouraged to participate in networking activities with teachers from other schools.

The Board is aware of the teacher requirements in the Elementary and Secondary Education Act, formerly known as No Child Left Behind Act and specifically, the requirement that 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.

The NCLB definition of a Highly Qualified teacher can be found in §9101 of the Elementary and Secondary Education Act (ESEA), otherwise known as NCLB. The term ‘highly qualified’ when used with respect to any public elementary school or secondary school teacher, means that the teacher has obtained full Florida certification as a teacher (including certification obtained through alternative routes to certification) or passed the Florida teacher licensing examination, and holds a license to teach.

Qualifications the charter school will look for in its teacher recruits include:

- Educational background – Bachelor’s degree or higher in Education and/or area of specialization

in the grade(s) he/she is teaching.

- Appropriate Florida certification or certification eligibility.
- 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.

Florida Requirements for Certification are as follows:

The Professional Certificate	The Temporary Certificate
Valid for five school years	Valid for three school years
Renewable	Nonrenewable
Florida's highest Educator Certificate	Provides time to complete all requirements for a Professional Certificate while teaching full-time
Requirements:	Requirements:
Complete all application process requirements	Complete all application process requirements
Hold at least a bachelor's degree	Hold at least a bachelor's degree
Demonstrate Mastery of Subject Area Knowledge for a requested subject	Demonstrate Mastery of Subject Area Knowledge or meet Subject Specialization with a 2.5 GPA for a requested subject
Demonstrate Mastery of General Knowledge	
Demonstrate Mastery of Professional Preparation and Education Competence	
The Florida Professional Certificate is issued after the individual's fingerprints have been cleared. The individual seeking employment in Florida will be assisted in completing the fingerprint process by his/her employer. A U.S. citizen who is not seeking employment in Florida or has an immediate need for issuance of the Professional Certificate can contact the Bureau of Educator Certification for assistance.	The Florida Temporary Certificate is issued after the individual is employed in a Florida school and his/her fingerprints have been cleared.

The School will use the following methods to recruit the best qualified staff with appropriate credentials

for the intended position:

- Advertisements in print and electronic media:
- Online Recruiting and Job Posting Boards including the Florida Teacher outlets
- Word of Mouth and Recruiting Incentives
- Recruiting Fairs at Universities and Colleges
- School District Recruiting Fairs (if applicable)
- Minority Organizations to ensure staff is reflective of the community served by the school.

Sarasota Academy of Math and Science will comply with State Board Rule applicable to charter schools for contracting with administrators (s.1012.33) and teachers including requirements for certification (s.1012.56; s.1012.57) and requirements for evaluation (s.1012.34). However, this shall not eliminate the school's right as an at-will employer or other flexibility afforded to charter schools as provided in CS/CS/HB 7009(2013).

As a private employer, Sarasota Academy of Math and Science will reserve the right to terminate employees if circumstances warrant, subject to State and Federal law. The School will notify the Sponsor in the event of any changes in employees after the start of the school year. The offer letter used by Sarasota Academy of Math and Science clearly states that employees of the charter school are not employees of Sponsor's public schools.

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.

In addition to the requirements of NCLB, teachers employed by Sarasota Academy of Math and Science will be certified or certifiable as required by Chapter 231.17, Florida statutes and undergo background checks and fingerprint screening per Section 1012, Florida Statutes. The School 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. Sarasota Academy of Math and Science will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33, Florida statutes prior to that employee reporting to the classroom. The School will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

The school Principal shall be responsible for hiring his/her staff including clerical and non-instructional personnel. All 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 Office, District Certification Office, Student Information System, etc.).

Section 11: Education Service Providers

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

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

Sarasota Academy of Math and Science will enter into a contractual relationship with Charter School Associates, Inc. for the purpose of obtaining professional services for the planning, design and development of the school. The initial scope of these services includes, but is not limited to, the collaboration with stakeholders and drafting of a charter application to reflect the mission and vision of the founders. CSA will accompany and/or represent the applicant in meetings with the Sponsor's staff and to assist in responses to questions, if any, the Sponsor may have related to the application.

Services provided by CSA include, but are not limited to:

Operations Management

- Charter application – work with Board to ensure mission, vision and purpose are characterized per the Board.
- Facilitate Board compliance with state and local requirements
- Develop project timeline
- Assess demographic and market needs
- Develop enrollment marketing plan

Financial Management

- Establish accounting systems
- Establish banking relations
- Budget development and oversight
- Operation and capital budgets
- Financial reporting and analysis as required (monthly, quarterly and annual)
- Management of grants and special purpose revenues (fundraising)

Facilities Management

- Assist in site acquisition and financing relationships
- Liaison with contractor/developer to ensure quality outcome
- Assist and advise regarding operational design
- Establish vendor relations and solicit bids for FFE (furniture, fixtures, other equipment)
- Facilitate basic utility connections (water/sewer, electricity, phone, internet)

Human Resource Management

- Establish employee benefit plans and liaison with vendors providing benefit services (payroll, health insurance, worker's comp., etc.)
- Compensation strategies
- Performance evaluations
- Staff recruiting and preliminary screening
- Payroll services

- Payroll and other governmental reporting

Education Management

- Design and implement curriculum to fulfill project goals
- Continuous program evaluation
- Continuous improvement
- Curriculum material selection
- Student data analysis
- Professional/school development
- Teacher instructional support, coaching and mentoring
- Curriculum specialists
- Assistance establishing PTSO

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

Charter School Associates (CSA) will work closely with the Board or the Board's designee to ensure that the desired mission, vision and culture are carefully preserved in the development of the new school as articulated to the Sponsor via the charter school application. CSA will provide experienced representation in all application negotiations with the Sponsor and guide the applicant at each step to facilitate approval by the Sponsor.

A draft of the proposed Agreement between CSA and the applicant is included as Attachment 4.

Significant Phase 1 (Planning and Development) tasks include (this is not an all-inclusive list):

- Prepare applicable standard Florida charter school application in accordance with sponsor's requirements and Florida Statute §1002.33.
- Prepare required copies of completed application and deliver to sponsor.
- Represent applicant (client) at required review sessions, hearings, district staff meetings and School Board (Sponsor) meetings.
- Collaborate on academic design and curriculum plan.
- Recommend research based reading curriculum to address students performing: on grade level, below grade level, and above grade level. In case of Client's reading program, ensure compatibility with State requirements for charter school and integrate into charter application.
- Recommend learning goals/standards/objectives and measurements of same.
- Propose employer relationship (co-employer with a PEO, private employer, public employer).
- Propose appropriate employee benefits.

Charter School Associates' fee for Phase 1 (Planning and Development) activities is \$4,500 and this fee is reflected in the Start-up portion of the attached budget. This fee is payable only upon the approval of the start-up loan required for all start-up expenditures.

A summary of the services is provided here.

- Perform day-to-day management in collaboration with the Principal and Board in accordance with the Management Agreement, the non-profit purpose of the Governing Board, the Charter Contract and subject to the direction given by the Board
- Implement and administer the Academic Program as described in the application
- Conduct frequent evaluation, assessment and continuous improvement of the education curriculum and program development and report findings to the Board upon its request
- Perform liaison services with governmental and quasi-governmental offices and agencies as necessary to facilitate the day-to-day operations of the School or as required by the Charter Agreement
- Manage all personnel functions including drafting manuals, teacher offer letters, payroll, benefits, professional development and other functions as requested by the Board
- Manage all aspects of the business operation of the School
- Manage all aspects of the accounting operations of the school including general ledger management, financial reporting, administering grant funding and reporting of grant spending, preparing budget for Board approval including any amendments, if needed and financial reporting
- Develop marketing collateral for student recruitment and conduct Open House activities for prospective parents/students
- Provide other functions and services as necessary for the administration of the School

The ESP's comprehensive management model matches the academic, financial and operational needs of the Governing Board's School.

- CSA's organizational structure and delivery model ensures accountability to the Board and stakeholders for all facets of school operations. The management model ensures proper use of financial and non-financial resources and is in the best interest of the Board.
- The ESP is held accountable for the School's performance via a performance based management agreement. The Board may terminate the ESP for failure to perform.
- The Governing Board is completely independent of the ESP and should the Board terminate its agreement with the ESP then all materials developed by the ESP for the operation of the school will remain with the school and the Board retains exclusive rights to operate the school either on its own or with another ESP.

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.

Charter School Associates, Inc. has an existing relationship with the Board in its capacity as the ESP for Valrico Lake Advantage Academy, Channelside Academy of Math and Science, Channelside Middle School, Advantage Academy of Hillsborough, Advantage Academy Middle School, Bell Creek Academy and Bell Creek Academy High School (opening August 2013) and Hillsborough Academy of Math and Science (opening August 2013). As such, the Board wished to continue that relationship as it proposed a new location in Sarasota County. The ESP is familiar with the School's proposed mission and focus on

math and science and continually researches and reviews curriculum materials and programs to support the school's staff and learning program in pursuit of its mission.

Current due diligence is based on the Governing Board's continuous oversight and review of the ESP's performance, including the following:

- No audit findings for any audit performed by an independent auditor for each of the school's managed by the ESP under the control of the Governing Board.
- Financial stability – all Advantage Academy of Hillsborough, Inc. schools have ended the year with positive fund balances (Fiscal Year 2012)
- School recognition for Valrico Lake Advantage Academy – Hillsborough County Science Fair
- High or Improving Academic Performance – Advantage Academy Middle School improved grade from a D to A. Although Advantage Academy Elementary dropped a letter grade for 2010, the ESP advised the Board to replace the Principal and recruited a top-rated and experienced Hillsborough County veteran Principal for the 2011-2012 school year.
- Diversity – The ESP operates successful charter schools in multiple Florida counties and developed Florida's first school with a Native American language and culture focus (Pemayetv Emahakv Charter School – Glades County).
- Durability – The Principals of the ESP are career education professionals and have been involved with Florida's charter schools since 1997. Charter School Associates was established in 2003.

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.

Per Section 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 require the approval of the Governing Board. The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures. The ESP will also report, on a monthly basis, the current enrollment of the school, and the number of students on a wait list, if any. The School will make available monthly financials, which include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The ESP will be responsible for the day-to-day financial management of the school. All accounting procedures will be performed using General Accounting Standard's Boards (GASB) 34 guidelines and will be maintained utilizing the "Financial and Program Cost Accounting and Reporting for Florida's Schools" as recommended in F.S. 1002.33(9)(h).

In compliance with Section 1002.33(9)(g), the school will obtain an annual financial audit to be performed by an independent certified public accountant. The School's annual audited financial statements are comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary financial information in addition to the basic financial statements. The audit report also contains supplementary information pertinent to the conditions or requirements contained in the charter agreement.

The Board will require an arrangement between its ESP and other service providers to ensure an appropriate check and balance between the parties such that the Board is ultimately in control of all

financial items and policy items. It is expected that the ESP will coordinate the responsibilities of a personnel/human resource/payroll processing company for employee leasing plus an accounting/bookkeeping firm to handle most financial record keeping, financial reporting, and payables. It is anticipated that the ESP will coordinate bookkeeping, financial reporting, tax reporting, and financial compliance services through School Financial Services (SFS). SFS is an independent company located in Bonifay, Florida and it specializes in financial management services for charter schools. SFS' client list includes approximately thirty-five charter schools located in California, Florida and Georgia. The relationship between the School, SFS and the ESP has proven very successful in several other schools because of the very distinct separation of duties and the separation of roles and responsibilities created by the relationship.

The ESP manages the separation of duties between those who are authorizing payment and those who are actually making payment by first requiring the approval of the Principal/Board for purchases and payables and then directing the accounting/financial services firm to make payment on behalf of the school as authorized by the Principal. Therefore, the accounting/bookkeeping entity is not taking action without confirmation from the ESP and the ESP only takes action after consultation with the Principal and/or Board. The ESP coordinates the preparation of monthly financial reports for disbursement to Board Members and the Principal. The ESP ensures that financial reporting meets requirements stipulated in the charter agreement and that it also complies with rules, regulations and laws affecting public charter schools. Bottom-line financial control is the responsibility of the Governing Board and the ESP does nothing to usurp the responsibility or accountability of the Board. The ESP works with the Board to determine an annual budget to be adopted and approved by the Board.

The School will ensure that proper internal controls exist and are followed to protect against fraud, theft, mismanagement or misuse of school funds. A fiduciary policy will be in place per the charter agreement.

The school will, at a minimum, have the following financial controls in place:

- Only one primary operating bank account will be maintained by the school (others may be maintained by the Board Treasurer as approved by a majority vote of the Board)
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures backed-up with receipts).
- Disbursements of a minor nature will also be accommodated by the use of a Petty Cash fund.
- The ESP may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Business Manager and Board's Designee)
- No checks will be pre-signed.

- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Principal.
- All funds associated with school related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTSO, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the Principal, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, and a copy kept on file.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.
- Monthly financial reports in the format approved by the Florida Department of Education will be distributed to all Governing Board Members and to the Sponsor.

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 ESP is not the parent non-profit organization for Advantage Academy of Hillsborough, Inc. d/b/a Sarasota Academy of Math and Science. The relationship between the Governing Board and the ESP shall be defined in a performance-based contract that provides for the evaluation of the ESP’s performance and termination if performance expectations are not met. This contract provides for termination for non-performance and a renewal process.

The Corporations’ Bylaws describe the role and responsibilities of the Board and further there is a Conflict of Interest statement signed by each Board Member that states that the Board Member shall not receive compensation from the School’s vendors or be influenced by his/her relationship with a vendor. Specifically, Board Members are prohibited from attaining any form of compensation from the School’s operations. A copy of the Conflict of Interest Statement is included as Attachment 5. And further, the Board shall be governed by the provisions of SB 278 as signed into law July 2009. The ESP’s relationship to the School is no different from other vendors in that its contract is approved by the Board and may be terminated by the Board for failure to perform. The contract establishes strict duties of the ESP and specific fees for payment of services. The benefit to the Board is that the ESP’s fees are among the lowest

statewide for the scope of services provided. Therefore, recommendations made or actions taken by the ESP are designed to deliver the highest quality array of goods and service providers at the lowest reasonable cost to ensure maximum resources are available to facilitate the School's mission.

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

Michael Strader, President, Charter School Associates, Inc., (CSA) has over twenty-five years of professional experience in K-12 and post-secondary education. Strader began his career as a middle school math and science teacher and at age 29 became the Headmaster of a North Florida independent school. Following his independent school career, Mr. Strader founded the Center for American Free Enterprise at Jacksonville University where he recruited international students to study at the Davis College of Business. Mr. Strader developed a number of outreach programs for the College including the *International Free Enterprise Award*. Recipients of this Award included noted economist Milton Friedman, Czech Republic Prime Minister Vaclav Klaus and Wendy's International Founder, Dave Thomas. Recipients of the Award received a coveted "*Freedom Medal*" forged from copper removed from the metal plating that encased the Statute of Liberty during the statue's refurbishment.

Strader left the Center for American Free Enterprise in 1997 and joined Dr. J. Stanley Marshall, Chairman of the James Madison Institute - A Foundation for Florida's Future, and former President of Florida State University, to create the Center for Education Entrepreneurs (CEE). With philanthropic support, CEE was established to provide advice and hands-on assistance on a wide range of topics including finance, legal, transportation, food service, facilities and academic programming to organizers of charter and independent schools. In addition, Strader organized a series of workshops and seminars across Florida to provide technical assistance to charter school organizers and operators. Then Education Commissioner Frank Brogan stated, "*School choice is of great interest to Florida parents and I am convinced the Center for Education Entrepreneurs will be instrumental in advancing school choice in our state. The Center will be a strategic ally to those wanting to start charter or independent schools. It will provide technical assistance and support through the start-up process, thus strengthening the quality and caliber of alternative schools for the benefit of parents, teachers, and students alike*". Strader worked closely with former Commissioner Brogan, former State Charter Director Tracey Bailey and the Florida Charter Resource Center at USF to promote charter interests. Strader's work as Executive Director of CEE resulted in the rapid growth of charter schools between 1997 and 1999. Strader directly assisted dozens of charter founders during this time and many of these individuals credit his involvement for their school's successful opening.

Strader is a nationally recognized charter school expert and his workshops on charter subjects including finance, budgeting, governance, operations and start-up procedures have been included in conferences hosted by the Florida Consortium of Charter Schools, the Florida Department of Education, The University of South Florida's Charter Resource Center, the Association of Educators in Private Practice, Magnet Schools of America, Blue Ribbon Schools and the U.S. Department of Education. Strader published the *Charter School Planning Guide*, a document that is still in use by charter school planners and School Districts across Florida and he co-wrote, with Dr. Cathy Wooley-Brown, a number of technical assistance documents that are currently used by the Florida Charter School Resource Center at the University of South Florida. Strader has been quoted or interviewed by reporters representing many of Florida's largest daily newspapers and news weeklies including the *Miami-Dade-Herald*, *Sun-Sentinel*, *St.*

Pete Times, Florida Times Union, Florida Trend, Jacksonville Business Journal, Tallahassee Democrat and Ft. Myers News-Press regarding charter schools.

Before creating his own charter school consulting firm, Strader served as Executive Vice President of Operations for one of Florida's largest education management companies. In that position he directly supervised principals at fifteen schools in Florida and Texas. As head of operations, Strader orchestrated and led the opening of the nation's first municipal high school, Florida's largest charter school, the nation's first charter school-in-the workplace and openings at eight other Florida and Texas-based schools. Strader also negotiated charter agreements on behalf of the Company's clients, ensured regulatory compliance, developed vendor agreements, conducted governance training for Boards and worked with the Sponsor as the client's representative on many issues including charter amendments.

Strader was one of five statewide "Governance Trainers" recognized by the Florida State University Charter School Accountability Center (FSU/CSAC) to conduct governance training for persons sitting on the Board of Directors for new and existing charter schools. FSU/CSAC and the Florida Department of Education formed a partnership to provide certificated training programs to inform and educate current and prospective charter school board members regarding their unique responsibilities.

Strader believes the 1996 Florida Legislature created an opportunity for teachers, parents, individuals and organizations to create innovative and performance-based centers of teaching and learning. And he believes that with professional and experienced guidance many charter school organizers can realize their vision for a charter school without costly mistakes or time delays.

Charter School Associates has developed a reputation among its Clients and School Districts where those clients operate for consistently planning, developing and assisting schools that may be described as high quality, performance-based centers of teaching and learning. These schools are also noted for their consistent and through accountability to the Sponsor for satisfaction of compliance issues.

Mr. Strader believes that high quality schools are possible when School Leaders are freed to perform the demanding task of building alignment among stakeholders for the purpose of achieving the School's mission and goals. CSA helps Founders identify talented school leaders and then permits them to do their job the best they can by ensuring that the back-office operations are run effectively, efficiently and appropriately as required in statute, rule and regulation.

Estelle Strader is Vice President and Director of Schools for Charter School Associates, Inc. Estelle is an experienced educator with over 30 years of combined teaching and administrative experience. Ms. Strader began her career as a classroom teacher with the St. Johns County School District. Ms. Strader has served as a K-8 Center Media Specialist, an Elementary Director for a K-8 private school, Math Department Chairman at the City of Coral Springs Charter School and as Principal of the City of Coral Springs Charter School. Ms. Strader was nominated as Principal by the Corals Springs Charter School Advisory Committee and appointed Principal near the end of the 1999-2000 school year. Ms. Strader quickly changed the culture of the school for its 1500 students and 110 staff to gain an "A" status in her first full year of leadership and maintained that "A" rating until she left in 2004 to organize and create A+ Education Group at Waterstone. A+ was organized to act as co-developer of the highly successful Charter School at Waterstone. Ms. Strader is involved with Principals at client schools to support school goals, objectives and mission.

Ms. Jeanette Merced is the Budget Director for Charter School Associates. Prior to joining Charter School Associates, Ms. Merced served the School Board of Palm Beach County as an Accounting Specialist for nine years with primary responsibility for monitoring and managing charter schools financial reporting for the District. Ms. Merced also served on the Florida Charter School appeals committee and the Florida Association of Charter School Authorizers. Ms. Merced has held several high level accounting and finance positions in private industry including Accounting Manager for Paxson Communications.

Ms. Diana Besada is an Operations Specialist responsible for student application and enrollment processes. Ms. Besada holds a Masters in Psychology from Barry University and is a former clinical research associate for the University of Miami's Autism Genetics Program.

Ms. Tara Connolly, Director of Technology Support & Training, holds a Bachelors degree in Information Technology from Barry University. Ms. Connolly has held technology training and support positions with the Broward County Library System and the Miami Herald.

Charter School Associates is supported in its management services by ACH Corporation of America. ACH Corp. provides payroll support, benefits management and health care insurance administration to Charter School Associates' clients.

Charter School Associates is also supported by School Financial Services. School Financial Services provides bookkeeping and payable support to Charter School Associates' clients.

The total staff between Charter School Associates and its primary vendor support team that is available to support Sarasota Academy of Math and Science numbers over 18 experienced and dedicated support members.

Charter School Associate's philosophy is simple – Provide knowledgeable, effective, efficient service at a reasonable and fair rate such that school staff and Board Members may use their resources to best ensure the fulfillment of the School's Mission, Goals and Objectives. The ultimate goal of Charter School Associates is to contribute to high performing charter schools where student achievement is a primary focus.

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.

A list of schools with which Charter School Associates has management agreements is attached as Attachment 6. The list includes contact information, and student and financial performance data.

Section 12: Human Resources and Employment

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

Pursuant to s.1012.33 all employees of the charter school will receive an annual offer letter stating their assignment, salary – annual or hourly, and the conditions of employment including fingerprinting, background check and mandatory drug testing.

Sarasota Academy of Math and Science believes quality instruction begins with highly qualified teachers. Therefore, the school will make every effort to be as competitive as possible given the resources available from the Florida Education Finance Program. The school is proposing a salary offering ranging from \$38,530 to \$43,197 as described in detail in the budget attachments. The School will provide a complete benefits package including health insurance, life insurance, retirement through a 401(K) plan and the option of using pre-tax income to purchase additional benefits for vision, disabilities, dental, dependent care, etc.

The School will be a private employer.

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.

Policies and Procedures

All faculty and staff will be provided a comprehensive faculty handbook containing the required policies and procedures designed to facilitate the smooth operation of the school including faculty and student absence policies, classroom expectations, documentation of communication with parents, confidentiality, the school-wide discipline policy – PARR, homework policy, grading of student work, updating of each teacher's website on Edline, etc. All staff members will sign an acknowledgement form that they have received the handbook, including an emergency contact form, acknowledgment of training in the Standardized Professional Practices for Teachers, the Principles of Professional Conduct of the Education Profession in Florida, Technology Policies and Procedures Manual, and the Communication and Email Usage Policy.

Sarasota Academy of Math and Science will comply with State Board Rule applicable to charter schools for contracting with administrators (s.1012.33) and teachers including requirements for certification (s.1012.56; s.1012.57) and requirements for evaluation (s.1012.34). However, this shall not eliminate the school's right as an at-will employer or other flexibility afforded to charter schools as provided in CS/CS/HB 7009(2013).

Each teacher will be provided a copy of the Field Trip Guide, Anti-Bullying Policy, Emergency Procedures and Security Codes. In addition, teachers will receive copies of pacing guides and content calendars for reading and math.

Support System for New Educators

As teachers begin their careers in schools managed by Charter School Associates, either as a first time professional or as an experienced educator from another district or state, it is important they receive support. Each school has a culture unique to the community it serves. It is important that our new personnel receive training and experiences that will ensure their success. The Support System for New Educators is designed as a framework for this support. The guiding principles of the program are aligned to the Professional Preparation and Education Competence for professional certification. The Teacher Orientation Program is based on the premise that the professional development of new teachers is best achieved through a planned, supportive program.

The goal of the Program is to provide for the development, demonstration, and documentation of the Professional Education Competencies (PEC) while providing a technical and psychological support system for new teachers.

The program objectives include:

- To provide personal support to new teachers;
- To increase retention of promising beginning teachers;
- To foster self-assessment and reflection;
- To acquaint new teachers with services and resources within the school;
- To improve understanding of effective teaching behaviors, accomplished practices, and educational competencies thereby improving instructional practice and student achievement.

The guiding principles of the program are required by Florida Statute 1012.52 Teacher quality; legislative findings.—

(1) The Legislature intends to implement a comprehensive approach to increase students' academic achievement and improve teaching quality. The Legislature recognizes that professional educators play an important role in shaping the future of this state and the nation by developing the knowledge and skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life. The Legislature also recognizes its role in meeting the state's educational priorities so as to provide opportunity for all students to achieve at the levels set by the Sunshine State Standards.

(2) The Legislature further finds that effective educators are able to do the following:

- (a) Write and speak in a logical and understandable style, using appropriate grammar and sentence structure, and demonstrate a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.
- (b) Read, comprehend, and interpret professional and other written material.
- (c) Compute, think logically, and solve problems.
- (d) Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance.
- (e) Recognize patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.
- (f) Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
- (g) Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.
- (h) Use assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.

- (i) Use teaching and learning strategies that include consideration of each student’s learning styles, needs, and background.
- (j) Demonstrate the ability to maintain a positive, collaborative relationship with students’ families to increase student achievement.
- (k) Recognize signs of tendency toward violence and severe emotional distress in students and apply techniques of crisis intervention.
- (l) Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse.
- (m) Recognize the physical and behavioral indicators of child abuse and neglect and know rights and responsibilities regarding reporting.
- (n) Demonstrate the ability to maintain a positive environment in the classroom while achieving order and discipline.
- (o) Demonstrate the ability to grade student performance effectively.
- (p) Demonstrate knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.

The Support System for New Educators is designed to provide the framework for teachers to demonstrate competency in the professional teaching competencies (PEC) and the Educator Accomplished Practices. Educators applying for initial certification must successfully complete this program as part of the certification process and also includes teachers with a professional certificate, but new to the school. Support teams work with the new hires to verify competence in each of the categories.

Professional development regarding these practices will be provided during pre-planning activities.

Next to Lead Program

The Next to Lead program is designed to assist aspiring school leaders in understanding and real-life implementation of the Florida Principal Leadership Standards. The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

There are ten Standards grouped into categories, which can be considered domains of effective leadership. The candidates visit the schools within the network of Charter school Associate’s schools where the Principals spend the day providing activities that correlate to their selected standard.

Through the Next to Lead program candidates visit existing schools to meet with the Principal. Each Principal provides activities that correlate to the standards.

Administrator’s Handbook

The Principal is provided with a comprehensive handbook that addresses many of the procedures and policies expected to be implemented in the charter school.

The handbook includes:

Job Descriptions for all charter school employees

Emergency Management Plan
Substitute handbook

Support System for New Educators
Maintenance manual
Athletics handbook
Field Trip Guidelines
Textbook Policy
Human Resources
Progress Monitoring

Student Withdrawal Procedures
Anti-Bullying and Sexual Harassment Policy
Volunteer training for parents and the community
Parent Involvement Activities
Wellness Policy
Food Safety Policy.

The handbook is revised on a regular basis.

Professional development

“...the primary purpose of staff development should be to help educators develop the insights, knowledge, and skills they need to become effective classroom and school leaders, better able to increase student learning.” (Hayes Mizell, Foreword National Staff Development Council’s Standards for Staff Development Revised, 2001)

School staff will be required to participate in professional development organized and implemented by the School’s Board, Principal or ESP.

Research has shown educator quality to be the most important influence upon student achievement. High quality professional development is essential to increase educators’ knowledge, skills, attitudes and beliefs so that they may enable all students to learn at high levels. Professional development that is most effective in improving educator practice is results-oriented, data driven and job embedded.

Quality professional development has the power to increase educators’ knowledge of academic content and teaching skills while changing what educators believe about student learning and how they interact with students. Powerful professional development can transform schools into places in which all adults and students are deeply engaged in learning and making meaning of their lives.

Research has established that effective professional development practices adhere to four core principles in order to demonstrably enhance student learning and job performance. While systemically interconnected, these principles are clear, consistent, and appear to be integral to the process of improving results (Guskey, 1997). Professional development activities must

- Have a clear focus on learning and learners
- Target both individual and organizational change
- Make small changes guided by an overarching vision
- Be ongoing and procedurally embedded to reinforce and promote learning

The Professional Development Model will align to the FCIM and to the goals and expectations for student success. To this end the school will develop a results-oriented model that:

- Offers sustained professional learning reinforced through targeted follow-up support activities

- Aligns PD activities with the school’s goals, student instructional needs, and individual teacher needs
- Offers professional development that aligns to the State’s Differentiated Accountability requirements
- Expands the depth of specific professional learning experiences while narrowing the focus to emphasize research-based professional development that directly impacts teaching and learning
- Reduces isolated workshops
- Increases the availability of school-based offerings

Sarasota Academy of Math and Science will conduct a “Needs Assessment” to determine the needs of the school in order to plan how to meet them. For professional development to improve student learning, professional learning needs must be based upon student learning (or factors that affect learning) needs.

A needs assessment:

- Helps build on existing strengths.
- Helps develop a vision and imperative for improvement and/or reform.
- Helps determine what kind of help is needed.
- Helps determine whether outside help is needed.

A needs assessment can be conducted by the whole school, or by grade, subject, team, PLC or individual levels. It should be reviewed regularly and updated to reflect staff learning and changes in student data.

Specific professional development activities are categorized according to the following knowledge categories: Awareness, Teaching and Learning, and Building Capacity for Teaching and Learning.

Awareness or introductory-level professional development, provides basic information relating to specific instructional practices, programs and/or terminology.

Teaching and Learning targets in-depth professional learning that requires the participant to implement new strategies or behaviors. Training is intended to encourage the adult learner to directly apply new knowledge, skills and tools during classroom instruction in order to improve student performance.

Building Capacity for Teaching and Learning focuses on maintaining or institutionalizing new behaviors and protocols. This level of training is generally reserved for curriculum support specialists, teacher leaders, instructional coaches, and instructional support personnel tasked with learning strategies that will assist teachers in applying new instructional practices.

Job-embedded Professional Development infuses professional learning with daily practice, by cultivating a mindset that professional development is an element of classroom teaching in lieu of an ancillary activity. The activities are collaborative and offer an opportunity for structured conversation, reflection, and inquiry. Specific approaches to promote job-embedded professional development include mentoring, coaching, and professional learning communities.

Mentoring offers one-on-one guidance, support, and feedback for beginning/early career teachers and school principals, extending a professional lifeline that addresses particular individualized needs. Teachers new to the profession will be provided mentors through the school's new teacher induction program.

Coaching provided at the school site, concentrates on one-on-one or small group instruction that incorporates planning with teachers, demonstrating strategies in live classroom settings, allowing teachers to observe and practice implementation, and providing appropriate feedback.

Professional Learning Communities (PLC) is a method to engage faculty members in continuous study aimed at advancing common goals for student learning. Through shared leadership, collective creativity, mutually understood values, vision, and common practices, professional learning communities create safe, collegial environments that are conducive to inquiry and professional growth. The forum allows participants to explore in-depth a specific area of focus over an extended period of time.

The following Professional Development will be provided in addition to the needs assessment conducted by the school Principal but is not be limited to:

Handbook Policies and Procedures	Webb's DOK
Next Generation Sunshine State Standards	Requirements of FCAT 2.0/PARCC
The K-8 Florida Common Core Standards	ESE Accommodations
Florida Continuous Improvement Model (FCIM)	ESOL Strategies in the Classroom
Response to Intervention (RtI) Training	Marzano's Nine Instructional Strategies
FAIR assessment practices	Piaget's Process of Cognitive Development
	Bloom's Hierarchy of Thinking

The principal and all teachers will be evaluated annually utilizing the Marzano Evaluation

The Marzano Evaluation Model is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each element of research been shown to correlate with student academic achievement.

The model for the teacher evaluation includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

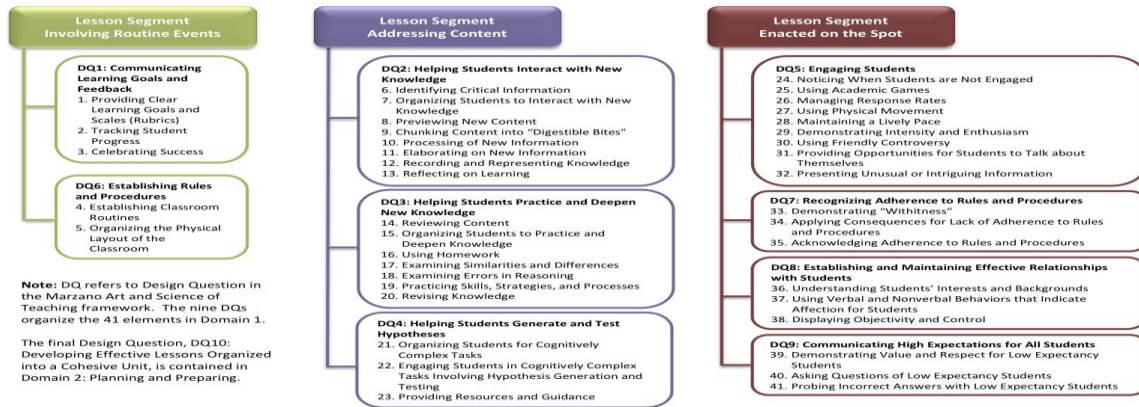
Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4.

Domain 1: Classroom Strategies and Behaviors

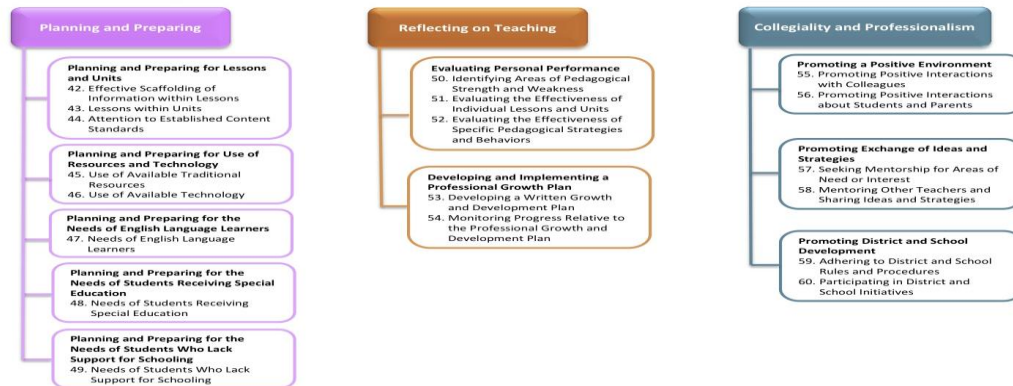
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Domain 2: Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism



The model for the Principal evaluation is based on the review of the research literature 24 categories of principal actions and behaviors were identified. These 24 categories were organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate. A rubric has been developed to score each domain.

Domain 1: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school as a unified whole, as well as individual teachers, will have a clear focus on student achievement that is guided by relevant and timely data.

Five specific categories of school leader actions and behaviors constitute this domain:

1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
2. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
3. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
4. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students
5. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Improvement of Instruction

Actions and behaviors within this domain help ensure that the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis.

Five specific categories of school leader actions and behaviors constitute this domain:

1. The school leader provides a clear vision as to how instruction should be addressed in the school.
2. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
3. The school leader is aware of predominant instructional practices throughout the school.
4. The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
5. The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals

Domain 3: A Guaranteed and Viable Curriculum

Actions and behaviors within this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum.

Three specific categories of school leader actions and behaviors constitute this domain:

1. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
2. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
3. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Domain 4: Cooperation and Collaboration

Actions and behaviors within this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team.

Five specific categories of school leader actions and behaviors constitute this domain:

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

2. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives
3. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
5. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5: School Climate

Actions and behaviors within this domain help ensure that all constituents perceive the school as positive and well-functioning.

Six specific categories of school leader actions and behaviors constitute this domain:

1. The school leader is recognized as the leader of the school who continually improves his or her professional practice.
2. The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
3. The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
4. The school leader ensures that students, parents, and community perceive the school environment as safe and orderly
5. The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
6. The school leader acknowledges the success of the whole school, as well as individuals within the school.

Domain 1: Student Achievement
 Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.1 – Academic Standards	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory

Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 2.1 - Learning Organization	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory

Domain 2: Instructional Leadership
 Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices,

student learning needs, and assessments.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 – Facilitating/Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 3 - Organizational Leadership				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving.	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				

Indicator 8.1 - Organizational Skills	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 9.1-- Constructive Conversations	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors				
<input type="radio"/> Highly Effective <input type="radio"/> Effective <input type="radio"/> Needs Improvement <input type="radio"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.				
	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Domain	Rating	Points	Weight	Domain Weighted Score
Domain 1: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Deliberate Practice (DP)

Proficiency Area(s) and Target(s) for School Leader Growth

Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.

- The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are “thin slices” of specific gains sought – not broad overviews or long term goals taking years to accomplish.
- Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact

student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:

Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.

Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).

Growth target 3-4: Optional: additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme

- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

Section 13: Student Recruitment and Enrollment

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

Sarasota Academy of Math and Science will conduct direct mail advertising to the area where its "targeted student" population resides generally within a five mile radius of the school.

The School will place mass media advertisements in various media including radio, cable and print. Flyers will be developed in locally predominant languages for distribution at area businesses, community centers, churches, and child care facilities.

The school will create a website that will be continually updated thereby providing the community with information regarding the new charter school.

Sarasota Academy of Math and Science will hold periodic information meetings at various locations surrounding the proposed school site to inform area residents and other interested persons about the charter school opportunity. Presentations will include information about charter schools in general and specifically about the curriculum focus of Sarasota Academy of Math and Science and the procedure for making application.

Sarasota Academy of Math and Science 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. Special effort will be taken to ensure that application and registration materials are available in locally predominant languages.

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.

Sarasota Academy of Math and Science is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

Marketing materials will be printed in the various languages that are representative of the targeted student population. Sarasota Academy of Math and Science staff will contact social service agencies in the area that typically serve "harder to reach" families referenced here. Information brochures and applications that are printed in locally predominant languages 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.

Specific marketing strategies to achieve a racial/ethnic balance reflective of the community will include:

- Production of marketing material and school applications in languages other than English, such as Spanish and Haitian-Creole, as needed to accommodate the needs of the community.
- Availability of bi-lingual staff to answer questions
- Radio Public Service Announcements (PSA) in multiple languages
- Posting of information (in appropriate languages for the area) in local public areas; e.g., libraries, food stores, YMCA, community centers, etc.
- Advertising in local publications
- Distribution of information to local businesses
- Advertise Open House in a variety of locations and languages throughout the community

Sarasota Academy of Math and Science 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.

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.

Sarasota Academy of Math and Science will be open to all eligible students residing in Sarasota County with special recruiting efforts focused on those residents living within a reasonable distance of the school site. The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students.

The school will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

Sarasota Academy of Math and Science will give enrollment preference as provided in Florida statute which includes but is not limited to the following student population(s):

- Children of school employees or Board members
- Siblings of currently enrolled students or sibling of those students picked earlier in a student lottery, if a lottery becomes necessary.
- Students residing within a “reasonable distance” of the charter school where “reasonable distance” is defined roughly as a four-mile radius around the school.
- Students who are children of and active duty member of any branch of the United States Armed Forces.

Sarasota Academy of Math and Science will hold an initial enrollment period from February 1 to March 1 of each year (or the first business day of the week in that month if these dates fall on a weekend). If the number of applicants for any grade level exceeds the available student vacancies for that grade level then a lottery will be held to randomly select from the total of student applicants for that grade. An offer of admission will be made to those applicants selected in the lottery up to the number of student vacancies. Parents shall normally have 10 business days to respond to the offer of admission. This period may be reduced in the weeks immediately preceding the opening of school. If the parent’s response is negative or if there is no response then the school shall move to the next applicant selected in the lottery until all student vacancies have been filled. If for some reason, student spaces should become available after all

names in the applicant pool have received an offer of admission, and either accepted or rejected that offer, then the school will conduct a subsequent lottery for those applications received after the initial lottery period.

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.

Many charter schools require 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. Sarasota Academy of Math and Science will require parents and students to sign a Parent and Student Agreement. A sample Parent-Student Agreement is included in Attachment 10. These agreements describe basic parental responsibilities including compliance with the student dress code, the establishment of a suitable homework area and the completion of a minimum of 10 hours of volunteer service time (per family). 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.

Please note that these items are proposed drafts and will require final approval from the Charter School Board of Directors. Although the Founders have not fully decided all of the policies applicable to the lack of fulfillment of these agreements by parents it is expected that students not fulfilling their responsibilities as stated in the agreement will be subject to the regular disciplinary procedures in place at the school. And the Board shall most likely give parents every opportunity to fulfill their agreement but if a parent shall consistently or flagrantly disregard the school’s expectations then the school may withhold an offer of reenrollment to the family’s students, depending upon the circumstances. The latter assumption applies strictly to the fulfillment of volunteer hours and the school’s ongoing authority to take such action. If for any reason, the latter consequence is determined by regulatory authorities to be unavailable to the school then it shall revise its policies to be in compliance.

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

The Parent/Teacher/Student Organization (PTSO) is the social arm of the school. The PTSO will sponsor fund raising activities, social activities for students, the school carnival, middle school dances, etc. to insure a well-rounded school experience for students attending the school and the surrounding community.

The School Advisory Committee is comprised of interested parents in grades K-2, 3-5 and 6-8 who will meet as cadres with members of the administrative team to express ideas for school improvement. The organization structure of this group is designed by grade level because the concerns of a parent with a child in kindergarten are vastly different from the concerns of a middle school student.

Parents play an integral role in the education of their children as partners with Sarasota Academy of Math and Science. Each parent will be encouraged to volunteer through school tutoring time, sharing their traditions and cultures, evening projects, chaperoning of evening activities or other opportunities developed by the School’s staff and the Advisory Council.

Sarasota Academy of Math and Science will work with parents to develop a school-parent “compact” outlining the responsibilities for improved student achievement to be shared among parents, school staff, and students. This approach will also incorporate the means by which Sarasota Academy of Math and Science and the parents will build and develop a partnership to help the children achieve, delineating the School’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and parents’ responsibility to support their children’s formal education at home and through volunteering at the School and its functions. This approach will encourage parents to participate in daily-shared reading, reinforce class work, and participate in enrichment activities.

Communication between home and school will be designed to foster collaborative and productive parent/teacher relationships and encourage parent participation in parent-teacher conferences to address a student’s performance.

Finally, the School will explore ways to understand the reasons why some parents have not previously taken the occasion to play a more active role in their children’s educational advancement. This effort may result in such things as educational workshops for parents and training in early childhood readiness. Such programs will help parents more effectively fulfill their role as their child’s first and best teacher. It will provide educational programs to parents and children of preschool age and kindergarten. Outreach services may be made available to help families obtain resources needed for their child’s school success. To accomplish this, the School will work with appropriate institutions and individuals in the community, including members of the retirement community, educational not-for-profit organizations, community centers, and churches.

In addition to immediate family, Sarasota Academy of Math and Science recognizes the importance of extended family, neighborhoods, and community institutions in child development and enrichment. Through its community involvement efforts, Sarasota Academy of Math and Science will step to its responsibility by providing students’ a safe and diverse educational experience through the use of activities and programs such as the following:

Mentoring Students need role models setting positive examples of socially and professionally acceptable behavior and practices. Mentoring is an acknowledged method of accomplishing this; it takes on added significance with the decrease of two parent households and other family related constraints. Mentors can be teachers, administrators, or other adults, and hence, a mentoring program can be considered an “instructional” method within the school.

Tutoring. While teachers and guidance counselors are in the best position to identify students’ needs for additional attention and focus on subject matter to assure academic success, they cannot be expected to be the sole source of meeting each student’s additional needs through tutoring. Tutoring can be by peers within Sarasota Academy of Math and Science, or by students from the local college or university. In addition, there are important community-based tutoring programs currently being conducted after school at neighborhood centers and area churches, providing further peer and cross age tutoring. Sarasota Academy of Math and Science intends to work closely with these efforts in developing a more integrated, comprehensive approach with shared resources in order to help students improve their classroom performance in both academics and personal advancement.

School/Community Partnerships. The School will work with area businesses, not-for-profit organizations, public entities and individuals who are committed to working with educators and administrators to assist in our children’s educational and career advancement. The community wants to support our teachers in their efforts to educate our children in every way possible.

Community Service/Community Spirit. The current terminology is “giving back,” but the concept is ageless. The School wants its students to feel not only from the community but also of the community. Students need to learn early on their responsibility to their fellow citizens and to the integrity and well-being of the community as a whole. They need to learn the importance of contributing – and the personal and community value of doing so.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

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

The proposed site for Sarasota Academy of Math and Science is 809 Beneva Road, Sarasota, FL 34237. The site is undeveloped land consisting of approximately 4.5 acres. MG3 Developers have acquired rights to develop the property and will construct a facility of approximately 49,000 s.f. to include classrooms, offices and multi-purpose space. The facility will include a minimum of 45 homeroom classrooms, media center administrative offices, lunchroom, art room, science and computer labs, Kindergarten, first and second grade students will be housed in ground floor classrooms. Bathrooms will be incorporated into lower grade classrooms per code.

Adequate space for primary playgrounds and middle school field space will be incorporated into the site plan. Adequate steps will be taken to ensure separation of elementary and middle school students. The proposed site plan provides for separation of pedestrian, vehicular and bus traffic. There is a proposed canopy covering a sidewalk adjacent to the drop off/pick-up area for buses and cars to facilitate rainy day arrival and dismissal activity.

The site provides for adequate playground and field space. A fence enclosed playground will be provided for younger children and a hard surface court will provide opportunity for basketball and other hard surface court play.

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

The facility used by Sarasota Academy of Math and Science will be a modern, newly constructed building designed to meet all current State building codes including Section 553 of the Florida Building Code and state minimum fire protection codes pursuant to §633.025. The facility will meet all applicable A.D.A. requirements including handicap access to restrooms, lunchroom and classrooms. The School will comply with all applicable laws, ordinances, and codes of federal, state, and local governance, including the IDEA, the ADA, and section 504 of the Rehabilitation Act.

The facility development team is an experienced design and construction team and is now pursuing land rezoning, plan permitting and other preliminary work to ensure that once the charter application is approved, construction may begin soon thereafter.

The school will present the Sponsor with required facility documents no later than fifteen days prior to the scheduled opening of schools for the 2014-2015 school year. These documents include, but are not

limited to; executed lease, certificate of occupancy, certificate of use, health permit, occupational license, health permit, AHERA Report (asbestos report), radon report, and evidence of required insurance coverage.

The owner/developer is actively pursuing rezoning concurrent with the charter application process to ensure that all zoning requirements have been met and completed to ensure construction can be completed in time for the start of the 2014-2015 school year.

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

The School will comply with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. The School’s staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time our school design will be modified to achieve necessary compliance, which may include modification to staffing, enrollment, and additional revenue that are not in our current projections. For the 2011-2012 school year (and again with CS/CS/HB 7009), charter schools are mandated to comply with class size at the school wide average.

Site permitting and zoning are now being sought for a total of 930 students. The site will be developed to provide adequate playground, hard surface basketball courts, and open field areas appropriate for the age group of students attending the school.

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

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

The facility costs described in the included financial plan are based on actual operating costs of Valrico Lake Advantage Academy located in Riverview, Florida. Advantage Academy of Hillsborough has experience operating several schools in the Tampa Bay area and budget projections for rent, utilities, maintenance, etc. are based on actual operating history from these schools.

All development expenses including, but not limited to; legal, engineering, permitting, interior renovation construction, site plan related expenses, and playground development are expenses agreed to by the facility’s developer/owner in exchange for a lease with the school tenant in the amounts described in the attached financial plan. Rent is tied to enrollment and is calculated at a per student rate equal to Year 1 - \$1010/student; Year 2 - \$1050/student; Year 3 - \$1075/student; Year 4 - \$1100/student; Year 5 - \$1125/student. Rent rates beyond year 5 will be calculated on base rent and an accelerator clause using CPI or a minimum 2% to 3% annual increase.

Projected Lease Table – Sarasota Academy of Math and Science				
Year	Base Rent/FTE	FTE Basis	Rent	Rent/SF (49,000)
1	\$ 1,010.00	490	\$ 494,900.00	\$ 10.10
2	\$ 1,050.00	680	\$ 714,000.00	\$ 14.57

3	\$ 1,075.00	848	\$ 911,600.00	\$ 18.60
4	\$ 1,100.00	888	\$ 976,800.00	\$ 19.93
5	\$ 1,125.00	910	\$ 1,023,750.00	\$ 20.89

All other facility expenses are aggregated in the included financial plan under the following categories: Contracted Services; Insurance; Telephone; Utilities; Supplies; Equipment and Plant Maintenance – Contracted Service.

E. Describe the back-up facilities plan.

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

This is a site specific application and therefore the school will not open as scheduled in the included timeline if required zoning or other local codes or ordinances cannot be obtained for the described facility. However, the applicant will request a one year deferral of the school’s opening subject to the Sponsor’s approval should the applicant be unable to provide the Sponsor with all required facility documents prior to the scheduled opening of school.

In the outside chance that a Certificate of Occupancy (CO) is not obtained prior to the scheduled opening of schools, consistent with the Sponsor’s calendar, the Governing Board will direct the ESP to locate and arrange for alternate facilities to accommodate the school’s enrolled students temporarily until all construction is complete and the CO has been issued by the local building department.

If the site is not acquired:

Not Applicable

- B. Explain the school’s facility needs, including desired location, size, and layout of space.***
- C. 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.***
- D. Explain the strategy and schedule that will be employed to secure an adequate facility.***
- E. Describe the back-up facilities plan.***
- F. Describe the plan and methods the school will employ to comply with Florida’s constitutional class size requirements.***

Section 15: Transportation Service

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

The School will provide transportation to the School's students consistent with the requirements of Part I. E. of Chapter 1006, F.S. and section 1012.45, F.S. The Charter School may provide transportation through an agreement or contract with a private provider or parent. The School recognizes that each child of a homeless individual and each homeless youth are afforded equal access to the same free, appropriate public education as provided to other students and therefore the School will provide transportation, if requested.

The School shall apply a "reasonable distance" criterion as defined in Chapters 100 through 1013, Florida Statutes. Traditionally, charter schools have been able to define "reasonable distance" as that distance starting at 2 miles from the school and including a band within 4 miles of the school. Because Sarasota Academy of Math and Science will be a community-based school 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 carpooling and alternate means of transportation. However, Sarasota Academy of Math and Science will include a transportation survey with its registration materials to determine the number of children requiring school bus transportation. If enrolled students will require school bus transportation then Sarasota Academy of Math and Science will contract with an appropriately licensed and experienced bus contractor to provide transportation using State approved school bus equipment and using appropriately trained and certified drivers. The school will, if requested, provide private bus transportation to those eligible students residing between 2 and 4 miles from the school. This policy shall not limit the school from extending its bus boundary beyond 4 miles should it decide to expand the boundary and it also does not limit parents from providing transportation for their child voluntarily, regardless of distance traveled within the County.

The School shall require its bus contractor to comply with all applicable State Board of Education rule and law governing public school bus transportation including, but not limited to, Section 1006.25, Florida Statute. The School shall carry non-owned automobile insurance per the Sponsor's requirements, if any, and the School shall require the bus contractor to carry insurance coverage with an upper limit that is no less than the Sponsor's requirement of the charter school for its non-owned policy.

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.

A copy of the contract between the Governing Board and the School Bus Contractor will be provided the

Sponsor.

The School shall check monthly to confirm that the private bus contractor uses properly inspected buses and licensed drivers and that all insurance is maintained as current and with the dollar limits set forth under the contract between the school and the contractor.

For budget purposes, the applicant assumes a ridership of 30% of enrollment. This assumption is based on the ESP's experience in other schools managed by the ESP.

Section 16: Food Service

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

Sarasota Academy of Math and Science will contract with Preferred Meal Systems, Inc. (vendor) to prepare school breakfast and lunch meals. The School's food vendor will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

The School anticipates entering an agreement with the Charter School at Waterstone, a FDOE approved School Food Authority (SFA), to become a "School Site" under that school's National School Lunch Program Sponsorship. As such, Sarasota Academy of Math and Science will be eligible to participate in the National School Lunch Program its first year of operation.

Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school. The Charter School at Waterstone, as "School Food Authority (SFA)" will file reimbursement reports directly with the Florida Department of Education. Once reimbursements are funded by the Florida Dept. of Education then the School Food Authority (the Charter School at Waterstone) will transfer the appropriate payment to Sarasota Academy of Math and Science.

The Governing Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program and the Florida Department of Education. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The meal provider will be required to submit evidence of proper meal balance and portion size for the students served. As a school site under the School Food Authority (SFA), Sarasota Academy of Math and Science will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The School will adopt the sanitation and reporting requirements prescribed by the Sarasota County/Florida Health Department.

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 and the School will post the results of health and food inspections on its website.

Sarasota Academy of Math and Science will follow these procedures when distributing and processing Free and Reduced Meal Applications.

Procedures:

1. The school will distribute a Free and Reduced Meal Application (as found on the FDOE website) to all of its students within the first five days of the opening of school. Applications will be

available in multiple languages.

2. Returned applications will be evaluated by appropriate schools staff on the basis of the current table for income and number of persons in the household to determine free or reduced price status.
3. A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager.
4. Meal benefits begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for approximately the first twenty days of the next school year. All students approved for free or reduced price lunches are entitled to receive a breakfast in the same category.
5. Applications will be retained for 3 years beyond the current eligibility year.
6. Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
7. Applications will be kept confidential per USDA requirements.
8. The School will collaborate with the District to process as many students as possible via a Direct Certification Method utilizing data provided the District by the Florida Department of Education.
9. 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.
10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

Section 17: Budget

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

A copy of the School's projected 5-year budget is included in Attachment 7. The budget contains all revenue projections, expenses and anticipated fund balances based on the enrollment projections described on the cover page of this application.

- 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.**

The planning (start-up) costs for the School will be covered via a loan from Building Hope Corporation, a private, not-for-profit corporation, whose mission is to facilitate the development of high quality charter schools. The start-up budget is included in attachment 7.

- 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.**

Revenue assumptions:

- Start-up revenue includes a loan from Building Hope Corporation. See commitment letter, Attachment 8.
- FEFP Revenue was calculated using the 2013-2014 charter school revenue estimator worksheet provided by the Florida DOE. The revenue for year one of the budget is based on the current charter school FEFP worksheet as of July 1, 2013. FEFP revenue in years 2 to 4 are assumed to increase by 1% per year for inflation.
- Capital Outlay Revenue begins in year one with an assumed rate of \$400 per student. The School is eligible for capital outlay if it meets the eligibility criteria including accreditation. Charter School Associates is a SACS/CASI/AdvancEd system and therefore Sarasota Academy of Math and Science will be eligible for charter capital outlay payments in year one.
- The School will apply for the Charter School Program Grant; however, those funds were not used in the budget because they are not a guaranteed source of revenue.
- Transportation revenue assumes 30% of projected enrollment participates in bus transportation and a FEFP reimbursement rate of \$355 per student.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program under the SFA site arrangement with the Charter School at Waterstone. There is an assumption that 20% of students participate in the lunch program. Of

these 20%, 65% are projected to pay full price, 20% are projected to qualify for reduced price lunch, and 15% are considered free.

- Before/After School Care assumes participation by 22% of the elementary enrollment, grades K-5, at a rate of \$12/day plus \$0.75/day snack fee.

Expense assumptions:

A 1% inflation rate was used for years two through five, when applicable.

Start-Up

- Principal salary and benefits were estimated for three months before the school opening.
- Advertising was estimated based on the ESP experience with similar schools.
- Computer equipment, supplies and travel were included using the ESP experience with similar schools.

Instruction

- Classroom teacher salaries were estimated (year 1) by assuming that approximately 50% of the school's homeroom teachers would be hired at an average salary of \$38,530; approximately 30% would be hired at an average rate of \$40,864 and approximately 20% at an average rate of \$43,197 resulting in an overall average of \$41,330.
- Benefits were calculated as follows: Retirement is 1.5% of gross salaries; Payroll taxes include FICA at 7.65% and SUTA at 2.7% of first \$7,000 per employee; health insurance was calculated at \$2,275 employer contribution with 100% participation; workers compensation was calculated at .03% of gross salaries.
- Contracted services are calculated at \$500 per ESE student.
- Supplies were calculated at \$50 per student plus \$175 per homeroom teacher.
- Textbooks are calculated at \$225 per student plus \$22.50 per returning student with an initial order financed at 6% for four years.
- FFE was calculated at \$5,050 per new homeroom teacher and \$505 for returning teachers. This will include furniture and two computers per classroom. The initial order will be financed at 6% for over 4 years.
- Software was estimated at \$500 per new teacher and \$50 for returning teacher for *EdLine*, *Grade Quick* and other applications used in the school.
- The School offers reimbursement of unused personal days at the rate of \$100/day with an available 8 days. Therefore, the school considers these as possible substitute days at a rate of \$100 per day and all classroom teachers are included in calculating the expenditure.

Pupil Personnel Services

- An ESE Coordinator, Guidance Counselor, Registrar and Testing/Data Coordinator are included in the budget using salaries based on the experience of the ESP's similar schools.
- Supplies are calculated based on \$10 per student.
- FFE was calculated at \$2,075 per employee. This will include furniture and a computer per room.

Media Services

- A Media Specialist/Technology Teacher is included at the teacher average salary.
- Benefits are calculated as follows: Retirement is 1.5% of gross salaries; Payroll taxes include FICA at 7.65% and SUTA at 2.7% of first \$7,000 per employee; health insurance is calculated at \$2,275 employer contribution with 100% participation; workers compensation is calculated at .03% of gross salaries.
- FFE was calculated at \$2,075 per employee. This will include furniture and a computer per room.

- Library books are estimated at \$10,000 for year 1 plus an additional \$5,000 in year 2 plus adjustments for inflation.
- AV materials were calculated at \$450 per homeroom teacher.

Staff Training/Development

- Training was estimated using an average of \$500 per employee.
- Travel was calculated using \$200 per homeroom teacher.

Board

- Legal services are included in the budget using the experience of the ESP's similar schools.
- Insurance was included in the budget using the experience of the ESP's similar schools.
- Audit was included in the budget using the experience of the ESP's similar schools.
- Governance training was calculated at the refresher course rate. All the board members have been through the initial governance training.
- Travel includes reimbursable board travel expenses for two required board meetings at the school location and participation at the Florida Charter School Conference.
- Dues and Fees include corporate annual registration and fees to local and state charter school organizations.

General Administration

- Management Fees are described in detail in the attached draft version of the ESP Agreement. The fees for management and support services are 4% of FEFP revenue net of the Sponsor's fee plus a development fee, in the amount of \$150 per student, for marketing and other start-up activities. The development fee shall be applicable to all students enrolled during the first and/or second year of the School's operation.
- Administrative fee includes the district's FEFP 5% fee for the first 250 students.

School Administration

- Principal, Assistant Principal, Dean, Administrative Assistant, and Receptionist were calculated based on the experience of the ESP's similar schools.
- Benefits are calculated as follows: Retirement is 1.5% of gross salaries; Payroll taxes include FICA at 7.65% and SUTA at 2.7% of first \$7,000 per employee; health insurance is calculated at \$2,275 employer contribution with 100% participation; workers compensation is calculated at .03% of gross salaries.
- Equipment rental was included for copier leasing fees at the rate of \$650 per month in year 1 with a 1% inflation rate for subsequent years.
- Postage was estimated at \$500 per month with a 1% inflation rate for subsequent years. The primary source of communication with stakeholders will be electronic communication via the School's website, email, and the *EdLine* portal.
- Advertising is a flat amount (\$40,000 in start-up) and is heavily supplemented by the ESP's activities to market the school.
- Office supplies were estimated at \$950 per month in year 1 and then increased by 1% inflation factor.
- FFE was calculated at \$2075 for the Principal, AP, Dean and \$800 for non-instructional employees with computer replacement cost in year four. Administrative equipment includes administrator's computers, fax machine, printer, and office equipment items such as binders, etc.
- Software was calculated at \$250 for new employees and \$25 per returning administrative employee for subsequent years. Software for administrators includes office application(s).
- Dues and fees include expenses to local and state charter school organizations.

- Travel includes expenses for the Principal, AP and Dean’s travel for trainings and participation at National and State conferences.

Facility Acquisition and Construction

- Rent was projected at a per student rate of \$1010/student-year 1; \$1050/student – year 2 and \$1,075/student - year 3; \$1100/student – year 4; and \$1125/student in year 5. It is considered that the school will be eligible for charter capital outlay payments in year 1. Part of the total rent was allocated to the Charter School Capital Outlay fund balance.
- Additional FFE under Facilities is for the computer lab setup, purchase of computers for the computer lab, cafeteria equipment, clinic, media, art and music labs. The cost is based on the ESP’s experience setting up other comparably sized schools. The order will be financed at 6% for over 4 years.

Fiscal Services

- Professional services include 2.75% of FEFP net of the Sponsor’s fee for financial services and 2.25% of FEFP net of the Sponsor’s fee for payroll and HR Benefits management.

Pupil Transportation

- Transportation expenditure is based on Sponsor’s estimated fee for supplying transportation services to the charter school per email response. The fee was calculated at \$901 per student using an estimate of 30% student participation.

Plant Operations

- Security Guard were calculated based on the experience of the ESP’s similar schools.
- Benefits are calculated as follows: Retirement is 1.5% of gross salaries; Payroll taxes include FICA at 7.65% and SUTA at 2.7% of first \$7,000 per employee; health insurance is calculated at \$2,275 employer contribution with 100% participation; workers compensation is calculated at .03% of gross salaries.
- Property insurance is an estimate amount and based on other experience by the ESP.
- Telephone was estimated to run \$1,000 per month and then increased by 1% inflation factor.
- Water and sewage was estimated to run \$1000 per month and then increased by 1% inflation factor.
- Garbage was estimated to run \$500 per month and then increased by 1% inflation factor.
- Custodial contracted services is an estimate amount for housekeeping services based on experience at other school sites managed by the ESP.
- Fire alarm, security system monitoring, fire inspections and carpet cleaning used estimate amounts and based on other experience by the ESP.
- Grounds Maintenance including pest control and lawn care were estimated at \$1,025 per month.
- Electricity was estimated to run \$0.12/square foot plus a per student cost factor of \$1/student.
- Custodial supplies are estimated at \$0.03/foot of building size
- Plant equipment is an initial purchase of custodial equipment including mop buckets, floor equipment, etc.

Plant Maintenance

- Plant maintenance and repairs assumes monthly cost of \$500.

Community Service

- Before/After Care assumes the salaries for a Before/After Care Director and staffs.
- Benefits are calculated as follows: Retirement is 1.5% of gross salaries; Payroll taxes include FICA at 7.65% and SUTA at 2.7% of first \$7,000 per employee; health insurance is calculated at

\$2,275 employer contribution with 100% participation; workers compensation is calculated at .03% of gross salaries.

- Supplies were calculated at .65 cents per student per day at 22% student participation.

Debt Service

- Principal and Interest assumes the repayment of Building Hope Corporation loan of \$350,000. The terms of the loan are repayment of principal during the last four years of the charter contract, 6% interest rate, interest only payments during the first year of operations. No penalties for early repayment.

Reserves

- A contingency of 3% of FEFP (net of Sponsor's fee) is maintain through the five year projections.

Capital Projects – Special Revenue

- Capital Outlay Revenue begins in year one with an assumed rate of \$400 per student. The School is eligible for capital outlay if it meets the eligibility criteria including accreditation. Charter School Associates is a SACS/CASI/AdvancEd system and therefore Sarasota Academy of Math and Science will be eligible for charter capital outlay payments in year 1.
- The Capital Outlay Plan will include the payment of building lease expenditures with Charter School Capital Outlay funds. The remaining balance of the lease will be paid with FEFP funds including the restricted funds earned from district's administrative fees not collected by the district in excess of 250 students.

Food Service

- Lunchroom workers were calculated based on the experience of the ESP's similar schools.
- Benefits are calculated as follows: Retirement is 1.5% of gross salaries; Payroll taxes include FICA at 7.65% and SUTA at 2.7% of first \$7,000 per employee; health insurance is calculated at \$2,275 employer contribution with 100% participation; workers compensation is calculated at .03% of gross salaries.
- Contracted food service rate is based on the most recent bid approved by FDOE for 2012-2013.

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

The ESP will provide the Principal and Governing Board a weekly bank register showing all payable activity for the week. This register contains an electronic link to the back-up file providing a detailed description including pdf copies of all back-up documentation supporting all authorized payments. The Governing Board will receive a monthly financial report to include a complete bank reconciliation, balance sheet and report of revenues, expenses and fund balance. The Governing Board will follow a rigorous budget management process to ensure that the school it governs achieves the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. Financial statements are prepared on a monthly basis by CSA and are distributed to the Governing Board and Principal. The board and the principal will review the actual results in a monthly basis. Any major variance will result in a budget amendment/modification of the budget. Monthly financial statements will also include a comparison of actual results as compared to the approved budget.

The ESP and Principal will monitor enrollment daily for the first ten days of school to ensure that enrollment projections included in the budget are realistic and confirmed by actual student attendance. If enrollment is below the number projected in the budget, a meeting of the Governing Board will be called for the purpose of discussing appropriate budget cuts to ensure that expenses do not exceed revenues based on the actual attendance. This procedure is repeated following Survey 2 (October) and Survey 3 (February). The Advantage Academy of Hillsborough Governing Board has experience operating multiple charter school sites and has been responsive in addressing enrollment fluctuations at these locations and the result has been that no school under the governance of Advantage Academy of Hillsborough has experienced an audit finding.

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.

See attached budget including cash flow projections included in Attachment 7.

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

The school has not embarked on a fundraising plan and there is currently no money in the school's account from such activity. However, once opened, the School will immediately establish a Parent-Student-Teacher-Organization (PTSO). One of the responsibilities of the PTSO shall be fundraising. It will be the school's philosophy that all fund raising shall be targeted for a specific purpose or goal; e.g., fundraising activities shall result in funds earmarked for specific purposes – purchasing library books, supplemental instructional materials, art supplies, etc.

The school shall use proceeds from a loan made by Building Hope (www.buildinghope.org) to fund start-up expenses. Building Hope is a private, mission driven, not-for-profit entity based in Washington, D.C. to assist high quality charter start-ups. Building Hope and Advantage Academy of Hillsborough, Inc, do not share any board members or employees and the relationship is strictly related to the effort by Building Hope to facilitate the establishment of high quality charter schools.

Section 18: Financial Management and Oversight

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

Charter School Associates, Inc., through its relationship with School Financial Services, Inc., (SFS) shall be responsible for recording, tracking and reporting all financial transactions of the School. These services include, but are not limited to; general accounting and bookkeeping, receivables/payables, payroll processing, employee benefits, bank record reconciliation, monthly & quarterly reports, Sponsor & DOE reporting, fulfillment of contracted insurance requirements, pre-audit preparation, and financial management.

School Financial Services, Inc. provides accounting, record keeping, financial reporting and compliance services to thirty-five charter schools in Florida and Georgia including, but not limited to the following schools managed by the ESP; The Charter School at Waterstone, Summerville Advantage Academy, Valrico Lake Academy, Channelside Academy of Math and Science, Advantage Academy of Hillsborough, Shiloh Charter Schools, Pemayetv Emahakv Charter School, Palm Glades Academy and Everglades Preparatory Academy. Gary Scott, President, School Financial Services, is a Certified Public Accountant and a former School District Finance Officer for Okaloosa County and a former School Board Member for Holmes County Public Schools.

Day to day management of the School's finances will involve the School's Principal, School Financial Services and Charter School Associates. The Principal will be responsible for recommending purchases and identifying needed services to maintain the instructional program and physical facility in top condition. Upon identifying a good or service the Principal will authorize a purchase order for the procurement of a good or service. That purchase order is reviewed by Charter School Associates for budget alignment and if the item is within the budget boundaries it is forwarded to School Financial Services (SFS) for release. Upon the delivery and confirmation of ordered materials or the satisfactory completion of a service, the Principal or his/her designee approves the packing slip, work order or shipping bill and returns these with initialed invoices and other appropriate documentation to Charter School Associates (CSA). Again, CSA confirms that the receipt of goods or services has been properly documented and the documents are forwarded to SFS where a check is disbursed to the vendor.

This system has proven itself through multiple independent audits performed by CPAs as providing for adequate separation of duties and control of the school's finances. 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. Monthly financial reports are distributed to the Governing Board, Principal and Sponsor. Monthly bank reconciliation reports are issued to the Governing Board. Quarterly financial reports are submitted to the Governing Board, Principal and Sponsor.

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

The Governing Board shall annually adopt a comprehensive budget, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund balances with respect to the individual charter school it governs. Amendments to the budget will require the approval of the Governing Board.

In addition to preparing a conservative budget, the Governing Board will follow a rigorous budget management process to ensure that the school it governs achieves the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results/ The first part of the process is the preparation of the School's monthly financial statements. These financial statements are prepared on a monthly basis by School Financial Services and are distributed to the Governing Board and Principal. Monthly financial statements will be prepared using General Accounting Standards Board's GASB 34 and GASB 54 guidelines and the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in S. 1002.33(9)(g), FS. Monthly financial statements will also include a comparison of actual results as compared to the approved budget.

Sarasota Academy of Math and Science will, at a minimum, have the following financial controls in place:

- Only one primary operating bank account will be maintained by the school (others may be maintained for internal funds)
- All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements or authorized use of the pre-paid debit card). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures backed-up with receipts).
- Disbursements of a minor nature will also be accommodated by the use of a Petty Cash fund.
- The Principal, or his/her designate, will authorize all internal expenditures prior to any commitment being made regarding school internal funds.
- The ESP may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Business Manager and Board's Designee)
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Principal.
- All funds associated with school related activities will be administered through the school office.

- All outside groups with a relationship to the school (PTSO, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by authority of the signing officers.
- All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the Principal, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, and a copy kept on file.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

A more comprehensive financial policies and procedures manual is included in Attachment 9.

The internal control policy of Sarasota Academy of Math and Science shall be guided by the following broad principles:

1. Responsibility will be clearly established.
2. Adequate records will be maintained.
3. Assets will be insured & inventoried and appropriate employees bonded.
4. Adequate procedures for cash receipts, cash disbursements and record keeping will be in place.

Audit Procurement

On or before February 1, during the School's first year of operation, the School will issue a Request For Proposal for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Board of Trustees in carrying out its responsibility to assure that its financial resources are properly managed.

Sarasota Academy of Math and Science will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter Agreement. The auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered. The RFP shall include as a specification, the requirement included in HB55 (§1002.33) that, *"if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after*

finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, and the Department of Education with 14 working days of the exit interview.”

The Audit RFP will also include the language described in SB 278 with respect to the Auditor’s responsibility for identifying the existence of an “Emergency Financial Condition or Deteriorating Financial Condition” and the reporting requirements if either condition is noted.

Financial Reporting

Charter School Associates and School Financial Services has developed a unique and highly transparent method of making all financial documents, including but not limited to; transaction histories, bank reconciliations, general ledger detail, bank registers, purchase histories, credit card use, etc. available to the Principal and Board Members.

All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the Board. This document portal is organized to permit the view of each check’s history including the purchase order and signed shipping invoice authorizing payment. A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours, seven days a week.

Enrollment is monitored weekly through the School and Sponsor’s data collection system and the School’s registrar must inform the Principal before withdrawing a student to enable the Principal to conduct an exit interview with the family and to stay abreast of school enrollment.

The School will provide an annual financial report and program cost report information in state-required formats for inclusion in the District’s reporting in compliance with §1011.60(1), Fla. Stat. In addition, the School will provide the Sponsor with reports showing balance sheet, income statements, bank reconciliations, and the like as agreed to and provided in the Charter.

Per SB 278 the School’s financial services vendor will prepare Monthly financial statements in the DOE approved format and distribute these to the Sponsor, the Principal and the Governing Board Members.

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

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida.

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

Sarasota Academy of Math and Science will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be stored at the School in a secured, rated fire-proof cabinet and access to those records will only be by appropriate personnel. IEPs will be stored separately in a fireproof cabinet. Financial records including personnel files will be maintained and kept for those periods required by law in both electronic and paper formats. Financial records including personnel files will be maintained and kept for those periods required by law. Most contracts, personnel records and other

sensitive financial records will be copied and stored offsite in electronic form. Copies of checks, financial reports are stored electronically at the school and at the accounting firm's offices. All contracts, agreements, etc. are stored electronically at the school and at the accounting firm's offices.

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

Sarasota Academy of Math and Science 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. Sarasota Academy of Math and Science 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. The School shall also indemnify the Sponsor per the Sponsor's requirements set forth in the Charter Agreement.

Insurance coverage will be as follows, unless agreed to differently by the Sponsor and the Governing Board in the Charter Agreement.

1. School Leaders Errors and Omissions Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

2. Fidelity Bonds

Sarasota Academy of Math and Science will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.

3. Commercial General Liability Insurance

One million per occurrence/three million annual aggregate. Property damage liability will be on a first dollar basis without deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$1,000 per occurrence.

4. Automobile Liability Insurance

One million per occurrence/three million annual aggregate including all owned and non-owned automobiles.

5. Worker's Compensation Insurance

Part 1 as required in Florida Statute and Part II shall have the following limits: EL Each Accident-\$500,000; EL Disease Policy Limit - \$500,000; EL Disease – Each Employee - \$500,000.

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. Directors and Officers Insurance

The school will carry D&O insurance.

8. Health Insurance

Sarasota Academy of Math and Science employees will be provided 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 dependents and spouses are eligible for coverage through the plan at the employee's expense.

The Sponsor will be named as an additional insurer in the school's insurance policies, if required by the Sponsor.

Section 19: Action Plan

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

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

Timeline (Action Plan) – Sarasota Academy of Math and Science

All dates are approximate (except those dates that are deadlines established in law or by Sponsor). Advantage Academy of Hillsborough, Inc. is a current operating board and therefore many policies are already in place and policy adoption occurs as needed. Governance training has been completed by all but one new board member and that member has 90 days from date of appointment to complete training (until 10/13/13).

Date	Description
05/01/13	MG3 Identifies Beneva Road site and contacts AAH to discuss charter opportunity
07/13/13	AAH Governing Board Meeting to approve charter application submission
08/01/13	Submission of charter application - Sarasota Academy of Math and Science
09/30/13	Sponsor's review completed unless parties agree to an extension.
10/07/13	Sponsor's response to approve or deny application unless both parties agree to an extension.
10/13/13	Governing Board training completed for new AAH Board Members.
11/10/13	AAH Board meeting to discuss and review proposed charter agreement. Action items include, but not limited to, authorization of banking relations, acceptance of Building Hope Loan
11/13/13	Applicant's submission PCSGP application (Charter Program Grant)
12/02/13	Develop banking arrangements
12/05/13	Applicant's request and receipt of funds from Building Hope
12/09/13	Initiation of preliminary marketing to include development of print materials and development of media (broadcast) samples. Initiation of community outreach activities.
12/09/13	Sponsor's provision of charter agreement (within 60 days of Sponsor's approval of application)
01/06/14	Principal recruiting begins
2/1/2014 - 3/01/2014	Initial Student Application Period Opens

02/17/14	AAH Governing Board to meet to discuss final approval and acceptance of negotiated charter agreement. Facility lease negotiations conclude.
02/21/14	Sponsor and Applicant have 75 days after issuance of charter agreement to finalize charter
03/01/14	Student registration begins. Applicants have 10 days to respond after offer of enrollment.
03/01/14	Faculty and staff recruiting begins
03/01/14	Periodic parent meetings initiated at local community facilities
04/01/14	Lottery conducted if needed following initial enrollment period. IF not, lottery will be held if applicants exceed available space at later date.
04/01/14	Vendor relations established for furniture, technology, curriculum, professional development and other services required to open school.
04/01/14	Determine FF&E requirements and schedule order dates
04/14/14	AAH Board meeting to interview, rank and select Principal candidates from eligible applicants. Faculty & staff offers approved (if needed).
06/02/14	Textbook orders placed
06/02/14	Final FF&E orders placed for items requiring long lead times; e.g., furniture.
08/01/14	Facility documents provided no later than 15 days prior to opening of school.
08/04/14	Faculty and staff report 10 days prior to opening of school for training and orientation.
08/04/14	Employee background checks and fingerprint completed
08/12/14	Student/Parent Handbooks distributed via email and website.
08/12/14	Kindergarten orientation and testing
8/13/2014- 8/15/2014	Parent/Student Orientation Meetings
8/18/2014	School opens (projected) School will open consistent with Sponsor's opening of schools.

IV. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Sarasota Academy of Math and Science 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 Michael G. Strader (name), Project Director (title) to sign as the legal correspondent for the school.

Signature

8/01/2013
Date

Michael G. Strader
Printed Name

ATTACHMENT 1

ARTICLES OF INCORPORATION FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

AND

FICTITIOUS NAME CERTIFICATE



FLORIDA DEPARTMENT OF STATE
Division of Corporations

August 12, 2008

MICHAEL STRADER
4300 N. UNIVERSITY DRIVE
C-201
SUNRISE, FL 33351

Re: Document Number N08000001672

The Articles of Amendment to the Articles of Incorporation of ADVANTAGE ACADEMY OF HILLSBOROUGH, INC., a Florida corporation, were filed on August 4, 2008.

Should you have any questions regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Tracy Smith
Document Specialist
Division of Corporations

Letter Number: 708A00045660

**AMENDED ARTICLES OF INCORPORATION
ADVANTAGE ACADEMY OF HILLSBOROUGH, INC.**

FILED
08 AUG -4 PM 1:07
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

The undersigned, desiring to form a corporation not-for-profit under Chapter 617, Florida Statutes, hereby adopts the following Articles of Incorporation.

Article I

Name

The name of this corporation is **ADVANTAGE ACADEMY OF HILLSBOROUGH, Inc.**

Article II

Purposes

The general nature of the objectives and purposes of this corporation shall be:

- a) This corporation is organized and shall be operated exclusively as a corporation not-for-profit and for charitable purposes under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations issued there under, or the corresponding provisions of any future United States Internal Revenue Law (the "Code").
- b) The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of Advantage Academy Charter Schools, and the education of students.

Article III

Powers

The Corporation shall have the general power to do all lawful acts, as conferred upon corporations not-for-profit by Section 617.0302, Florida Statutes, including all those things necessary or expedient in the prosecution of the corporation's purposes, which are necessary and desirable to carry out the purposes and responsibilities of the corporation.

Notwithstanding the generality of the foregoing, the powers of the corporation shall be subject to the following limitations and restrictions:

- a) The corporation shall have no power to do any act inconsistent with the provisions of Section 501(c)(3) and Section 170(c)(2) of the Code;
- b) No part of the income, profit or assets of the corporation shall inure to the benefit of, or be distributable to, directly or indirectly, its members, directors, officers, or other private persons: provided however, 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 in Article III of these Articles; and
- c) 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 the publishing of distribution of statements) any political campaign on behalf of any candidate for public office.

Article IV

Officers

- a) The offices of the corporation shall be a Chairman, a Treasurer and a Secretary, and such other officers as may be provided in the Bylaws.
- b) The Officers shall be elected by a majority vote of the Board of Trustees at its first organizational meeting and thereafter at its annual meeting.

Article V

Board of Trustees

- a) All corporate powers shall be exercised under the authority of, and the affairs of this corporation shall be managed under the direction of, the Board of Trustees, except as otherwise provided by law or in these Articles or the Bylaws of the Corporation.
- b) The corporation shall have three (3) trustees initially. The number of Trustees may be increased or decreased from time to time according to the bylaws, but shall never be less than three (3).
- c) Each member of the Board of Trustees shall serve an initial term of one (1) year unless stated differently in the Corporate Bylaws. The Initial trustees of the Corporation are:

Mark F. Jordan; 5415 Shakespeare Drive; Dover, FL 33527

Judy Schuckers, 7950 N. Silverado Circle, Hollywood, FL 33024

James R. Huffman, 750 Stonewyk Way, Kissimmee, FL 34744
- d) Trustees shall be elected pursuant to the provisions of the Corporation's By-Laws.

Article VI

Registered Office and Agent

The street address of the initial registered office of this corporation is 4300 N. University Drive, Lauderhill, Florida 33351, and the name of the initial registered agent of this corporation at that address is Michael G. Strader.

Article VII

Effective Date of Corporation

The Effective Date of this Corporation shall be February 19, 2008.

Article VIII

Incorporator/Subscriber

The name and address of the subscriber to these Articles is:

NAME

ADDRESS

Michael G. Strader

4300 N. University Drive

Lauderhill, Florida 33351

Article IX

Duration

This corporation shall exist perpetually.

Article X

By-Laws

- a) The Board of Trustees, by majority vote, may provide such Bylaws for the conduct of the business of the corporation and the carrying out of its purposes as they may deem necessary from time to time, including, but not limited to, provisions for the quorum and voting requirements for meetings and activities of the Board of Trustees; provided, however, that such Bylaws shall not conflict with any of the provisions of these Articles of Incorporation.
- b) Upon proper notice, the Bylaws may be amended, altered or rescinded by the majority vote of the members of the Board of Trustees who are present at any regular meeting, or any special meeting for this purpose.

Article XI

Amendments

These Articles of Incorporation may be amended, altered, changed or repealed solely by a majority vote of the Board of Trustees.

Article XII

Corporate Liquidation and Dissolution

No person, firm or corporation shall ever receive any dividends or profits from the undertaking of this corporation. In the event of the dissolution of the corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the remaining assets of the corporation, exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at

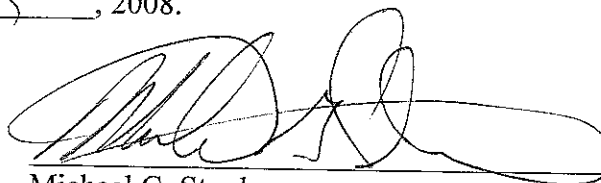
the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of future United States internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the Court having proper jurisdiction in the County in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article XIII

Indemnification

The corporation shall indemnify officers, trustees, employees, and agents to the full extent permitted by the Florida Not-For-Profit Corporation Act, provided, however that no such indemnification shall be permitted if such indemnification would violate the purposes of the corporation as specified in Article II herein or would be inconsistent with the provisions of Section 501(c)(3) and Section 170(c)(2) of the Code.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 30th day of July, 2008.



Michael G. Strader

CERTIFICATE DESIGNATING REGISTERED OFFICE
FOR THE SERVICE OF PROCESS WITHIN FLORIDA,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED

In compliance with Section 48.091, Florida Statutes, the following is submitted:

That Our Way School, Inc., desiring to organize or qualify as a Corporation Not for Profit under the laws of the State of Florida, with its initial registered offices at 4300 N. University Drive, Lauderhill, Florida 33351, has named Michael G. Strader located at 4300 N. University Drive, Lauderhill, Florida 33351, as its registered agent to accept service of process for the Corporation within the State of Florida.



Michael G. Strader, Incorporator

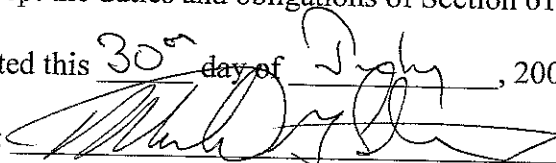
July 30, 2008

Date

ACKNOWLEDGEMENT

Having been named to accept service of process for the above-stated Corporation, at the place designated in this Certificate, I hereby accept the responsibility to act in this capacity, and agree to comply with the provisions of Florida Statutes relative to keeping open said office and further accept the duties and obligations of Section 617.0503, Florida Statutes.

Dated this 30th day of July, 2008.

By: 

Michael G. Strader, Registered Agent

State of Florida

Department of State

I certify from the records of this office that SARASOTA ACADEMY OF MATH AND SCIENCE is a Fictitious Name registered with the Department of State on July 17, 2013.

The Registration Number of this Fictitious Name is G13000071957.

I further certify that said Fictitious Name Registration is active.

I further certify that this office began filing Fictitious Name Registrations on January 1, 1991, pursuant to Section 865.09, Florida Statutes.

Given under my hand and the Great Seal of Florida, at Tallahassee, the Capital, this the Nineteenth day of July, 2013

Ken DeJoy

Secretary of State



Authentication ID: 700249889937-071913-G13000071957

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certauthver.html>

ATTACHMENT 2

BY LAWS FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

ATTACHMENT 2

**BYLAWS
OF
Advantage Academy of Hillsborough, Inc.
A Florida Not-for-Profit Corporation**

Table of Contents

Article I	Provisions	2
Article II.	Organization	2
Article III.	Membership	3
Article IV.	Board of Trustees	3
Article V.	Officers and Their Duties	4
Article VI.	Committees of the Board of Trustees	6
Article VII.	Indemnification of Directors and Officers	6
Article VIII.	Contracts, Checks, Deposit Books and Records	7
Article IX.	Fiscal Year	7
Article X.	Notice	8
Article XI.	Amendments	8

ARTICLE I PROVISIONS

Section 1.1. Authority to Adopt. These By-Laws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is ADVANTAGE ACADEMY OF HILLSBOROUGH, INC.

Section 1.3. Offices. The principal office of this Corporation shall be in Sunrise, Florida. The Corporation may also have offices at such other places as the Board of Trustees of the Corporation may from time to time appoint for the purposes of the Corporation may require.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one or more charter schools.

Section 1.5 Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6 Corporate Seal. This Corporation shall have a common seal being a circular seal of the following description: ADVANTAGE ACADEMY OF HILLSBOROUGH, INC. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary's designate.

ARTICLE II ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate a Florida public charter school, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Trustees of this Corporation serving from time to time.

ARTICLE IV
BOARD OF TRUSTEES

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Number of Trustees. The Board shall consist of no less than three (3) and no more than seven (7) members and it shall have two (2) classes of members; Class 1 Members shall be appointed by the Board and at least one Class 2 member shall be nominated by a representative body of parents (School Advisory Committee) with children enrolled in the charter school and final appointment shall be made by Class 1 members of the Board.

Section 4.3. Nomination of Trustees. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the Trusteeships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named. Class 2 members shall be nominated by parents with children enrolled in the school and voted upon by the parents. The members of the Board shall accept the nomination and election of the parents for Class 2 Board members unless the Boards appointment of a Class 1 member selected by such method shall cause a breach of any lawful requirement of the charter school. There shall be no more than one Class 2 member of the Board of Trustees.

Section 4.4. Election of Trustees. Trustees shall be elected by the Board by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.5. Limits of Term. Class 1 Trustees shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one year has elapsed. A Trustee may extend the final term by one year, if and only if, to serve a second consecutive year as Board chair. Class 2 trustees shall be eligible to serve two (2) consecutive one (1) year terms, but shall be ineligible for reelection until one year has elapsed. Class1 trustees shall have staggered terms such that no more than two Class 1 trustees' terms expire in any one fiscal year. Class 2 trustees shall be appointed at such time as the Corporation holds its second annual meeting and therefore their shall be no Class 2 trustee elected during the first full year of the Corporation's existence.

Section 4.5. Vacancies. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. A Trustee so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Trustees. A Trustee of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall

become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board, by a majority vote, may remove, with or without cause, any Trustee and specifically, but not by way of limitation, may remove any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.

Section 4.7. Compensation of Trustees. Trustees will not receive compensation for services rendered in their capacities as Trustees. However, nothing herein contained shall be construed to preclude any Trustee from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Trustee or in any other capacity.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held on August 1 of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. All meetings of the Board of Trustees and its committees are subject to the “Sunshine Law” Chapter 286, Florida Statutes.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Trustees. Written notice of special meetings shall be given to each Trustee not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year.

Section 4.11. Quorum and Action of the Board. A majority of Trustees equal to two (2) persons in the case of a three member Board or three (3) persons in the case of a seven member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.1.12. Duties of the Board of Trustees

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each member. Termination of each member must be recorded in this book.
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its members, board of trustees, and committees having any of the authority of the Board of Trustees.
- d. Submission of the annual report to the Department of State
- e. Elect the Officers of the Corporation as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment of funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.
- i. Insure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
- j. Consider and act on any matter presented by a Trustee.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation may have a Chairman, Vice Chairman, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The Principal/Director, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.4 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one year, commencing August 1st, and until their earlier death, resignation or removal. All Trustees shall hold office until others are chosen and qualified in their stead.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.4 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a majority vote of the Board as set forth in Section 4.4 hereinabove.

Section 5.5. Chairman. The Chairman shall preside at all meetings of the Trustees and shall by virtue of the office, is a member of all committees.

Section 5.6. 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.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Trustee. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Principal/Director. The Principal/Director shall be nominated by the Trustees and be elected by the Trustees. The Principal/Director shall serve as an ex-officio member without vote on the Board of Trustees, and all committees appointed by the Trustees and shall have direction and management of the business and affairs of the Corporation. With the advice and consent of the Board of Trustees, the Principal/Director shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees. The Principal/Director shall have the authority and power to

purchase and contract on behalf of the organization on all matters deemed needful and convenient for the organization with the exception of real property. The Principal/Director shall be responsible to the Board of Trustees and report to them at regular intervals. If the Principal/Director's position is unfilled for any reason then the Chairman shall act in the place of the Principal/Director until the Board shall nominate and appoint a Principal/Director.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity unless otherwise prohibited by law or Agreement with the Sponsor.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen 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 chairman appointments must be approved by the Board.

Section 6.2. Standing Committees. Standing committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII **INDEMNIFICATION OF TRUSTEES AND OFFICERS**

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Trustees, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a Trustee or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Trustee, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Trustee, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Trustee, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII **CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS**

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, 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, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX **FISCAL YEAR**

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 of each year.

ARTICLE X **NOTICE**

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Trustee or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Trustee or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the Trustee or officer shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Trustee 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.

ARTICLE XI **AMENDMENTS**

Section 13.1. By Trustees. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds (2/3) of the current membership of the entire Board.

ATTACHMENT 3

BOARD INFORMATION FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

Thomas J. Porter
4511 Stonehenge Circle
Orlando, FL 32812
407-493-5571
thomasjporter@me.com

Professional Experience

Vice President, Schools, Quest, Inc.

Overall administrative responsibility for schools and one-on-one therapy program for students with autism. Enrollment has doubled at one charter school in Tampa and led efforts to successfully apply for a second charter school in Pasco County. Lead team that provides 400 hours per week of ABA therapy and operates a private school for students with autism.

President, In The Event, Inc. Event Planning and Management Company

Work with clients to plan and implement events that meet their objectives. Events range from small private parties to large, formal fundraisers and recent specialization has been building non-profit organizations. In addition to event planning, we are currently overseeing the development of a charter school in Tampa and a private school in Orlando, both for children with autism.

Founding Principal, The Christ School, Inc.

Served as the founding principal of reformed, Christian school on the campus of the First Presbyterian Church of Orlando. Grew school from three classes, 52 students and \$250K budget to 20 classes, 416 students and \$2.0M budget. Generated 25-35% of the budget through development activities.

Vice-President/Managing Principal, Herbert Halback, Inc.

Responsibilities included administrative, marketing and project management functions. Had both internal and external focus. Supervised administrative personnel; represented the company in community activities. Grew company from \$400K to \$1.85M in revenue.

Dean of Instruction, Orlando College

Overall responsibility for academic programs of 1,200+ private business college, including instructional staff, administration of day and night programs at two campuses, registration and counseling of students, curriculum planning and representation of the college in the community.

Program Director, UYA, University of Central Florida

Responsible for all facets of a community education and internship program for students in the College of Social Sciences. Recruited and supervised students who served full-time for one year in various community agencies. Arranged for students to receive academic credit through special classes. Served as an adjunct instructor.

Program Director, Retired Senior Volunteer Program of Alachua County

Responsible for directing all activities of this federally funded senior citizens volunteer program. Recruited senior volunteers and community placements. Provided orientation, training and recognition activities. Responsible for fund-raising of matching funds.

Education

Master of Business Administration, University of Central Florida
Master of Education Administration, University of Florida
Bachelor of Arts, Psychology, University of Florida

Community Activities

Boone High School Athletic Association, Board Member and Past President
Consortium of Downtown Orlando Schools, Past President
National Association for Community Leadership, Past Chairman and Board member
Leadership Orlando Alumni Association, Past Board member and Chairman
Kiwanis Club of Orlando Foundation, Board Member

Charles A. Harris III

2904 Aston Avenue, Plant City, Florida 33566
Phone: 813-473-3399 E-Mail: charrisgm@yahoo.com

Experience

Holiday Inn Express, Plant City 12/2002 – Current
General Manager

- Oversee all day-to-day operations of 70-guestroom hotel including staff of 18 employees.

Camelot Chateau Assisted Living Facility 9/2000 – 12/2002
A.L.F. Administrator

- Managed 85 bed standard license Assisted Living Facility including 35 employees. Held Administrator License through the State of Florida.

Education

Bachelor of Fine Arts 12/1997
University of Georgia

Lamar Dodd School of Art 08/1997 – 11/1997
University of Georgia, Studies Abroad, Cortona, Italy

Organizations and Service Clubs

Plant City Chamber of Commerce
Board of Directors 01/2006 – Current
Chairman of The Board 2010

Plant City Lion's Club 12/2003 – Current
President 2010

Plant City YMCA 09/2010 - Current
Board of Directors

Advantage Academy of Hillsborough 05/2011 – Current
Board of Directors

Nathaniel Thomas Grasch

Professional experience

Loan Modification Officer

2004-2013 JP Morgan Chase Bank, N.A. Deerfield Beach, FL

- Problem Solving New Construction Draws, Budgets, Reports, Projects
- Coordinating Modification to Permanent Loans for Construction Projects
- Work with Builders, Brokers, and Borrowers to educate on Construction Process
- Review Settlement statements and Closing Numbers

Loan Officer

2003 - 2004 Summit Capital Lending Boca Raton, FL

- 1003 Applications, Prequalifying, Lender Approvals, Conditions
- Coordinating Loan Closings, Evaluating Credit reports

Mortgage Consultant

2002 - 2003 Stone Harbor Mortgage Coral Springs, FL

- 1003 Applications, Prequalifying Borrowers, Evaluating Credit Reports, Bringing in new clients

Technical Support/Help Desk

2001- 2002 The Answer Group N. Lauderdale, FL

- Worked on Gateway Computers, Trouble Shooting, Customer Service

Volunteer experience

Children's Cardiac Research Foundation

Alzheimer's Foundation

Patricia Rogers, Owner, Parr Interiors, Plant City, Florida

Advantage Academy of Hillsborough, Inc.'s Chairman is Patricia Rogers. Ms. Rogers owns an interior design and decorating firm in Plant City, Florida. Ms. Rogers is active in civic organizations including the Plant City Chamber of Commerce and the Advantage Academy of Hillsborough. Ms. Rogers brings her experience as a successful small businesswoman and civic activist to her service to the Governing Board.

ATTACHMENT 4

PROPOSED ESP AGREEMENT

FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

IMPLEMENTATION/MANAGEMENT/OVERSIGHT AGREEMENT

This **IMPLEMENTATION/MANAGEMENT/OVERSIGHT AGREEMENT** (the “Agreement”) is made and entered into as of the ___ day of _____, _____, by and between Advantage Academy of Hillsborough , Inc., d/b/a Sarasota Academy of Math and Science (hereinafter referred to as the “School”), a Florida not-for-profit, and Charter School Associates, Inc. (hereinafter referred to as “Charter School Associates, Inc.” or “CSA”).

WITNESSETH:

WHEREAS, The School has been approved by the School Board of Sarasota County, Florida (the “Sponsor”) to develop and operate a kindergarten through grade eight charter school and at such times opening to be consistent with the Sponsor’s regular school calendar for the 2014-2015 school year; and

WHEREAS, The School has determined that to open said school consistent with the Sponsor’s opening date for School Year 2014-2015 the School shall contract with a qualified and experienced entity to provide consultation, guidance and oversight of the planning, development, management and oversight of said School; and

WHEREAS, The School has selected Charter School Associates, Inc., to collaborate and work with the School to organize and substantially implement the curricula, program, mission, goals and objectives as articulated in the approved charter application; and

WHEREAS, The School desires to hire CSA and CSA desires to be hired by the School to plan and to manage the School under the oversight, control and direction of the School’s Governing Board upon the terms and conditions set forth herein.

NOW THEREFORE, For the mutual promises, \$10.00 and other good and valuable consideration , the receipt and sufficiency of which is hereby acknowledged, the parties agree with each other as follows:

1. **Recitals.** The recitals set forth above are true and correct and are incorporated herein by reference. All exhibits to this Agreement are hereby deemed to be a part hereof.
2. **Hiring and Term.** The School agrees to hire CSA and CSA agrees to be hired, for the purpose of developing, managing and operating the School in accordance with the Terms of the Approved Charter Application and the

Charter Agreement between the Sponsor and the School. The term of this Agreement shall commence on the date first referenced above (“Commencement Date”) and terminate on the last effective date of the charter agreement between the School and the Sponsor (the “Termination Date”) unless (i) terminated earlier pursuant to the provisions of this Agreement, and (ii) in the event that the Sponsor shall terminate the Charter Agreement that exists between the School and the Sponsor during the term hereof. The parties agree to negotiate, in good faith, the extension of this agreement, for a period equal to the same length of time as any charter extension that may be agreed upon between the School and the Sponsor, should the parties decide that it is in the best interest of the School to continue said Agreement.

3. **School Design**. The School shall be a public charter school offering grades kindergarten through grade eight. Should the School determine that it is in the best interest of the School to seek an amendment to the Charter Agreement to expand the school enrollment either through the number of students or the grades of the School then CSA shall collaborate with the School to prepare the necessary application and/or request for amendment to achieve additional enrollment capacity.
4. **Management Services**. CSA’s fee for service under this Agreement shall provide for marketing; curriculum design and implementation; student and staff recruiting; principal recruiting; and general development and management of the school’s operation as described herein:
 - 4.1 **Operations**. CSA shall perform the following services that are associated with the operation of the School.
 - 4.1.1 **Curriculum Implementation**. CSA shall design, implement and oversee a curriculum and school program to be implemented in the School consistent with the Charter Application and the conditions set forth in the Charter Agreement, consistent with State and Federal law, and consistent with the requirements of the Sponsor. Said curriculum and school program shall include but not be limited to, rules and regulations regarding student admission, education for speakers of languages other than English, student record retention and maintenance, school calendar development, student assessments, student scheduling requirements, Exceptional Student Education requirements, and extra and co-curricula activities.
 - 4.1.2 **Personnel**. CSA shall recruit and recommend for hire by the School qualified persons to fulfill the staffing model per the annually approved School budget. Such persons shall be under the

direction and supervision of the Principal. The Principal shall be under the direction and supervision of the Board and its designee (CSA) in fulfillment of the mission, vision, objectives and goals set forth by the School's Governing Board. All persons on assignment to the School shall be an employee of the school, or an employee of its assigns, should the Governing Board and CSA choose to utilize a third party employee leasing agent.

- 4.1.3 **Professional Development.** CSA shall be responsible, with the School, for developing and implementing professional development activities consistent with the mission, vision and goals of the School. Such training shall be designed with the School's administrative team. A portion of CSA's fees shall be used to defray the annual cost of such training. The amount of the portion of its fees dedicated for such use shall be the sole decision of CSA. CSA shall annually present its plan for professional development to the Governing Board by July 15 preceding the start of each school year.
- 4.1.4 **Contract Management.** CSA shall coordinate, negotiate and administer contracts entered into by the School for necessary and appropriate services performed by third parties including, but not limited to; food service, transportation, special education services, technology services, housekeeping/maintenance services, technology support services, building maintenance services, equipment leasing agreements, and other operating services provided by third party vendors. All contracts shall be validated only upon approval of the Board. All costs associated with such contracts obtained on behalf of the School shall be the responsibility of the School.
- 4.1.5 **Accounting and Bookkeeping Services.** CSA may, as part of its fee, enter into a third party agreement for the provision of required accounting, reporting and financial management services for the School as required in the Charter Agreement or CSA may provide these services internally. CSA shall maintain one operating checking account in the name of the School and all direct revenues and expenses of the School shall be included in that checking account. Other checking accounts may be established as needed and as approved by the Board to facilitate the proper business operation of the School. Persons authorized by the Governing Board that are a part of CSA or its third party vendor shall have signature authority on said checking account on behalf of the

school's authorized expenses. CSA shall not utilize said account for any purpose other than that authorized by the Governing Board. The Board Chair's signature shall be included on all checks disbursed by the third party accounting services entity. CSA shall submit financial reports as described in the Charter Agreement to the Governing Board and to the Sponsor on or before the due dates set forth in the Charter Agreement. At this time, it is understood by both parties that monthly financial reports shall be prepared and submitted to each Board Member, the Principal and the Sponsor.

4.1.5.1 **Annual Budget.** CSA shall prepare and submit an annual budget to the Governing Board no later than June 1 of each year. This budget shall include the proposed student enrollment, proposed staffing model and salary requirements, capital requirements, debt repayment schedule, and operating revenues expected for the proposed budget year. Once approved by the Governing Board, changes to the Budget shall require an amendment and approval by the Governing Board.

4.1.5.2 **Audits.** The Governing Board shall select an auditor to perform an annual audit per the requirements of the Florida Auditor General and State Statute. CSA and its retained financial services vendor (if applicable) shall cooperate with the Governing Board's auditor to facilitate the performance of an annual audit per the requirement stated in the Charter Agreement and Florida Statute.

4.1.5.3 **Reports.** CSA shall prepare and submit an annual financial report consistent with the requirements of the Charter Agreement to the School and Sponsor. CSA shall collaborate with the School to prepare other reports as required by the Sponsor.

4.1.6 **Payroll Administration.** CSA shall, as a part of its fee, provide for payroll processing and the maintenance of payroll records and reports. The School shall enter into an employee leasing agreement with a third party professional employment organization (PEO). Should the School decide to become its own employer of record then CSA shall make the necessary arrangements to enable the School to effectively become the "Employer of Record". CSA shall pay for these services from its fees.

4.1.7 **Compliance.** CSA shall use best efforts to ensure that the School complies with all insurance requirements set forth by the Sponsor in the Charter Agreement. This shall be subject to the School

completing all applications for insurance in a timely manner or the submission of requested information to CSA if CSA is obtaining quotes for insurance on the School's behalf. It is further understood and agreed by both parties that the School shall be responsible for the timely payment of all insurance premiums and other charges related to insurance. The failure of the School to make these insurance premium payments and payments of other insurance related expenses shall not be considered a default by CSA or a failure of CSA to fulfill its obligation under this section. CSA shall further use best efforts to ensure that the School complies with all reasonable requests of the Sponsor. Should CSA believe that a request by the Sponsor is not deemed to be reasonable then CSA shall notify the Governing Board to suggest a meeting with the Sponsor to achieve an outcome that can be agreed to by all parties.

- 4.1.8 **Parent Activities.** CSA shall support the School's efforts to establish parent groups in support of the School's mission, vision, goals and objectives. Such support shall include the creation of organizational documents and organizational training, if necessary, for officers of such groups.
- 4.1.9 **Public Relations.** The School and CSA shall be jointly responsible for the release of all official public announcement(s) and releases.

5. **Responsibilities of the School.** The School shall be responsible for the following:

- 5.1 **Establishment of Appropriate Entity.** The School shall establish itself as an exempt entity per IRS code 501(c) (3).
- 5.2 **Establishment of Operating Account.** The School shall establish an operating account or accounts with a financial institution in close proximity to the School with CSA or an assignee jointly approved by CSA and the School's Governing Board as one of the authorized signatories on the account. All signatories must obtain and carry for the duration of this Agreement a surety or performance bond in an amount no less than the average monthly fund balance held by the School.
- 5.3 **Cooperation.** The parties shall, in good faith, share all information received from the Sponsor, to facilitate full compliance with the Charter Agreement and the requirements of the Sponsor.
- 5.4 **Maintenance of Charter.** CSA and the School shall do, or cause to be done, all items necessary to ensure that the compliance terms of the Charter Agreement are fulfilled. If the School shall at any time receive

notice from any public authority or other appropriately authorized person that the School is or may be in violation of the Charter Agreement, the Sponsor's rules or any provision of applicable law or regulation, the School shall immediately notify CSA of the asserted violation and shall thereafter work diligently with CSA to determine whether such asserted violation in fact exists, and if so, to correct any violation found to exist, and to contest the asserted violation, if none is found to exist.

5.5 Termination.

- 5.5.1 The School may suspend the Agreement immediately and shall notify CSA in writing within 15 days of such suspension should the Sponsor declare that a unilateral action of CSA, its officers, agents or employees, resulted in a Just Cause notification to the School that the Sponsor will proceed with a termination of the Charter Agreement unless cured. CSA shall have fifteen days after receipt of written notice to cure or respond in writing to the School if it believes such declaration is without basis. Whereupon, the suspension shall be lifted.
- 5.5.2 The School may upon written notice immediately terminate the Agreement should a failure of CSA in fulfilling its services under the Agreement result in a termination of the Charter Agreement by the Sponsor.
- 5.5.3 The School may upon written notice immediately terminate the Agreement for any act of fraud or material misconduct by the officers of CSA,
- 5.5.4 The School may upon written notice immediately suspend this Agreement if CSA's agents or employees commit any act of fraud or material misconduct that results in financial damages to the School including misuse of School funds or misrepresentation of financial information or a misstatement of financial data and may terminate this Agreement if the conduct is not cured within 30 days of Written Notice by CSA
- 5.5.5 CSA may terminate upon written notice the Agreement and seek available legal remedies should the School withhold payment or not make payment per the Agreement.

5.6 Development/Management Fees.

- 5.6.1 **Management/Oversight Fee.** The School shall pay CSA, from its annual operating budget, for the performance of its responsibilities, as of the Commencement Date, subject to approval of a charter contract between the School and the Sponsor. The amount of said management fee shall be four percent (4%) of FEFP operating

revenue less the Sponsor's administrative fee and shall include Public Charter School Program implementation grant funds. Other grants as may be obtained by CSA on behalf of the School shall be subject to a grant fee of three percent, if allowed under the grant conditions. The Management Fee shall be amortized annually and an equal amount shall be paid in twelve (12) monthly installments. The parties agree to reconcile the management fees paid for the preceding year within sixty days of the close of the School's fiscal year. Amounts due either party shall be due and payable to the appropriate party within thirty (30) days.

- 5.6.2 Contracted Services-Finance/Accounting. The School shall pay CSA, from its annual operating budget, for the performance of its responsibilities, as of the Commencement Date, subject to approval of a charter contract between the School and the Sponsor. The amount of said management fee shall be two and three-fourth percent (2.75%) of FEFP operating revenue less the Sponsor's administrative fee. The Management Fee shall be amortized annually and an equal amount shall be paid in twelve (12) monthly installments. The parties agree to reconcile the management fees paid for the preceding year within sixty days of the close of the School's fiscal year. Amounts due either party shall be due and payable to the appropriate party within thirty (30) days.
- 5.6.3 Contracted Services –HR/Payroll. The School shall pay CSA, from its annual operating budget, for the performance of its responsibilities, beginning July 1, 2012, subject to approval of a charter contract between the School and the Sponsor. The amount of said management fee shall be two and one-fourth percent (2.25%) of FEFP operating revenue less the Sponsor's administrative fee. The Management Fee shall be amortized annually and an equal amount shall be paid in twelve (12) monthly installments. The parties agree to reconcile the management fees paid for the preceding year within sixty days of the close of the School's fiscal year. Amounts due either party shall be due and payable to the appropriate party within thirty (30) days.
- 5.6.4 Development Fee – The School shall pay CSA a development fee, in the amount of \$150 per student, for marketing and other start-up activities. The development fee shall be applicable to all students enrolled during the first and/or second year of the School's operation. CSA agrees to waive said marketing fee until the School

establishes a fund balance equal to two percent of annual net operating revenue.

5.6.5 The Parties agree that if this Agreement is terminated for any reason prior to the expiration of the agreement then CSA shall be entitled to receive all fees earned per the Agreement prior to termination and shall be entitled to an immediate payment for any loans, cash advances, or other payments made by CSA on account of the School or payments, loans, advances made directly to the School. All loans made to the School shall be with approval of the Board.

5.7 **After School and Extracurricular Activities.** CSA shall design and implement extracurricular activities including a Before/After Care Program, Appropriate Sports, Clubs, and Homework Help Sessions. Fees collected for such activities shall be deposited in the School's account and included in the Annual budget for allocation against the requirements of the School. The School and CSA shall agree to utilize such funds to enhance programming activities after first meeting the expenses associated with providing such programs. All expenses associated with such programs shall be the responsibility of the School.

5.8 **Insurance.** CSA shall maintain comprehensive general liability insurance in the amount of Two Million and no/100 Dollars (\$2,000,000.00) per occurrence and Two Million and no/100 Dollars (\$2,000,000.00) in the aggregate, insuring against property damage and personal injury (and death) occurring in connection with the School. CSA shall maintain appropriate Worker's Compensation Insurance for its employees per State guidelines.

6. **Default.** The following events or conditions shall be an event of default (each, an "Event of Default"):

6.1 Failure by the School to pay any amount due hereunder within fifteen (15) business days after written notice that such amount is due; or

6.2 If there is a default in the due and punctual observance or performance of the School's obligations contained herein (except for any obligation to pay money), and such default continues for at least thirty (30) days following written notice to the School; or

6.3 Failure by CSA to pay any amount due hereunder within fifteen (15) days after written notice that such amount is due; or

6.4 If CSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor,

- conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed; or if by any act it shall indicate its consent to, approval of, or acquiescence in any such proceeding, or the appointment of any receiver, intervenor, conservator or trustee for it or any substantial part of its property or shall suffer any of the same to continue un-discharged; or if it shall become subject to any intervention whatsoever that shall deprive it of the management of the aggregate of its property or any substantial part thereof; or if it shall wind up or liquidate its affairs or there shall be issued a warrant of attachment, execution, or similar process against any substantial part of its property, and such warrant, execution or process shall remain un-dismissed, unbounded or un-discharged for a period of ninety (90) day, this Agreement shall be deemed immediately terminated upon the occurrence of such event; or
- 6.5 If an employee of CSA, other than the Principals, is found to have made fraudulent use of funds, and CSA fails to restore such loss.
- 6.6 If there is a default in the due and punctual observance or performance of CSA's obligations contained herein, and such default continues for at least thirty (30) days following written notice to CSA, unless CSA is diligently pursuing a cure.

Upon the occurrence of an Event of Default, the non-defaulting party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice.

7. **Entire Agreement.** This Agreement represents the entire understanding and agreement between the parties with respect to the subject matter hereof, and supersedes all other negotiations, understandings, and representations (if any) made by and between such parties. The provisions of this Agreement may not be amended, supplemented, or waived orally, but only by a writing signed by the parties and making specific reference to this Agreement.
8. **Assignments.** This Agreement shall be freely assignable by the School. CSA shall not assign its rights or responsibilities without the prior written consent (and such consent shall not be unreasonable withheld) of the other party to this Agreement. Notwithstanding, any Agreement entered into pursuant to Section 5.6 shall be freely assignable to the School (and School accepts such assignment) by CSA should the School terminate CSA.
9. **Relationship of Parties.** The relationship between the parties hereto shall be solely as set forth herein and neither party shall be deemed to be an employee, agent, partner, or joint venturer of the other.

10. **Time of the Essence.** Time of performance by either party of each and every provision or covenant contained herein is of the essence of this Agreement.
11. **Binding Effect.** All of the terms and provisions of this Agreement, whether so expressed or not, shall be binding upon, inure to the benefit of, and be enforceable by the parties and their respective legal representatives, successors, and permitted assigns.
12. **Notices.** All notices and other communication required or permitted under this Agreement shall be in writing and given by:
- 12.1 Hand delivery;
 - 12.2 Registered or certified mail, return receipt requested'
 - 12.3 Overnight courier, or
 - 12.4 Facsimile to:

If to Charter School Associates, Inc.:

Michael G. Strader
 Charter School Associates, Inc.
 12524 W. Atlantic Boulevard
 Coral Springs, FL 33071
 Phone: 954.414.57676
 Facsimile: 954.748.5717

If to School: Advantage Academy of Hillsborough, Inc., d/b/a
 Sarasota Academy of Math and Science
 Chairman
 (School Address)

Or to such address as any party may designate by notice complying with the terms of this Section. Each such notice shall be deemed delivered:

- 12.5 on the date delivered if by personal delivery or overnight courier,
- 12.6 on the date upon which the return receipt is signed or delivery is refused or the notice is designated by the postal authorities as not deliverable, as the case may be, if mailed; and
- 12.7 on the date of transmission with confirmed answer if by fax.

13. **Headings.** The headings contained in this Agreement are for convenience of reference only, and shall not limit or otherwise affect in any way the meaning or interpretation of this Agreement.

14. **Severability**. If any part of this Agreement or any other agreement entered into pursuant hereto is contrary to, prohibited by or deemed invalid under applicable law or regulation, such provision shall be inapplicable and deemed omitted to the extent so contrary, prohibited or invalid, but the remainder hereof shall not be invalidated thereby and shall be given full force and effect so far as possible.
15. **Survival**. All covenants, agreements, representations, and warranties made herein or otherwise made in writing by any party pursuant hereto shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.
16. **Waivers**. The failure or delay of any party at any time to enforce this Agreement shall not affect such party's right to enforce this Agreement at any other time. Any waiver by any party of any breach of any provision of this Agreement should not be construed as a waiver of any continuing or succeeding breach of such provision, a waiver of the provision itself, or a waiver of any right, power, or remedy under this Agreement. No notice to or demand on any party in any case shall entitle such part to any other or further notice or demand in any other circumstance.
17. **Outside Business**. Nothing contained in this Agreement shall be construed to restrict or prevent, in any matter, CSA or its representatives or principals from providing services to any third-party similar to the services provided pursuant to this Agreement.
18. **Third Parties**. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies on any person other than the parties hereto and their respective legal representatives, successors, and permitted assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right to subrogation or action over or against any party to this Agreement.
19. **Jurisdiction and Venue**. The parties acknowledge that a portion of the negotiations, anticipated performance and execution of this Agreement occurred or shall occur in Sarasota County, Florida, and that, therefore, without limiting the jurisdiction or venue of any other federal or state courts, each of the parties irrevocably and unconditionally:
- 19.1 Agrees that any suit, action or legal proceeding arising out of or relating to this agreement shall be brought in the courts of record of the State of Florida in Sarasota County or the court of the United States, Judicial Circuit of Florida in Sarasota County
- 19.2 Consents to the jurisdiction of each such court in any suit, action or proceeding; and

19.3 Waives any objection which it may have to the laying of venue of any such suit, action, or proceeding in any of such courts.

20. **Enforcement Costs.** In the event of any controversy arising under or relating to the interpretation or implementation of this Agreement or any breach thereof, the prevailing party shall be entitled to recover all court costs, expenses and reasonable attorneys' fees (including, without limitation, all pre-trial, trial and appellate proceedings) incurred in that action or proceeding, in addition to any other relief to which such party or parties may be entitled.
21. **Remedies cumulative.** No remedy herein conferred upon any party is intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law, in equity, by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or further exercise thereof.
22. **Contracts and Subcontracts.** CSA may contract and/or subcontract for the performance of any of its responsibilities set forth in this Agreement, subject to notice to the School, such notice to indicate if the contract and/or subcontract will provide for assignment to the School in the event of the Termination of this Agreement, and the School's opportunity to review any and all proposed contracts and/or subcontracts in connection with the performance of the duties, functions, and responsibilities under this Agreement. CSA shall be responsible for the management of all contractors and/or subcontractors in the performance of their work. Nothing herein shall create any relationship, contractual or otherwise, between the School and any contractor or subcontractor. Notwithstanding the rights of CSA to enter into any such contracts, subcontracts and agreements and the contractual obligations of contractor or subcontractor to CSA, CSA shall remain liable to the School for the performance of the Services under this Agreement.
23. **Governing Law.** This Agreement and all transactions contemplated by this Agreement shall be governed by, construed, and enforced in accordance with the internal laws of the State of Florida, without regard to principles of conflicts of laws.
24. **Proprietary Information.** The School agrees that CSA shall own all copyrighted and other proprietary rights to all operation manuals, planning manuals, training materials or other materials created and developed by CSA, its employees, agents or subcontractors, or by any individual employed directly by CSA, which is developed during working hours or during time for which the individual is being paid and which is specifically identified by CSA in writing as being copyrighted or proprietary. CSA shall

have the sole and exclusive right to license such materials for use by other school districts, public school, or customers or to modify and/or sell such material to other schools and customers, including this School. The School, to the extent permitted by law, shall treat all proprietary information specifically identified in writing by CSA as though it were a trade secret and copyrighted and shall use efforts as may be reasonably requested by CSA 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. The Parties agree that all materials developed by CSA exclusively for the School including, but not limited to, the Student Handbook, Parent Handbook, Schedules, Student Records, School Newspaper, Logos, Mascots, and Charter Application are not restricted from use by the school for any reason and this shall survive any termination of the Agreement. Notwithstanding the foregoing, CSA agrees that in the event of termination of CSA prior to the end of a school year, the School may continue to use such materials until such time as a new management company takes over or the school year ends. The School shall take all steps necessary to protect CSA's proprietary information during the changeover.

[SIGNATURES APPEAR ON THE NEXT PAGE]

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first written above.

WITNESS:

Charter School Associates, Inc.

By _____

Michael G. Strader

Title: President

WITNESS:

**Advantage Academy of Hillsborough, Inc.
d/b/a Sarasota Academy of Math and**

Science

By: _____

Printed Name

Title

ATTACHMENT 5

BOARD SAMPLE
CONFLICT OF INTEREST

FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

RESOLUTION BY
THE BOARD OF DIRECTORS OF
ADVANTAGE ACADEMY OF HILLSBOROUGH, INC.


WHEREAS, The Advantage Academy of Hillsborough, Inc. is a Florida Not-For-Profit Corporation formed for the purpose of enhancing public education; and

WHEREAS, The Governing Board hereby approves the Conflict of Interest Policy attached as Exhibit 1; and

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of Directors hereby approves the Conflict of Interest Policy attached as Exhibit 1.

IN WITNESS WHEREOF, this 7th day of July, 2009.

Signed


Nathaniel P. Grasch
Chairman

**Board Member Conflict of Interest Statement
Hillsborough Academy of Math and Science**

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt School's (**Advantage Academy of Hillsborough, Inc.**) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of **Hillsborough Academy of Math and Science, Inc.** (School) or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable Schools.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of

interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c.** After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
-

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, including removing the Member from the Governing Board.
-

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
-

Article V

Compensation

- a.** No member of the governing board shall receive compensation, directly or indirectly, from the School for services.
-

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ATTACHMENT 6

ESP SCHOOL LIST

FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.



**CHARTER SCHOOL ASSOCIATES, INC.
ACADEMIC PERFORMANCE CHART
2013-2014 ROSTER OF MANAGED SCHOOLS**

Charter School Associates, Inc. (CSA) is accredited by the Southern Association of Colleges and Schools, Council on School Improvement and Advanced as an Accredited System. All schools “comprehensively managed” by CSA are also accredited. No school managed by Charter School Associates, Inc. received an audit finding in their audited financial statements.

Number	School Number/District	School Name*	Grades Per Charter Agreement	School Year	Grade (2011-2012)	Year School Opened	Enrollment 2012-2013
1	3026 DADE	ADVANTAGE ACADEMY OF MATH AND SCIENCE AT SUMMERVILLE (Co-located with Summerville)	K-8	2011-2012	N/A	2011-2012	107 Serving only K for SY13
2	0072 DADE	SUMMERVILLE ADVANTAGE ACADEMY High Performing Charter School	1-5 Elementary	2011-2012 2010-2011	B A	2007-2008	438
3	1010 DADE	THE CHARTER SCHOOL AT WATERSTONE High Performing Charter School	1-5	2011-2012 2010-2011	A A	2005-2006	909
4	3027 DADE	ADVANTAGE ACADEMY MATH & SCIENCE AT WATERSTONE (Co-located with Waterstone)	K-8	2011-2012	N/A	2011-2012	241 Serving only K for SY13
5	3025 DADE	SANTA FE ADVANTAGE ACADEMY	K-6	2011-2012	B	2011-2012	289
6	5006 DADE	EVERGLADES PREPARATORY ACADEMY	K-8	2012-2013	N/A New	2012-2013	609 Serving 6-8 for SY13
7	7060 DADE	EVERGLADES PREPARATORY HIGH SCHOOL (Co-located with Everglades Preparatory Academy)	9-12	2012-2013	N/A New	2012-2013	188 Serving 9-10 for SY13

Charter School Associates, Inc.
Academic Performance Chart

8	3032 DADE	PALM GLADES PREPARATORY ACADEMY	K-8	2012-2013	N/A New	2012-2013	Serving 6-8 for SY13	444
9	7032 DADE	PALM GLADES HIGH SCHOOL (Co-located with Palm Glades Preparatory Academy)	9-12	2012-2013	N/A New	2012-2013	Serving 9-10 for SY13	122
10	6645 HILLSBOROUGH	ADVANTAGE ACADEMY MIDDLE SCHOOL (Co-located with Advantage Academy of Hillsborough)	Middle	2011-2012	A	2009-2010		143
11	6644 HILLSBOROUGH	ADVANTAGE ACADEMY OF HILLSBOROUGH	Elementary	2011-2012	C	2009-2010		337
12	6649 HILLSBOROUGH	VALRICO LAKE ADVANTAGE ACADEMY	Combination	2011-2012	A	2009-2010		667
13	6652 HILLSBOROUGH	CHANNELSIDE ACADEMY OF MATH AND SCIENCE	K-5	2011-2012	A	2011-2012		260
14	6663 HILLSBOROUGH	CHANNELSIDE ACADEMY MIDDLE SCHOOL (Co-located with Channelside Academy of Math and Science)	6-8	2012-2013	N/A New	2012-2013	Serving 6-7 for SY13	56
15	6668 HILLSBOROUGH	BELL CREEK ACADEMY	6-8	2013-2014	N/A New	2013-2014	Scheduled to Open in FY14	
16	6661 HILLSBOROUGH	BELL CREEK HIGH SCHOOL (Co-located with Bell Creek Academy)	9-12	2013-2014	N/A New	2013-2014	Scheduled to Open in FY14	
17	6671 HILLSBOROUGH	HILLSBOROUGH ACADEMY OF MATH AND SCIENCE	K-7	2013-2014	N/A New	2013-2014	Scheduled to Open in FY14	
18	6637 HILLSBOROUGH	SHILOH ELEMENTARY CHARTER SCHOOL	K-5	2010-2011	B	2007-2008		430

19	6648 HILLSBOROUGH	SHILOH MIDDLE CHARTER SCHOOL	6-8	2011-2012	B	2008-2009	191
				2010-2011	A		
20	7291 PINELLAS	PINELLAS ACADEMY OF MATH AND SCIENCE	K-8	2012-2013	N/A New	2012-2013	435 Serving K-7 for SY13
				2013-2014	N/A New		
21	6540 VIERA	VIERA CHARTER SCHOOL	K-7	2011-2012	B	2007-2008	190
				2010-2011	B		
22	0056 GLADES	PEMAYETV EMAHAKV "OUR WAY SCHOOL"	Elementary	2011-2012	B	2010-2011	60
				2010-2012	B		
23	0057 GLADES	PEMAYETV EMAHAKV MIDDLE SCHOOL	Middle	2011-2012	B	2010-2011	60
				2010-2012	C		

* Audited Financial Statements contained no audit findings

CHARTER SCHOOL ASSOCIATES

Charter School Associates, Inc.
Academic Performance Chart

Charter School Associates, Inc. - School Contacts

No.	Charter School Name	District	Grades	Location Number	Principal	Address
1	Advantage Academy of Math & Science at Summerville	Miami-Dade	K	3026	Breezy Leza 786-449-5203 bleza@summervilleadvantageacademy.com	11575 SW 243 Street Homestead, FL 33032
2	Summerville Advantage Academy	Miami-Dade	1-5	0072		
3	Advantage Academy of Math & Science at Waterstone	Miami-Dade	K	3027	Melissa Aquilar 305-968-8606 magular@charterschoolatwaterstone.com	855 Waterstone Way Homestead, FL 33033
4	The Charter School at Waterstone	Miami-Dade	1-5	1010		
5	Advantage Academy Santa Fe	Miami-Dade	K-5	3025	Yesi Cantillo 786-251-2075 ycantillo@santafeacademy.com	9790 SW 107 Avenue Miami, FL 33176
6	Everglades Preparatory Academy	Miami-Dade	6-8	5006		
7	Everglades Preparatory Academy High School	Miami-Dade	9-12	7060	Margaret Fahringer 305-213-9543 mfahringer@evergladesprep.com	2251 E. Mowry Drive Homestead, FL 33033
8	Palm Glades Preparatory Academy	Miami-Dade	6-8	3032	Ivan Hernandez 786-272-2269 ihernandez@palgladesacademy.com	22655 SW 112 Avenue Miami, FL 33170
9	Palm Glades Preparatory High School	Miami-Dade	9-10	7032		
10	Advantage Academy Middle School*	Hillsborough	6-8	6645	Deedra Copeland 813-390-8328 dcopeland@advantageacademy/hillsborough.com	304 W. Prosser Drive Plant City, FL 33563
11	Advantage Academy of Hillsborough*	Hillsborough	K-5	6644		
12	Channelside Academy Middle*	Hillsborough	6-7	6663	Tiffani Richmond 813-846-9093 trichmond@channelsideacademy.com	1029 E. Twiggs Street Tampa, FL 33602
13	Channelside Academy of Math & Science*	Hillsborough	K-5	6652		
14	Valrico Academy*	Hillsborough	K-8	6649	Bonnie Guertin 813-503-2315 bguertin@valricoademy.com	13306 Boyette Road Riverview, FL 33569
15	Bell Creek Academy*	Hillsborough	6-8	6668	Steven Blinder 813-793-6075 splinder@bellcreekacademy.com	13221 Boyette Road Riverview, FL 33569
16	Bell Creek Academy High School*	Hillsborough	9-10	6661		
17	Hillsborough Academy of Math & Science*	Hillsborough	K-7	6671	Jennifer Lucas 813-793-6085 jlucas@hillsboroughacademy.com	9659 W. Waters Avenue Tampa, FL 33635
18	Shiloh Elementary Charter School	Hillsborough	K-5	6637	Shirley Sanchez 813-707-1060 shirley.sanchez@sdlc.k12.fl.us	905 W Terrace Street Plant City, FL 33563
19	Shiloh Middle School	Hillsborough	6-8	6648		
20	Pinellas Academy of Math & Science	Pinellas	K-7	7291	Nancy Farley 765-425-2855 nfarley@pinellascademy.com	1775 S. Highland Ave. Clearwater, FL 33756
21	Viera Charter School	Brevard	K-7	6540	Robert Spellman 813-793-6075 rspellman@vieraarterschool.com	6206 Bresslay Drive Viera, FL 32940
22	Pemayetv Emahakv "Our Way School"	Glades	K-5	0056	Brian Greseth 863-467-2501 bgreseth@ourwayschool.com	100 East Harney Pond Rd. Okeechobee, FL 34974
23	Pemayetv Emahakv Middel School	Glades	6-8	0057		

* NOTES: Advantage Academy of Hillsborough, Inc. is the Governing Board for Advantage Academy of Hillsborough; Advantage Academy Middle School; Channelside Academy of Math and Science; Channelside Academy Middle School; Valrico Lake Advantage Academy; Bell Creek Academy; Bell Creek Academy High School; and Hillsborough Academy of Math and Science.

ATTACHMENT 7
START-UP BUDGET
FIVE YEAR BUDGET PROJECTION
CASH FLOW PROJECTION
FOR
ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

Sarasota Academy of Math and Science

Enter District: Sarasota

ESE Percent	11.00%				
ESOL Percent	5.00%				
Occupancy		100%	100%	100%	100%
Homeroom Classrooms		490	680	848	888
			910		

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	4	5	5	5	5
1st Grade	4	4	5	5	5
2nd Grade	4	4	5	5	5
3rd Grade	3	4	4	5	5
4th Grade	2	2	3	3	4
5th Grade	1	2	2	3	3
6th Grade	6	6	6	6	6
7th Grade	1	6	6	6	6
8th Grade	0	1	6	6	6
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total	25	34	42	44	45

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1st Grade	18	18	18	18	18
2nd Grade	18	18	18	18	18
3rd Grade	18	18	18	18	18
4th Grade	22	22	22	22	22
5th Grade	22	22	22	22	22
6th Grade	22	22	22	22	22
7th Grade	22	22	22	22	22
8th Grade	22	22	22	22	22
9th Grade	25	25	25	25	25
10th Grade	25	25	25	25	25
11th Grade	25	25	25	25	25
12th Grade	25	25	25	25	25

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	72	90	90	90	90
1st Grade	72	72	90	90	90
2nd Grade	72	72	90	90	90
3rd Grade	54	72	72	90	90
4th Grade	44	44	66	66	88
5th Grade	22	44	44	66	66
6th Grade	132	132	132	132	132
7th Grade	22	132	132	132	132
8th Grade	0	22	132	132	132
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total	490	680	848	888	910

ESE Enrollment	Grade Level	Matrix Level	Year 1	Year 2	Year 3	Year 4	Year 5
			FTE	FTE	FTE	FTE	FTE
	K-3	251	29.70	33.66	37.62	39.60	39.60
	4-8	251	24.20	41.14	55.66	58.08	60.50
	9-12	251	0.00	0.00	0.00	0.00	0.00
			53.90	74.80	93.28	97.68	100.10

ESOL Allocation Per Grade	Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
	K-3	13.50	15.30	17.10	18.00	18.00
	4-8	11.00	18.70	25.30	26.40	27.50
	9-12	0.00	0.00	0.00	0.00	0.00
		24.50	34.00	42.40	44.40	45.50

Sarasota Academy of Math and Science Staffing Matrix

		Yr1	Yr2	Yr3	Yr4	Yr5
Instruction Staff						
Homeroom Teachers	41,330	25.0	34.0	42.0	44.0	45.0
Paraprofessionals	17,290	2.0	2.0	3.0	4.0	4.0
Teachers (Spanish, ESOL, Reading Coach, STEM Resource)	42,000	4.0	7.0	8.0	8.0	8.0
PE, Art and Music	37,250	4.0	4.0	6.0	6.0	6.0
	137,870	35.0	47.0	59.0	62.0	63.0
Pupil Personnel Services						
ESE Specialist/Contact	45,000	1.0	1.0	1.0	1.0	1.0
Guidance Counselor	41,000	1.0	1.0	1.0	1.0	1.0
Registrar	26,000	1.0	1.0	1.0	1.0	1.0
Testing/Data Coordinator	26,000	1.0	1.0	1.0	1.0	1.0
	138,000	4.0	4.0	4.0	4.0	4.0
Media Services						
Media Specialist/Technology	41,330	1.0	1.0	1.0	1.0	1.0
	41,330	1.0	1.0	1.0	1.0	1.0
School Administration						
Principal	80,000	1.0	1.0	1.0	1.0	1.0
Assistant Principal	50,000	1.0	1.0	1.0	1.0	1.0
Dean	45,000			1.0	1.0	1.0
Administrative Assistant	24,960	1.0	1.0	1.0	1.0	1.0
Receptionist	18,720	2.0	2.0	2.0	2.0	2.0
	262,130	5.0	5.0	6.0	6.0	6.0
Food Services						
Lunchroom Worker	13,175	3.0	3.0	4.0	4.0	4.0
	13,175	3.0	3.0	4.0	4.0	4.0
Before and After Care						
Before/After Care Director	27,500	1.0	1.0	1.0	1.0	1.0
Before/After Care Staff	17,650	3.0	3.0	4.0	4.0	4.0
	45,150	4.0	4.0	5.0	5.0	5.0
Operation of Plant						
Security	25,000	1.0	1.0	1.0	1.0	1.0
	25,000	1.0	1.0	1.0	1.0	1.0
TOTAL STAFF		53.0	65.0	80.0	83.0	84.0

Revenue Estimate Worksheet for Sarasota Academy of Math and Science

Based on First Calculation of the FEFP - Fiscal Year 2013-14

School District: **Sarasota**

1. 2014-2015 FEFP State and Local, Funding Base Student Allocation

\$3,752.30

District Cost Differential: **1.001**

Program(s)	Projected October FTE	Projected February FTE	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
(a)			(b)			
101 Basic K-3	113.40	113.40	226.80	1.125	255.1500	\$ 958,357
111 Basic PreK-3 with ESE Services	14.85	14.85	29.70	1.125	33.4125	\$ 125,499
102 Basic 4-8	92.40	92.40	184.80	1.000	184.8000	\$ 694,118
112 Basic 4-8 with ESE Services	12.10	12.10	24.20	1.000	24.2000	\$ 90,896
103 Basic 9-12	-	-	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	-	-	0.00	1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PreK-3)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)	-	-	0.00	3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PreK-3)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	-	-	0.00	5.089	0.0000	\$ -
130 ESOL (Grade Level K-3)	6.75	6.75	13.50	1.145	15.4575	\$ 58,059
ESOL (Grade Level 4-8)	5.50	5.50	11.00	1.145	12.5950	\$ 47,307
ESOL (Grade Level 9-12)	-	-	0.00	1.145	0.0000	\$ -
300 Vocational (Grades 9-12)	-	-	0.00	1.011	0.0000	\$ -
Totals	245.00	245.00	490.00		525.6150	\$ 1,974,236

2. ESE Guaranteed Allocation:

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

	Projected October FTE	Projected February FTE	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.	14.85	14.85	29.70	PreK-3	251	\$ 1,028	\$ 30,532
Enter the FTE from 111,112, & 113 by grade and matrix level.	-	-	0.00	PreK-3	252	\$ 3,318	\$ -
Students who do not have a matrix level should be considered 251.	-	-	0.00	PreK-3	253	\$ 6,771	\$ -
<i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	12.10	12.10	24.20	4-8	251	\$ 1,152	\$ 27,878
	-	-	0.00	4-8	252	\$ 3,442	\$ -
	-	-	0.00	4-8	253	\$ 6,895	\$ -
	-	-	0.00	9-12	251	\$ 820	\$ -
	-	-	0.00	9-12	252	\$ 3,110	\$ -
	-	-	0.00	9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	26.95	26.95	53.90			Total from ESE Guarantee	\$ 58,410

3. Supplemental Academic Instruction:

District SAI Allocation divided by district FTE (with eligible services)

\$ 8,348,718

Per Student
\$ 204 \$ 99,960

4. Reading Programs :

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

Total Base Funding, ESE Guarantee, and SAI \$ 2,132,606

5. Class size Reduction Funds:

PreK - 3
4-8
9-12

Weighted FTE aggregated from input in Section 1

PreK - 3	304.0200	X	1.0010	X	1320.15	=	401,753
4-8	221.5950	X	1.0010	X	900.48	=	199,741
9-12	0.0000	X	1.0010	X	902.65	=	0
Total	525.6150						\$ 601,494

DCD	Allocation Factors		
1.0010	1320.15	=	401,753
1.0010	900.48	=	199,741
1.0010	902.65	=	0
Total	525.6150		\$ 601,494

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

6A. Divide school's Weighted FTE (WFTE) total computed

in (d) above: 525.615

by district's WFTE: 45,094.47

1.1656%

6B. Divide school's Unweighted FTE (UFTE) total computed

in (b) above: 490.000

by district's UFTE: 41,011.15

1.1948%

7. Other FEFP (WFTE share)

Applicable to all charter schools

Declining Enrollment

-

x 1.1656%

-

Sparsity Supplement

-

x 1.1656%

-

Program Related Requirements:

Safe Schools/Lab School Discretionary

1,129,308

1,129,308 x

1.1656%

13,163

Lab School Discretionary

-

x 1.1656%

-

8. Discretionary Local Effort (WFTE share)

30,368,223 x

1.1656%

353,972

9. Discretionary Millage Compression Allocation .748 mills (UFTE share)

- x

1.1948%

-

10. Proration to Funds Available (WFTE share)

- x

1.1656%

-

11. Discretionary Lottery (WFTE share)

- x

1.1656%

-

12. Instructional Materials Allocation (UFTE share)

3,217,273 x

1.1948%

38,440

13. Student Transportation

Percentage Students	Base Students	Base Unweighted (\$355 per Student)	ESE Students	ESE Weighted (\$1364 per Student)	Total Revenue
30.00%	147.00	52,185	-	-	52,185

14. Teacher Salary Allocation (WFTE share)

7,394,444 x

1.1656%

86,190

Total Estimated Revenue \$ 3,278,050

Less: Administrative Fee (5% for up to 250 students) **(83,624)**

Total Estimated Revenue to Charter School \$ 3,194,426

Excess of Administrative Fees To Be Allocated to Capital Expenditures **80,279**

Revenue Estimate Worksheet for Sarasota Academy of Math and Science

Based on First Calculation of the FEPP - Fiscal Year 2013-14

School District: **Sarasota**

1. 2015-2016 FEPP State and Local, Funding Base Student Allocation		Base 3,752.30	Revenue Growth 0.01	District Cost Differential: 1.001		
		\$3,789.82				
Program(s)	Projected October FTE	Projected February FTE	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2015-16 Base Funding WFTE x BSA x DCD (e)
(a)			(b)			
101 Basic K-3	128.52	128.52	257.04	1.125	289.1700	\$ 1,096,999
111 Basic PreK-3 with ESE Services	16.83	16.83	33.66	1.125	37.8675	\$ 143,655
102 Basic 4-8	157.08	157.08	314.16	1.000	314.1600	\$ 1,191,801
112 Basic 4-8 with ESE Services	20.57	20.57	41.14	1.000	41.1400	\$ 156,069
103 Basic 9-12	-	-	0.00	1.019	0.0000	\$ -
113 Basic 9-12 with ESE Services	-	-	0.00	1.019	0.0000	\$ -
254 ESE Level 4 (Grade Level PreK-3)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)	-	-	0.00	3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PreK-3)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	-	-	0.00	5.089	0.0000	\$ -
130 ESOL (Grade Level K-3)	7.65	7.65	15.30	1.145	17.5185	\$ 66,458
ESOL (Grade Level 4-8)	9.35	9.35	18.70	1.145	21.4115	\$ 81,227
ESOL (Grade Level 9-12)	-	-	0.00	1.145	0.0000	\$ -
300 Vocational (Grades 9-12)	-	-	0.00	1.011	0.0000	\$ -
Totals	340.00	340.00	680.00		721.2675	\$ 2,736,209

2. ESE Guaranteed Allocation:			FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.	16.83	16.83	33.66	PreK-3	251	\$ 978	\$ 32,919
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 & 113 above.</i>	-	-	0.00	PreK-3	252	\$ 3,159	\$ -
	-	-	0.00	PreK-3	253	\$ 6,446	\$ -
	20.57	20.57	41.14	4-8	251	\$ 1,097	\$ 45,131
	-	-	0.00	4-8	252	\$ 3,278	\$ -
	-	-	0.00	4-8	253	\$ 6,565	\$ -
	-	-	0.00	9-12	251	\$ 781	\$ -
	-	-	0.00	9-12	252	\$ 2,961	\$ -
	-	-	0.00	9-12	253	\$ 6,249	\$ -
Total FTE with ESE Services	37.40	37.40	74.80	Total from ESE Guarantee			\$ 78,050

3. Supplemental Academic Instruction:	District SAI Allocation divided by district FTE (with eligible services)	\$ 8,348,718	Per Student
			\$ 204.00
			\$ 138,720

4. Summer Reading Programs :
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

5. Class size Reduction Funds:	Weighted FTE aggregated from input in Section 1	DCD	Allocation Factors	Total Class Size Reduction Funds
PreK - 3	344.5560	X	1320.15 =	455,320
4-8	376.7115	X	900.48 =	339,560
9-12	0.0000	X	902.65 =	0
Total	721.2675	*		\$ 794,880

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

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	721.268	by district's WFTE:	45,094.47	1.5995%
to obtain school's WFTE share.				

6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	680.000	by district's UFTE:	41,011.15	1.6581%
to obtain school's UFTE share.				

7. Other FEPP (WFTE share)				
Applicable to all charter schools				
Declining Enrollment	-	- x	1.5995%	-
Sparsity Supplement	-	- x	1.5995%	-
Program Related Requirements:				
Safe Schools/Lab School Discretionary	1,129,308	1,129,308 x	1.5995%	18,063
Lab School Discretionary	-	- x	1.5995%	-

8. Discretionary Local Effort (WFTE share)	30,368,223	x	1.5995%	485,727
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	-	x	1.6581%	-
10. Proration to Funds Available (WFTE share)	-	x	1.5995%	-
11. Discretionary Lottery (WFTE share)	-	x	1.5995%	-
12. Instructional Materials Allocation (UFTE share)	3,217,273	x	1.6581%	53,345

13. Student Transportation	Percentage Students	Base Students	Base Unweighted (\$371 per Student)	ESE Weighted (\$1424 per Student)	Total Revenue
	30.00%	204	75,684.00	-	75,684

14. Teacher Salary Allocation (WFTE share)	7,394,444	x	1.5995%	118,271
Total Estimated Revenue				\$ 4,498,949
Less: Administrative Fee (5% for up to 250 students)				(82,701)
Total Estimated Revenue to Charter School				\$ 4,416,248

Excess of Administrative Fees To Be Allocated to Capital Expenditures **142,246**

Revenue Estimate Worksheet for Sarasota Academy of Math and Science

Based on First Calculation of the FEFP - Fiscal Year 2013-14

School District: **Sarasota**

		Base	Revenue Growth	District Cost Differential: 1.001		
1. 2016-2017 FEFP State and Local, Funding Base Student Allocation		3,789.82	0.01			
		\$3,827.72				
Program	Projected October FTE	Projected February FTE	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2016-17 Base Funding WFTE x BSA x DCD (e)
(a)			(b)			
101 Basic K-3	143.64	143.64	287.28	1.125	323.1900	\$ 1,238,318
111 Basic PreK-3 with ESE Services	18.81	18.81	37.62	1.125	42.3225	\$ 162,161
102 Basic 4-8	212.52	212.52	425.04	1.000	425.0400	\$ 1,628,562
112 Basic 4-8 with ESE Services	27.83	27.83	55.66	1.000	55.6600	\$ 213,264
103 Basic 9-12	-	-	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	-	-	0.00	1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PreK-3)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)	-	-	0.00	3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PreK-3)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	-	-	0.00	5.089	0.0000	\$ -
130 ESOL (Grade Level K-3)	8.55	8.55	17.10	1.145	19.5795	\$ 75,020
ESOL (Grade Level 4-8)	12.65	12.65	25.30	1.145	28.9685	\$ 110,994
ESOL (Grade Level 9-12)	-	-	0.00	1.145	0.0000	\$ -
300 Vocational (Grades 9-12)	-	-	0.00	1.011	0.0000	\$ -
Totals	424.00	424.00	848.00		894.7605	\$ 3,428,319
2. ESE Guaranteed Allocation:			FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation.		18.81	18.81	PreK-3	251	\$ 978
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. The total should equal all FTE from programs 111, 112 & 113 above.		-	-	PreK-3	252	\$ 3,159
		-	-	PreK-3	253	\$ 6,446
		27.83	27.83	4-8	251	\$ 1,097
		-	-	4-8	252	\$ 3,278
		-	-	4-8	253	\$ 6,565
		-	-	9-12	251	\$ 781
		-	-	9-12	252	\$ 2,961
		-	-	9-12	253	\$ 6,249
Total FTE with ESE Services		46.64	46.64			Total from ESE Guarantee \$ 97,851
3. Supplemental Academic Instruction:			\$ 8,348,718		Per Student	\$ 172,992
District SAI Allocation divided by district FTE (with eligible services)				41,011.15	\$ 204.00	
4. Summer Reading Programs :						
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.						
						Total Base Funding, ESE Guarantee, and SAI \$ 3,699,162
5. Class size Reduction Funds:					Allocation Factors	
PreK - 3		385.0920	X	1.0010	X	1320.15 = 508,888
4-8		509.6685	X	1.0010	X	900.48 = 459,405
9-12		0.0000	X	1.0010	X	902.65 = 0
		894.7605	*			Total Class Size Reduction Funds \$ 968,293
6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:		894.761			45,094.47	1.9842%
to obtain school's WFTE share.						
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:		848.000			41,011.15	2.0677%
to obtain school's UFTE share.						
7. Other FEFP (WFTE share)						
Applicable to all charter schools						
Declining Enrollment		-		- x	1.9842%	-
Sparsity Supplement		-		- x	1.9842%	-
Program Related Requirements:						
Safe Schools/Lab School Discretionary		1,129,308		1,129,308 x	1.9842%	22,408
Lab School Discretionary		-		- x	1.9842%	-
8. Discretionary Local Effort (WFTE share)				30,368,223 x	1.9842%	602,564
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)				- x	2.0677%	-
10. Proration to Funds Available (WFTE share)				- x	1.9842%	-
11. Discretionary Lottery (WFTE share)				- x	1.9842%	-
12. Instructional Materials Allocation (UFTE share)				3,217,273 x	2.0677%	66,525
13. Student Transportation						
	Percentage Students	Base Students	Base Unweighted (\$371 per Student)	ESE Students	ESE Weighted (\$1424 per Student)	Total Revenue
	30.00%	254	94,382	-	-	94,382
14. Teacher Salary Allocation (WFTE share)				7,394,444 x	1.9842%	146,720
						Total Estimated Revenue \$ 5,600,055
						Less: Administrative Fee (5% for up to 250 students) (82,548)
						Total Estimated Revenue to Charter School \$ 5,517,507
						Excess of Administrative Fees To Be Allocated to Capital Expenditures 197,455

Revenue Estimate Worksheet for Sarasota Academy of Math and Science

Based on First Calculation of the FEFP - Fiscal Year 2013-14

School District: **Sarasota**

		Base	Revenue Growth	District Cost Differential: 1.001		
1. 2017-2018 FEFP State and Local, Funding Base Student Allocation		3,827.72	0.01			
		\$3,866.00				
Program	Projected October FTE	Projected February FTE	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
(a)			(b)			
101 Basic K-3	151.20	151.20	302.40	1.125	340.2000	\$ 1,316,528
111 Basic PreK-3 with ESE Services	19.80	19.80	39.60	1.125	44.5500	\$ 172,402
102 Basic 4-8	221.76	221.76	443.52	1.000	443.5200	\$ 1,716,362
112 Basic 4-8 with ESE Services	29.04	29.04	58.08	1.000	58.0800	\$ 224,762
103 Basic 9-12	-	-	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	-	-	0.00	1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PreK-3)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)	-	-	0.00	3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PreK-3)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	-	-	0.00	5.089	0.0000	\$ -
130 ESOL (Grade Level K-3)	9.00	9.00	18.00	1.145	20.6100	\$ 79,758
ESOL (Grade Level 4-8)	13.20	13.20	26.40	1.145	30.2280	\$ 116,978
ESOL (Grade Level 9-12)	-	-	0.00	1.145	0.0000	\$ -
300 Vocational (Grades 9-12)	-	-	0.00	1.011	0.0000	\$ -
Totals	444.00	444.00	888.00		937.1880	\$ 3,626,790
2. ESE Guaranteed Allocation:			FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation.		19.80	19.80	PreK-3	251	\$ 978
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. The total should equal all FTE from programs 111, 112 & 113 above.		-	-	PreK-3	252	\$ 3,159
		-	-	PreK-3	253	\$ 6,446
		29.04	29.04	4-8	251	\$ 1,097
		-	-	4-8	252	\$ 3,278
		-	-	4-8	253	\$ 6,565
		-	-	9-12	251	\$ 781
		-	-	9-12	252	\$ 2,961
		-	-	9-12	253	\$ 6,249
Total FTE with ESE Services		48.84	48.84			Total from ESE Guarantee
			97.68			\$ 102,443
3. Supplemental Academic Instruction:			\$ 8,348,718		Per Student	
District SAI Allocation divided by district FTE (with eligible services)				41,011.15	\$ 204.00	\$ 181,152
4. Summer Reading Programs :						
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.						
						Total Base Funding, ESE Guarantee, and SAI
						\$ 3,910,385
5. Class size Reduction Funds:					Allocation Factors	
		<i>Weighted FTE aggregated from input in Section 1</i>		DCD		
PreK - 3		405.3600	X	1.0010	X	1320.15 = 535,671
4-8		531.8280	X	1.0010	X	900.48 = 479,379
9-12		0.0000	X	1.0010	X	902.65 = 0
		937.1880				Total Class Size Reduction Funds
						\$ 1,015,050
6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:		937.188		by district's WFTE:	45,094.47	2.0783%
to obtain school's WFTE share.						
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:		888.000		by district's UFTE:	41,011.15	2.1653%
to obtain school's UFTE share.						
7. Other FEFP (WFTE share)						
Applicable to all charter schools						
Declining Enrollment		-		-	x	2.0783%
Sparsity Supplement		-		-	x	2.0783%
Program Related Requirements:						
Safe Schools/Lab School Discretionary		1,129,308		1,129,308	x	2.0783%
Lab School Discretionary		-		-	x	2.0783%
8. Discretionary Local Effort (WFTE share)				30,368,223	x	2.0783%
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)				-	x	2.1653%
11. Proration to Funds Available (WFTE share)				-	x	2.0783%
12. Discretionary Lottery (WFTE share)				-	x	2.0783%
13. Instructional Materials Allocation (UFTE share)				3,217,273	x	2.1653%
14. Student Transportation						
	Percentage Students	Base Students	Base Unweighted (\$371 per Student)	ESE Students	ESE Weighted (\$1424 per Student)	Total Revenue
	30.00%	266	98,834	-	-	98,834
15. Teacher Salary Allocation (WFTE share)				7,394,444	x	2.0783%
						Total Estimated Revenue
						\$ 5,902,214
						Less: Administrative Fee (5% for up to 250 students)
						(83,083)
						Total Estimated Revenue to Charter School
						\$ 5,819,131
						Excess of Administrative Fees To Be Allocated to Capital Expenditures
						212,028

Revenue Estimate Worksheet for Sarasota Academy of Math and Science

Based on First Calculation of the FEFP - Fiscal Year 2011-12

School District:	Sarasota					
1. 2018-2019 FEFP State and Local, Funding Base Student Allocation	Base	Revenue Growth				
	3,866.00	0.01				
	\$3,904.66		District Cost Differential:	1.001		
Program	Projected October FTE	Projected February FTE	Number of FTE	Program Cost Factor (c)	Weighted FTE (b) x (c)	2018-19 Base Funding WFTE x BSA x DCD (e)
(a)			(b)	(d)		
101 Basic K-3	151.20	151.20	302.40	1.125	340.2000	\$ 1,329,693
111 Basic PreK-3 with ESE Services	19.80	19.80	39.60	1.125	44.5500	\$ 174,126
102 Basic 4-8	231.00	231.00	462.00	1.000	462.0000	\$ 1,805,756
112 Basic 4-8 with ESE Services	30.25	30.25	60.50	1.000	60.5000	\$ 236,468
103 Basic 9-12	-	-	0.00	1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services	-	-	0.00	1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PreK-3)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)	-	-	0.00	3.558	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)	-	-	0.00	3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PreK-3)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)	-	-	0.00	5.089	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)	-	-	0.00	5.089	0.0000	\$ -
130 ESOL (Grade Level K-3)	9.00	9.00	18.00	1.145	20.6100	\$ 80,555
ESOL (Grade Level 4-8)	13.75	13.75	27.50	1.145	31.4875	\$ 123,071
ESOL (Grade Level 9-12)	-	-	0.00	1.145	0.0000	\$ -
300 Vocational (Grades 9-12)	-	-	0.00	1.011	0.0000	\$ -
Totals	455.00	455.00	910.00		959.3475	\$ 3,749,669
2. ESE Guaranteed Allocation:			FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation.	19.80	19.80	39.60	PreK-3	251	\$ 1,028
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. The total should equal all FTE from programs 111, 112 & 113 above.	-	-	0.00	PreK-3	252	\$ 3,318
	-	-	0.00	PreK-3	253	\$ 6,771
	30.25	30.25	60.50	4-8	251	\$ 1,152
	-	-	0.00	4-8	252	\$ 3,442
	-	-	0.00	4-8	253	\$ 6,895
	-	-	0.00	9-12	251	\$ 820
	-	-	0.00	9-12	252	\$ 3,110
	-	-	0.00	9-12	253	\$ 6,563
Total FTE with ESE Services	50.05	50.05	100.10	Total from ESE Guarantee \$ 110,405		
3. Supplemental Academic Instruction:			\$ 8,348,718		Per Student	
District SAI Allocation divided by district FTE (with eligible services)				41,011.15	\$ 203.57	\$ 185,250
4. Summer Reading Programs :						
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.						
				Total Base Funding, ESE Guarantee, and SAI \$ 4,045,324		
5. Class size Reduction Funds:				Allocation Factors		
PreK - 3	<i>Weighted FTE aggregated from input in Section 1</i>			DCD		
	405.3600	X	1.0010	X	1320.15	= 535,671
4-8	553.9875	X	1.0010	X	900.48	= 499,354
9-12	0.0000	X	1.0010	X	902.65	= 0
	Total 959.3475			Total Class Size Reduction Funds \$ 1,035,025		
						<i>(*Total FTE should equal total in Section 1, column (d).)</i>
6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	959.348		by district's WFTE:	45,094.47		2.1274%
to obtain school's WFTE share.						
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	910.000		by district's UFTE:	41,011.15		2.2189%
to obtain school's UFTE share.						
7. Other FEFP (WFTE share)						
Applicable to all charter schools						
Declining Enrollment	-			-	x	2.1274%
Sparsity Supplement	-			-	x	2.1274%
Program Related Requirements:						
Safe Schools/Lab School Discretionary	1,129,308			1,129,308	x	2.1274%
Lab School Discretionary	-			-	x	2.1274%
8. Discretionary Local Effort (WFTE share)				30,368,223	x	2.1274%
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)				-	x	2.2189%
10. Proration to Funds Available (WFTE share)				-	x	2.1274%
11. Discretionary Lottery (WFTE share)				-	x	2.1274%
12. Instructional Materials Allocation (UFTE share)				3,217,273	x	2.2189%
13. Student Transportation						
	30.00%	Base Students 273	Base Unweighted (\$371 per Student) 101,283	ESE Students -	ESE Weighted (\$1424 per Student) -	Total Revenue 101,283
14. Salary Teacher Allocation (EFTE share)				7,394,444	x	2.1274%
				Total Estimated Revenue \$ 6,080,415		
				Less: Administrative Fee (5% for up to 250 students) (83,522)		
				Total Estimated Revenue to Charter School \$ 5,996,893		
				Excess of Administrative Fees To Be Allocated to Capital Expenditures 220,499		

Sarasota Academy of Math and Science

Start-Up Budget Before Schools Open

Total Revenue Allocation \$ 325,000

Account Code	Description	Total
General Support Services		
Board (7100)		
310	Professional Services (Development Fee)	4,500
	Total Board	4,500
School Administration (7300)		
100	Salaries	
	Principal (Three months before the school opens)	\$ 18,750
	Total Office Personnel	\$ 18,750
210	Retirement	\$ 281
220	Social Security/Medicare	\$ 1,434
230	Health Insurance (includes dental, life, etc.)	\$ 2,272
240	Workers' Compensation	\$ 229
250	Unemployment Compensation	\$ 189
390	Printing (includes advertising)	\$ 40,000
510	Office Supplies	\$ 500
643-644	Computer Equipment	\$ 1,000
330	Travel (workshop registration, lodging, etc.)	\$ 1,500
	Total School Administration	\$ 66,155
	Total Budgeted Expenditures	\$ 70,655
	Balance Start Up Funds	\$ 254,345

The start-up funding will come from a promissory note with Building Hope. See attachment 7 for letter of support. The school also plan to applied for the CSP grant but for budget purposes, the funds are not included as this is a competitive grant. We are positive to be granted by the FLDOE based on the successful rate of grants awarded with the support of Charter School Associates.

Start Up Cash Flow
Sarasota Academy of Math and Science
Fiscal Year 2014 - 2015

	December	January	February	March	April	May	June	Total
Loan from Building Hope	325,000	-	-	-	-	-	-	325,000
	325,000	-	-	-	-	-	-	325,000
310 Professional Services (Development Fee)				4,500				4,500
Total Board	-	-	-	4,500	-	-	-	4,500
School Administration (7300)								
100 Salaries								
Principal (Three months before the school opens)					6,250	6,250	6,250	18,750
Total Office Personnel					6,250	6,250	6,250	18,750
210 Retirement					94	94	94	281
220 Social Security/Medicare					478	478	478	1,434
230 Health Insurance (includes dental, life, etc.)					757	757	757	2,272
240 Workers' Compensation					76	76	76	229
250 Unemployment Compensation					63	63	63	189
390 Printing (includes advertising)		6,667	6,667	6,667	6,667	6,667	6,667	40,000
510 Office Supplies					167	167	167	500
643-644 Computer Equipment					1,000			1,000
330 Travel (workshop registration, lodging, etc.)					1,500			1,500
Total School Administration	-	6,667	6,667	6,667	17,052	14,552	14,552	66,155
Total Expenditures	-	6,667	6,667	11,167	17,052	14,552	14,552	70,655
Balance Start-Up Funds	325,000	318,333	311,667	300,500	283,448	268,896	254,345	254,345

First Year Cash Flow
Sarasota Academy of Math and Science
Fiscal Year 2014 - 2015

	July	August	September	October	November	December	January	February	March	April	May	June	Total
FEFP Basic Gross - 3310	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 179,307	\$ 2,151,680
Instructional Materials - 3336	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 38,440
Class Size Reduction - 3355	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 50,125	\$ 601,494
Discretionary Local Effort - 3411	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 29,498	\$ 353,972
Transportation - 3354	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 4,349	\$ 52,185
Capital Revenue (5% fee difference over 250 students)	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 6,690	\$ 80,279
Before & After Care	\$ -	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ 17,035	\$ -	\$ 170,353
Other funds	\$ 254,345	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 254,345
Total Revenue:	\$ 527,515	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 290,206	\$ 273,171	\$ 3,702,748

100 Salaries													
Classroom Teachers		\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 93,932	\$ 1,033,250
Paraprofessionals		\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 3,144	\$ 34,580
Other Teachers (Spanish, ESOL, Reading & Math Coaches, STEM Resource)		\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 15,273	\$ 168,000
Other Instructional Staff (PE, Art and Music)		\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 13,545	\$ 149,000
Total Instructional Personnel	\$ -	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 125,894	\$ 1,384,830

210 Retirement		\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 20,772
220 Social Security		\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 9,631	\$ 105,939
230 Health Insurance (includes dental, life, etc.)		\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 7,229	\$ 79,520
240 Workers' Compensation		\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 378	\$ 4,154
250 Unemployment Compensation		\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 6,615
Professional Services (contracted instructional services)													
Speech Therapy, OT/PT, Other based on needs		\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 2,450	\$ 26,950
510 Classroom Supplies			\$ 11,988	\$ 11,988									\$ 23,975
Instructional Materials (textbooks, workbooks, etc.)				\$ 9,739	\$ 9,739	\$ 9,739							\$ 29,216
Furniture Fixtures & Equipment(desks, chairs, 641-642 computers, etc.)					\$ 33,456								\$ 33,456
690 Software					\$ 12,500								\$ 12,500
750 Substitute Teachers		\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 3,300
Total Instruction	\$ -	\$ 148,371	\$ 216,054	\$ 170,097	\$ 158,110	\$ 148,371	\$ 148,371	\$ 148,371	\$ 148,371	\$ 148,371	\$ 148,371	\$ 148,371	\$ 1,731,229

100 Salaries													
ESE Contact		\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 4,091	\$ 45,000
Guidance Counselors		\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 3,727	\$ 41,000
Registrar	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 2,167	\$ 26,000
Testing/Data Coordinator		\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 26,000
Total Pupil Personnel Staff	\$ 2,167	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 12,585	\$ 9,985	\$ 138,000
210 Retirement		\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 188	\$ 2,070
220 Social Security		\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 960	\$ 10,557
230 Health Insurance (includes dental, life, etc.)		\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 826	\$ 9,088
240 Workers' Compensation		\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 38	\$ 414
250 Unemployment Compensation		\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 69	\$ 756
510 Supplies		\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 445	\$ 4,900
Furniture Fixtures & Equipment(desks, chairs, 641-644 computers, etc.)			\$ 8,300										\$ 8,300
Total Pupil Personnel Services	\$ 2,167	\$ 15,111	\$ 23,411	\$ 15,111	\$ 15,111	\$ 15,111	\$ 15,111	\$ 15,111	\$ 15,111	\$ 15,111	\$ 15,111	\$ 15,111	\$ 174,085

100 Salaries													
Media Specialist		\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 41,330
Total Media Personnel	\$ -	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 3,757	\$ 41,330
210 Retirement		\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 620
220 Social Security		\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 287	\$ 3,162
230 Health Insurance (includes dental, life, etc.)		\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 207	\$ 2,272
240 Workers' Compensation		\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 11	\$ 124
250 Unemployment Compensation		\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 189
610 Library Books		\$ 1,667	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 10,000
620 Audio-Visual Materials		\$ 1,875	\$ 938	\$ 938	\$ 938	\$ 938	\$ 938	\$ 938	\$ 938	\$ 938	\$ 938	\$ 938	\$ 11,250
Furniture Fixtures & Equipment(desks, chairs, 641-644 computers, etc.)			\$ 2,075										\$ 2,075
Total Media Services	\$ -	\$ 7,878	\$ 8,182	\$ 6,107	\$ 6,107	\$ 6,107	\$ 6,107	\$ 6,107	\$ 6,107	\$ 6,107	\$ 6,107	\$ 6,107	\$ 71,022

Professional Services (workshop, consultants, 310 training, etc.)		\$ 13,250							\$ 13,250				\$ 26,500
330 Travel (workshop registration, lodging, etc.)		\$ 1,667				\$ 1,667			\$ 1,667				\$ 5,000
Total Staff Development	\$ -	\$ 14,917	\$ -	\$ -	\$ -	\$ 1,667	\$ -	\$ -	\$ -	\$ 14,917	\$ -	\$ -	\$ 31,500

310 Professional Services (Legal)	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 792	\$ 9,500
320 Insurance													

First Year Cash Flow
Sarasota Academy of Math and Science
Fiscal Year 2014 - 2015

	July	August	September	October	November	December	January	February	March	April	May	June	Total
Liability/Errors & Omissions/Crime/O&D	\$ 3,430	\$ 1,286	\$ 1,286	\$ 1,286	\$ 1,286	\$ 1,286	\$ 1,286	\$ 1,286	\$ 1,286	\$ -	\$ -	\$ -	\$ 13,720
330 Travel (workshop registration, lodging, etc.)		\$ 667				\$ 667				\$ 667			\$ 2,000
730 Dues and Fees	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 167	\$ 2,000
Total Board	\$ 4,388	\$ 2,911	\$ 2,245	\$ 2,245	\$ 2,245	\$ 2,911	\$ 2,245	\$ 2,245	\$ 2,245	\$ 1,625	\$ 958	\$ 958	\$ 27,220
310 Professional Services-Management	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 16,773	\$ 201,277
730 Administrative Fee	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 6,969	\$ 83,624
Total General Administration	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 23,742	\$ 284,901
100 Salaries													
Principal	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 80,000
Assistant Principal	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 50,000
Dean	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Secretary / Business Manager	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 2,080	\$ 24,960
Receptionist	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 3,120	\$ 37,440
Total Office Personnel	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 16,033	\$ 192,400
210 Retirement	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 2,886
220 Social Security	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 1,227	\$ 14,719
230 Health Insurance (includes dental, life, etc.)	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 947	\$ 11,360
240 Workers' Compensation	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 48	\$ 577
250 Unemployment Compensation	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 79	\$ 945
360 Lease-Copy Machine	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 7,800
370 Postage	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000
390 Printing (includes advertising)	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 4,500
510 Office Supplies	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 950	\$ 11,400
Furniture Fixtures & Equipment(desks, chairs, computers, etc.)			\$ 6,550										\$ 6,550
690 Software	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 104	\$ 1,250
730 Dues and Fees			\$ 2,450										\$ 2,450
330 Travel (workshop registration, lodging, etc.)	\$ -	\$ -	\$ -	\$ 1,750	\$ -	\$ -	\$ -	\$ -	\$ 1,750	\$ -	\$ -	\$ -	\$ 3,500
Total School Administration	\$ 21,153	\$ 21,153	\$ 30,153	\$ 22,903	\$ 21,153	\$ 21,153	\$ 21,153	\$ 21,153	\$ 22,903	\$ 21,153	\$ 21,153	\$ 21,153	\$ 266,337
360 Building Lease	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 298,900
Furniture Fixtures & Equipment(desks, chairs, computers, etc.)			\$ 17,278										\$ 17,278
Total Facilities Acquisition and Construction	\$ 24,908	\$ 24,908	\$ 42,186	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 24,908	\$ 316,178
310 Professional Services:													
Bookkeeping/Accountant	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 7,321	\$ 87,847
730 Bank Fees/Payroll Processing Fees	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 5,990	\$ 71,875
Total Fiscal Services	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 13,310	\$ 159,721
Professional Services-Contracted													
310 Transportation			\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 132,300
Total Pupil Transportation Services	\$ -	\$ -	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 13,230	\$ 132,300
100 Salaries													
Security Officer	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000
Total Operation of Plant Salaries	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 2,083	\$ 25,000
210 Retirement	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 31	\$ 375
220 Social Security	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 159	\$ 1,913
230 Health Insurance (includes dental, life, etc.)	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 189	\$ 2,272
240 Workers' Compensation	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 6	\$ 75
250 Unemployment Compensation	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 16	\$ 189
320 Property Insurance	\$ 7,000	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 28,000
371 Phone	\$ -	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 1,091	\$ 12,000
381 Water and Sewage	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 12,000
382 Garbage	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000
390 Other Purchased Services													
Custodial Services (contracted)	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 49,000
Fire Alarm Monitoring	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67	\$ 800
Security System Monitoring	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 60	\$ 720
Fire Inspections	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 17	\$ 200
Carpet Cleaning	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 83	\$ 1,000
Grounds Maintenance	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 12,300
430 Electricity	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 2,863	\$ 34,359
510 Supplies	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 1,650	\$ 19,800
641-642 Equipment	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 10,000
Total Operation of Plant	\$ 21,667	\$ 18,383	\$ 18,383	\$ 18,383	\$ 18,383	\$ 18,383	\$ 18,383	\$ 18,383	\$ 18,383	\$ 15,758	\$ 15,758	\$ 15,758	\$ 216,002
350 Repairs and Maintenance	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000
Total Maintenance of Plant	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000

First Year Cash Flow
Sarasota Academy of Math and Science
Fiscal Year 2014 - 2015

	July	August	September	October	November	December	January	February	March	April	May	June	Total
100 Salaries													
Before/After Care Director		\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 2,750	\$ 27,500
Before/After Care Staff		\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 5,295	\$ 52,950
Total Community Service Personnel	\$ -	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ 8,045	\$ -
210 Retirement		\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 121	\$ 1,207
220 Social Security		\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 615	\$ 6,154
230 Health Insurance (includes dental, life, etc.)		\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 909	\$ 9,088
240 Workers' Compensation		\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 24	\$ 241
250 Unemployment Compensation		\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 76	\$ 756
510 Supplies		\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 721	\$ 8,649
Total Community Service	\$ 721	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 10,510	\$ 721
710 Redemption of Principal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
720 Interest Expense	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 19,500
Total Debt Service	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 1,625	\$ 19,500
Reserve Fund	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 8,195	\$ 98,342
Total Budgeted Expenditures	\$ 122,376	\$ 311,514	\$ 411,725	\$ 330,866	\$ 317,129	\$ 309,723	\$ 307,390	\$ 307,390	\$ 309,140	\$ 319,062	\$ 303,479	\$ 291,089	\$ 3,640,881
Balance	\$ 405,140	\$ 383,832	\$ 262,313	\$ 221,653	\$ 194,730	\$ 175,213	\$ 158,030	\$ 140,846	\$ 121,913	\$ 93,057	\$ 79,784	\$ 61,866	\$ 61,866
Capital Projects Fund													
390 Capital Outlay Funds													
Capital Outlay - 3397	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 196,000
Total Capital Revenue	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 196,000
360 Building Lease	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 196,000
Total Facilities Acquisition and Construction	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 196,000
Total Budgeted Expenditures	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 16,333	\$ 196,000
Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Revenue Fund													
410 Food Service													
3450 NSLP		\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 9,089	\$ 99,984
Paid Reimbursements		\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 5,958	\$ 65,533
Total Revenue:	\$ -	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 15,047	\$ 165,516
100 Salaries													
Lunchroom Worker		\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 39,525
Total Lunchroom Personnel	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 3,294	\$ 39,525
210 Retirement		\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 49	\$ 593
220 Social Security		\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 252	\$ 3,024
230 Health Insurance (includes dental, life, etc.)		\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 568	\$ 6,816
240 Workers' Compensation		\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 10	\$ 119
250 Unemployment Compensation		\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 567
570 Food		\$ -	\$ 1,507	\$ 7,534	\$ 7,534	\$ 7,534	\$ 7,534	\$ 7,534	\$ 7,534	\$ 7,534	\$ 7,534	\$ 3,014	\$ 72,324
Total Food Services	\$ 4,220	\$ 5,727	\$ 11,754	\$ 11,754	\$ 11,754	\$ 11,754	\$ 11,754	\$ 11,754	\$ 11,754	\$ 11,754	\$ 11,754	\$ 7,234	\$ 122,967
Balance Food Service	\$ (4,220)	\$ 5,100	\$ 8,393	\$ 11,685	\$ 14,978	\$ 18,271	\$ 21,564	\$ 24,857	\$ 28,150	\$ 31,443	\$ 34,736	\$ 42,549	\$ 42,549
Net Balance for General and Special	\$ 400,919	\$ 388,931	\$ 270,705	\$ 233,338	\$ 209,709	\$ 193,485	\$ 179,594	\$ 165,703	\$ 150,063	\$ 124,500	\$ 114,520	\$ 104,415	\$ 104,415

ATTACHMENT 8

BUILD HOPE COMMITMENT LETTER

FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.



buildinghope

QUALITY/RESULTS/GROWTH FOR PUBLIC CHARTER SCHOOLS

July 1, 2013

Nathaniel Grasc, Chairman
Advantage Academy of Hillsborough, Inc.
C/O Charter School Associates, Inc.
12524 W. Atlantic Boulevard
Coral Springs, FL 33071

Subject: Start-up Loan

Dear Mr. Grasc;

I am writing to confirm my conversation with Mike Strader, President, Charter School Associates, Inc. regarding the availability of a start-up loan for Advantage Academy of Hillsborough, Inc. in the amount of Three Hundred Twenty-Five Thousand and No Dollars (\$325,000.00) subject to the approval of the Sarasota Academy of Math and Science Application by the School Board of Sarasota County, Florida and the Board of Directors for Building Hope.

Building Hope commonly provides start-up loans for organizers of high quality charter schools and our prior experience with Charter School Associates plus our review of the Advantage Academy of Hillsborough Board's experience and background suggests that Sarasota Academy of Math and Science will also be a high performing charter school.

Please feel free to contact me with any questions.

Sincerely,

S. Joseph Bruno
President

ATTACHMENT 9

INTERNAL ACCOUNTING CONTROL
POLICIES AND PROCEDURES

FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

Advantage Academy of Hillsborough, Inc.

INTERNAL ACCOUNTING CONTROL POLICIES & PROCEDURES MANUAL

CHARTER SCHOOL POLICIES AND PROCEDURES MANUAL

TABLE OF CONTENTS

CHAPTER 1	GENERAL POLICIES	PAGE 2
CHAPTER 2	COLLECTIONS	PAGE 5
CHAPTER 3	PURCHASING & EXPENDITURES	PAGE 12
CHAPTER 4	TANGIBLE PERSONAL PROPERTY	PAGE 22
CHAPTER 5	FUND RAISING	PAGE 24
CHAPTER 6	FINANCIAL REPORTS	PAGE 26
CHAPTER 7	SUPPORT ORGANIZATIONS	PAGE 29
CHAPTER 8	RETENTION OF RECORDS	PAGE 30
CHAPTER 9	RESTRICTED DISTRICT FUNDS	PAGE 31
CHAPTER 10	PAYROLL & TIMEKEEPING	PAGE 33
CHAPTER 11	BUDGET	PAGE 35
CHAPTER 12	ANNUAL AUDIT	PAGE 36
	APPENDIX (FORMS)	PAGE 37

- 1.0 Principles - The following are the broad principles governing the financial transactions of the school. The broad principles establish the basic foundation for financial activity.
- A. The charter school board shall be responsible for administration and control of financial assets of the charter school, and in connection therewith shall:
 - 1. Adopt written rules governing the receipt and disbursement of all funds and for the accounting of property pursuant to Florida Statutes.
 - 2. The Board may contract with a qualified Financial Management Services Company either direct or indirect through its Management Oversight Provider (or Education Services Provider) to provide bookkeeping services including, but not limited to: general ledger, management of payables, receivables, payroll, tax reporting, financial reporting, purchase orders and asset management. References herein shall be to the Board's Designee for authority to authorize purchases for goods or services and to submit payment for those goods or services as provided in the annual budget approved by the Board of Directors.
 - 3. Provide for an annual audit of the funds and accounts of the charter school in compliance with Florida Statutes.
 - B. The financial transactions of the charter school shall be accounted for in the school's accounting system. All funds handled by charter school employees during normal working hours shall be included in and become part of the funds of the charter school. All organizations of the charter school, or operating in the name of the charter school, which obtain monies from the public, shall be accountable to the board for receipt and expenditure of those funds in the manner prescribed by the board. If authorized by the charter school board, a direct support organization may have all financial transactions accounted for in the school's account.
 - C. Charter school funds shall be used to benefit activities authorized by the charter school board.
 - D. Student participation in fund raising activities shall not be in conflict with the program as administered by the charter school board.
 - E. The objective of fund raising activities by the charter school, by any group within, or in the name of the charter school shall not conflict with programs as administered by the charter school board.

- F. Funds collected shall be expended to benefit those students in the charter school unless those funds are being collected for a specific documented purpose. Those funds designated for general purposes shall be used to benefit the student body.
 - G. Collecting and expending of charter school funds shall be in accordance with the Florida Constitution, applicable Florida Statutes, and State Board of Education rules. Sound business practices must be observed in all transactions.
 - H. Each charter school organization should operate within a budget formulated by the charter school board. The format of the budget shall be established by the Board or the Board's designee if not prescribed by Sponsoring district.
 - I. Purchases from charter school funds shall not exceed the resources of the applicable student activity/project account, except for items acquired for resale or items authorized by charter school board rule. A temporary exemption may be granted by the Board's Oversight/Management entity to facilitate the initial purchase of goods to be sold or to otherwise facilitate the successful start-up of a project.
 - J. An adequate system of internal control shall be maintained in order to safeguard the assets of the charter school funds.
- 1.1 Responsibilities - The following are the responsibilities for processing charter school fund accounts.
- A. Charter School Board
 - 1. Shall require that its written policies relating to internal funds be enforced.
 - 2. Shall provide fidelity bonds, if required by the Charter Agreement, for employees responsible for such funds.
 - 3. Shall provide for an annual audit by a certified public accountant or qualified auditor.
 - B. Charter School Principal/Board Designee (Oversight Entity)
 - 1. Shall administer all rules and policies established by the charter school board relating to financial transactions.
 - 2. Shall have the authority to implement all policies and rules pertaining to the supervision and administration of charter school funds in accordance with established policies and procedures of the school.

3. Shall be held accountable for the handling of all phases of internal accounting in the charter school.
4. Shall use a uniform system of accounting.
5. Shall submit to the charter school board, monthly and annual financial reports.
6. Shall be directly responsible for the conduct of student financial activities in accordance with the policies, rules and procedures, and as amended from time to time.
7. Shall have the opportunity to participate in the preparation, modification, and interpretation of policies and procedures affecting charter school funds. Federal regulations, state laws, and state board regulations are to be observed.

C. Charter School Bookkeeper

1. Shall be responsible under the direction of the Board's Designee for all financial transactions.
2. Shall maintain records and follow procedures as adopted by the charter school board.

D. Charter School Employees

1. Shall be responsible for compliance with all applicable laws, rules, policies and procedures in all internal accounts transactions.

1.2 Audits

- A. The charter school board shall provide for an annual audit of the charter school funds by a person certified by the State Board of Accountancy as a certified public accountant. The auditor shall submit a signed, written report to the school board in compliance with GAAP and GASB 34 which shall include any notations of any failure to comply with requirements of applicable Florida Statutes, State Board rules, and policies of the charter school board, and commentary as to financial management and irregularities. Such audit shall be presented to the charter school board while in session and filed as part of the public record.
- B. If there are any adverse findings in the auditor's report, the school principal/Board Designee shall respond to the auditor, noting, if required, any corrective action taken. Such response will then be included in the auditor's report at the time it is presented to the charter school board.

1.3 Mail Handling

- A. The individual opening the mail cannot be the same person distributing or approving invoices.

2.0 Collections - Good internal control requires that monies collected be properly documented in ink at the initial time of collection and that the transfer of these collections between employees be properly documented. General Policies related to collections are as follows:

- A. Good internal control requires that monies collected be properly documented in ink at the initial time of collection and that the transfer of these collections between employees be properly documented.
- B. Depositories in which charter school funds are kept must be qualified public depositories.
- C. The charter school shall have only one operating checking account. All monies received by the school will be deposited intact as collected into this account and all disbursements will be made by checks drawn on this account. The Charter School shall be permitted to invest surplus funds in Bank Certificates of Deposit. The Charter School shall be permitted to have an additional checking account for internal use.
- D. Savings or other investment accounts may be opened as needed and as approved by the charter school board. The Charter School shall be permitted to invest surplus funds in Bank Certificates of Deposit.

2.1 Deposits – procedures related to deposits are as follows:

- A. The bookkeeper shall total the actual amount of cash and/or checks on hand and determine that this amount agrees to the total of Official Receipts issued for that time period.
- B. After completing this reconciliation, the bookkeeper shall prepare a bank deposit slip for the total of the currency, coins and checks on hand.
- C. The amount and date of deposits and the beginning and ending official receipt numbers shall be footnoted on the last official receipt (copy bound in official receipt book) of each deposit.
- D. Checks must be restrictively endorsed immediately upon receipt.
- E. Deposits should be made daily to the extent practicable and as dictated by sound business practices. The individual doing to the bank deposits cannot be the same person receiving the funds or preparing the deposit slips, i.e. bookkeeper. At the least, funds collected shall be deposited within five (5) working days after receipt. If for any reason, a deposit

cannot be made within 5 working days then the Principal or Board Designee must be notified.

- F. Money kept over night must be kept in a secure location.

2.2 Returned Checks – procedures related to returned checks are as follows:

- A. Returned checks are those checks that have been deposited into the charter school bank account but have been returned by the bank primarily due to insufficient funds or closed accounts. Checks returned are to be recorded as accounts receivable. Once collection efforts have been exhausted, the worthless checks may be written off with charter school board approval.
- B. Procedures for processing returned checks are as follows:
 1. As soon as a returned check is received, a Returned Check Worksheet (see Appendix) should be started. Returned checks may be redeposited one or two times prior to documented contact with the maker (if the bank charges a fee to the school for returned checks, redeposit without prior contact with the maker is not recommended). Redeposits of returned checks should be made as a separate deposit. Attempts must be made to contact the maker by phone or other means. All contact attempts must be documented on the Returned Check Worksheet (see Appendix). Contact should be made within five working days of notice. If phone contact is unsuccessful, a certified letter (see Appendix) is prepared on school letterhead and is signed by the principal. The letter should be sent with 10 working days of notice.
 2. If the check is redeposited within 10 working days without letter contact (no service fee is required to be collected) or if cash or a money order is submitted within 10 working days without letter contact (service fee required to be collected) additional checks may be accepted from the maker without restriction.
 3. If cash or money order is submitted by the maker for the amount owed plus the appropriate service charge following the receipt of the certified letter additional checks may be accepted from the maker without restriction.
 4. If cash or a money order is submitted for only the amount owed (no service charge collected) following the receipt of the letter, additional checks may not be accepted from the maker until the service charges are paid.
 5. If restitution in any amount is not made, no additional checks may be accepted from the maker.

6. A Report of Monies Collected Form must be completed, an Official Receipt is prepared and the original check must be returned to the maker upon full payment. This amount is deposited separately. Service charges collected are posited to the Principal's project as "Other Income".
7. If it is determined, for good reason, that the returned check service fee should not be collected, the principal should prepare and sign a memorandum explaining the circumstances leading to the decision. This document should be retained for audit.
8. If restitution is not made by the end of the month, the amount must be recorded as accounts receivable.
9. All returned check transactions should be recorded on the Accounts Receivable Log (see Appendix) as part of the bank reconciliation process at month end.

2.3 Miscellaneous Collections – Procedures related to miscellaneous collections are as follows:

- A. Donations – Any cash donation received by the school will be handled using the normal receipting procedures. Restricted donations must be documented with a written statement from the donor indicating the intended purpose of the donation and any alternative use. An acknowledgement letter (see Appendix) will be sent to the donor where requested or as appropriate.
- B. Interest – Interest earnings from checking accounts, savings accounts, certificates of deposit, etc, must be promptly recorded upon receipt of the bank statement and/or credit advice form bank. These earnings shall always be credited to the principal's account except where directed by an outside donor.
- C. Lost and Damaged Textbooks/Media Fines – Fees and fines will be established by the charter school board. Monies collected through these sources will follow the normal collection procedures. Proceeds will be used to replace textbooks and media center materials.
- D. Field Trips - Monies collected for field trips will follow the normal collection procedures.
- E. Property Deposits (lock or locker rentals, etc) – Monies collected through these sources will follow the normal collection procedures. Because all property deposits may be fully or partially refundable, it is highly recommended that Teacher Receipts be issued for these collections.
- F. Commissions (School pictures, vending machines, etc) – The charter school may choose vendors who handle all collections and then pay a

commission to the school based on the sales. Monies collected through these sources will follow the normal collection procedures.

- G. School Store – The operation of a school store consists of the sale of merchandise that is needed by students to facilitate classroom instruction and to accommodate students. Permission to operate such stores shall be granted by the Principal. The following procedures apply to the school store:
1. Amount of sales are to be recorded daily on the Report of Monies Collected Form. Students' names are not required to be recorded for small dollar (<\$5) sales. Collections must be remitted to the bookkeeper daily if practicable or at least once per week
 2. Goods sold in a school store are subject to sales tax. Sales tax on school store merchandise should be paid to the vendor at the time of purchase.
 3. At the end of the school year, an Inventory of School Supplies (see Appendix) and Sales Recap Form (see Appendix) must be completed. These reports will be submitted to the charter school board for review.
- H. Yearbook – The following procedures apply to yearbook sales:
1. Monies collected for yearbook sales must be receipted with a Teacher Receipt. When funds are remitted to the bookkeeper, a Report of Monies Collected showing the receipt numbers issued must accompany the funds. If receipt books are provide by the yearbook publisher, the receipts must be received by the bookkeeper and checked out in the same manner as the Teacher Receipt books.
 2. At year end, the yearbook sponsor shall submit a Yearbook Report. (see Appendix) This report will be submitted to the charter school board for review.
- I. Property Damage Reimbursements – Any reimbursements collected from students, parents or other outside individual for damage to school property will be accounted for as “Other Income” in the principal’s account and will be used to offset any cost for replacement or repair.
- J. General Sales – On certain occasions the individual listing of names is not practical, such as where individual collections are very small (car washes, bake sakes, candy sakes, concession stand sales).
- K. Refunds – Expenditure refunds will be credited to the expense account where the original cost was charged.

Chapter 3 – Purchasing & Expenditures

- 3.0 The charter school's Board Designee is fully responsible for all purchases and purchase commitments requiring present or future disbursement of school funds. A signed commitment (Purchase Order) from the principal or designee must be on file before any purchase is made. Vendors will be notified of this policy. No purchase shall be made unless sufficient resources are available, except items for resale.
- 3.1 Check signatures – Procedures related to check signing are as follows:
- A. There shall be at least three (3) authorized check signers, one of whom must be a board member
 - B. A copy of the current bank signature card will be kept on file for audit purposes.
 - C. As authorized signers leave the charter school, the bank must be notified immediately to remove them as authorized signers.
 - D. All checks issued by the School's Financial Services Provider must be signed by two signers, at least one of which must be the board member. The Board's designee shall have signature authority for amounts up to \$15,000. Checks under \$15,000.00 may be written by the Board's designee for items pertaining to the school's operations. All checks over \$15,000 (except for payroll) must include the signature of at least one board member.
 - E. The Board's Designee is responsible for all financial transactions and proper check signatures.
 - F. Under no circumstances will blank checks be signed.
 - G. Under no circumstances will checks be written with to "Cash".
- 3.2 General Policies for Disbursements are as follows:
- A. Purchases for any group shall not exceed the cash resources of that group during any school year except as approved by the Board's Designee.
 - B. Charter school employees or others are not to make personal purchases through school funds in order to take advantage of purchasing privileges such as discounts, tax exemptions, etc.

- C. Prenumbered checks shall be used as the means for disbursing funds, and as the basis for accounting entries, with the exception of disbursements from properly established petty cash funds.
- D. School funds shall not be used to cash checks to accommodate individuals, make any type of loans, or extend credit. Charter school employees who are compensated for additional services (with Board approval) shall be paid through normal payroll procedures. This does not prohibit the Principal or the Board's designee from approving a payroll advance as long as the employee can demonstrate repayment ability.
- E. School funds shall be expended for the purpose for which they are collected. Charter school board policies governing expenditures apply regardless of the method of making payment, whether by check, credit or debit card, or from a petty cash fund. Payments in cash are prohibited except for properly authorized petty cash funds.
- F. Evidence supporting all expenditures must be kept on file and available for audit. Documentation includes authorized purchase orders, and original signed receipts or invoices, etc. Vendor statements alone are not considered valid documentation for expenditures. If an original invoice or receipt is not available, a signed statement, approved by the school principal or Board Designee must be included explaining the reason that the original document is not available.
- G. Purchases should not be made from any charter school board member or employee. There are certain exceptions, such as when the goods or services are purchases using a competitive bid process or if a system of rotation is used which makes the process completely fair to those vendors who are not employees of the charter school. Under any circumstances payment must be made to a vendor with a separate tax identification number from the board member or employee.
- H. School funds shall not be used to pay for any expenditure in excess of \$25 made by a student, teacher or other charter school employee who had not first obtained an approved Purchase Order or other appropriate Authorization Form signed by the principal. Oral requests and authorizations for expenditures shall not be valid.
- I. Invoices must be paid on a timely basis. In most instances, the due date is stated on the vendor statement. Payment must be made on time to avoid penalties and late charges. Also cash discounts for early payment must be taken when offered.
- J. Invoices must be properly canceled when paid.

- K. Persons signing checks shall require proper and adequate supporting evidence at the time the checks are presented for signature.
- L. Reimbursement for travel expenses using FEFP funds are restricted to those allowed by Florida Statute. Authorization to incur travel expenses must be obtained in writing in advance of the travel taking place. Request for reimbursement of expenses will be made using a Travel Reimbursement Request.

3.3 Petty Cash – procedures related to petty cash are as follows:

- A. A petty cash fund is a relatively small amount of cash used to make infrequent, small and emergency purchases. Normal pre-approval procedures are not followed with this kind of expenditure, but good business practices are expected to be followed as with other purchases.
- B. The principal may establish a petty cash fund not to exceed \$100. Funds to establish the petty cash fund shall be taken from the principal's account. The petty cash fund must be properly recorded in the general ledger.
- C. The following procedures apply to petty cash funds:
 - 1. A check is written to the principal or bookkeeper for the amount of the fund.
 - 2. After the check is endorsed, it is to be cashed at the bank in whatever denomination of currency and coins are desired. The cash is to be kept in a secure place with access limited to the principal and the bookkeeper.
 - 3. As the need arises, cash is taken from the fund to make small purchases. The maximum amount for a single purchase is \$25. A single purchase is defined as one that occurs infrequently and for a variety of goods and services. Splitting invoices for a single expenditures or making multiple transactions in order to bypass the \$25 limit is not permitted.
 - 4. Expenditures must be supported by an original invoice, ticket, cash register receipt or other similar document. The document must be signed by the person making the purchase and include a brief description of the item purchased and the purpose. If an original invoice or receipt is not available, a signed statement, approved by the school principal must be included explaining the reason that the original document is not available.
 - 5. As the fund is depleted, a Petty Cash Reimbursement Form (see Appendix) must be prepared and check written to the principal or bookkeeper to replenish the fund. When recording the check into the accounting system, expenditures will be charged to the appropriate account as indicated on the supporting documents. The Petty Cash Reimbursement Form and all of the documents

supporting the petty cash disbursements will be filed with the replenishment check.

6. The individual responsible for the petty cash fund must at all times have in his/her custody cash or paid documents or both totaling the amount of the petty cash fund.

3.4 Change Funds – Procedures related to change funds are as follows:

- A. Student activities frequently require cash for making change. Change funds are issued and processed in the same manner as petty cash. The change fund must be returned to the bookkeeper and redeposited promptly after the event is over.
- B. As change funds are issued and returned, the Change Fund Log (see Appendix) must be completed.

3.5 Check Requisition/Purchase Order Request – The purpose of this form is as follows:

- A. Expenditures must be documented with a Check Requisition/Purchase Order Request (see Appendix). This form documents information about the anticipated purchase and the principal's approval of the commitment. The approval of a purchase order request is intended to serve as authorization for the purchase, not authorization for payment. This form is also used for requesting checks for payment included with an order, reimbursement of expenses, etc.
- B. Check Requisition(s)/Purchase Order Requests are to be completed and properly approved prior to purchase.
- C. Check Requisition/Purchase Order are required for any purchase of \$25 or greater at the discretion of the school principal.
- D. When a Check Requisition/Purchase Order is properly prepared and approved, a number will be assigned to it by the school bookkeeper. A Check Requisition/Purchase Order Log (see Appendix) will be maintained.
- E. Blanket Purchases – Recurring expenses may be covered by a blanket purchase order which may be issued for a six month period. Such blanket purchase orders shall give the authority for these purchases. Each time an invoice is recorded against a purchase order, it should be noted or recorded on the original (bookkeeper's) copy of the blanket purchase order and kept for audit purposes. A copy of the purchase order must be kept with the check documentation and the final payment must have the original purchase order attached.

- F. Check Requisition/Purchase Order Requests/Blank Purchase Requests are not required for payroll expenditures, or for recurring expenditures.

3.6 Federal Charter School Grant Bidding Procedures

- A. The Principal Project/Director shall be responsible for all purchasing, contracting, competitive bidding, and receiving and processing of all bid protests, in accordance with the school procurement regulations.

- B. Purchases Not Requiring Bidding**

No bid process is require for purchases of \$500 or less.

Purchases exceeding \$500 requires at least three written price quotes, estimates, or advertisements. This market analysis will include a written notation indicating the reason for vendor selection.

The Principal/Director shall have the authority to select the quote most favorable for the school. If three written price quotations cannot be obtained, documentation showing the vendors contacted that did not offer written price quotations, or explaining why written price quotations were not obtained, shall be maintained on file in the School office.

- C. Purchases Requiring Bidding**

Bidding Methods

Sealed bids will be requested when the purchase of an item, or a collection of items, may result in award of a purchase transaction in an amount exceeding an amount dictated by the board at such time as required. The Project Director must review the expenditure and make a recommendation to the Board for final action. The Governing Board reserves the right to waive informalities in any bid or to reject any bid, all bids, or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. The bidder to whom the award is made may be required to enter into a written contract with the School.

Construction Defined

Construction is defined as physical changes to land or buildings that materially alter the previous structure or physical condition, i.e. new construction, including fixed physical additions to land such as concrete,

fencing, etc., structural remodeling, major renovations that are not merely maintenance in nature, and major demolitions. All such construction shall be identified, and the estimated aggregate total cost of goods and services for the project shall be made before undertaking the project. This estimated total cost should determine which of the quoting/bidding methods as outlined is to be utilized.

Transaction Defined

A "transaction" as used in this policy is determined by application of these three conditions:

- A. Items or services that are so alike in nature that they might likely or reasonably be available from a certain type of vendor are grouped together; and
- B. The items or services being considered for the grouping in "A" above are to be purchased at a given point in time with no intent to split groupings in order to lower group totals and thereby avoid bidding; and

Notice of Competitive Sealed Bidding

Adequate public notice of the invitation for bids shall be given and shall indicate that any bid protest shall be filed with the School representative, who shall be named therein.

The Governing Board reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the School. The Governing Board reserves the right to waive informalities in any bid or to reject any bid, all bids, or any part of any bid. Any bids may be withdrawn prior to the scheduled time for the opening of the bids. Any bids received after the opening begins shall not be accepted. Opening of bids shall not be delayed to accommodate late bid responses. Submitted bids shall be honored for at least thirty days or as otherwise stated in the invitation. All information relating to a bid shall be retained and made available for public inspection after the bids are opened, and prospective bidders shall be notified of this in the invitation or specifications relating to the bid call.

A bidder file shall be maintained, and a bidder application may be used for placing names in the file. Reference data will be kept relating to bad experiences with vendors, contractors, etc. If a bidder defaults on either price or performance, the Board shall be notified and, if the Governing Board permits, the bid will be offered to the next-lowest bidder who will

still accept the order, as far as it is pragmatic to do so. Written documentation of all such situations noted in this paragraph shall be kept in the defaulting bidder's file.

For transactions requiring written quotations, at least three shall be obtained, and, if less than three are obtained, an explanation must be provided and approved by the Executive Director. Prospective quoters shall be given a reasonable time following the mailing of the quotation request in which to respond. All requests for written quotations shall be at the direction of the Executive Director. The details of a request for written quotations, including names of all bidders to whom the requests were sent, the dates of mailing, all responses, reasons for selection if other than lowest price, etc., shall be made and retained in the School records.

Emergency Purchases

An exception to the above procedures for price competition may be made in the event of an emergency involving an imminent threat to the health, safety, or welfare of school personnel or students. In such an emergency, declared by the Project Director, emergency purchase action may be taken without price competition, if necessary. Even under emergency conditions, price competition should be sought if it will not unacceptably delay the correction of the condition requiring emergency procedures. If emergency purchases are made without price competition, a complete written description of the circumstances should be maintained on file in the School office and Governing Board members immediately notified.

Sole-Source Procurements

A contract may be awarded for a material, service, or construction item without competition if the Governing Board determines in writing that there is only one source for the required material, service, or construction item. Sole-source procurement shall be avoided, except when no reasonable alternative source exists. A copy of the written evidence and determination of the basis for the sole-source procurement shall be retained in the procurement file by the Governing School. The Governing School shall, to the extent practicable, negotiate with the single supplier a contract advantageous to the School.

3.7 Disbursements – Procedures for disbursements are as follows:

- A. Obligations for services, equipment or supplies shall be paid only upon receipt of an itemized invoice and a receiving statement signed and dated by a responsible employee, certifying receipt of merchandise as described and in proper condition. All of these documented including the approved purchase order must be attached to the check voucher for audit purposes.

- B. Every effort shall be made to secure an original invoice as proof of purchase or service rendered. A vendor statement is not an invoice and shall not be used as the sole basis for payment. A canceled check is not acceptable as evidence in lieu of an invoice. If no receipt or invoice is available, a signed, dated, written explanation of the expenditures, approved by the principal, shall be recorded on or attached to the Check Requisition/Purchase Order.
 - C. Initials or rubber stamp signatures are not permitted on invoices to certify receipt of goods or services and may not be used on Check Requisition/Purchase Orders.
 - D. If, for any reason, a check must be voided, “VOID” must be written across the face of the check, the date voided and the signature block must be removed. Voided checks shall be kept for audit purposes.
 - E. Checks which have erasures or alterations of any type on them must not be used. These checks must be voided.
 - F. The IRS information form W-9 (see Appendix) will be used as the official vendor information document. This form will be obtained for all vendors. The W-9 will not be required for payment to employees, parents, and students assuming that the payment is for reimbursement. If the payments made to parents or students are for services rendered, normal vendor documentation and IRS reporting procedures will apply. If the payment to the employee is for services rendered, the payment must be board approved and must go through normal payroll procedures. Completed W-9 forms will be retained by the bookkeeper.
 - G. Information will be maintained in order to prepare IRS form 1099’s to vendors providing professional services as required.
- 3.8 Credit/Debit Cards – Credit/debit cards will be used only by charter staff approved by the charter school board.
- A. The credit card statement must be reconciled to original receipts prior to payment. The statement and the original receipts must be attached to the Check Requisition/Purchase Order Request.
 - B. Debit card transactions must be recorded on the accounting records using an Adjustment Worksheet (see Appendix). Original receipts must be attached to the worksheet.

- C. Credit card transactions must be recorded on the accounting records through the check for payment to the credit card company. Original receipts must be attached to the check documentation.

3.9 Refunds – Procedures related to refunds are as follows:

- A. On occasion, refunds may be permitted to students and parents for collections previously made with approval by the principal. The original payment should have been documented on a Report of Monies Collected Form. A copy of this form, along with a written explanation for the refund will be attached to the Check Requisition/Purchase Order Request.
- B. In a case where a refund is to be made affecting many students (canceled field trip) AND the individual dollar amounts involved are small, the bookkeeper may, with the principal's approval, issue a check in the normal manner made payable to an appropriate staff member for the total of the refunds due. It is the responsibility of this staff member to cash the check and issue refunds in cash to the individual students. A log must be kept containing the names of the students and the amount each received. Each student must sign the log to verify receipt of the refund. The dollar amount of the refund and the age of the student should be considered before this method of refund is used.
- C. Refunds should be coded to the same account where the original collection was coded.

3.10 Purchases Subject to Sales Tax

- A. All purchases will be made in accordance with Department of Revenue – Sales & Use Tax Rules – 12A-1.001(15).
- B. The sale of schoolbooks, including printed textbooks and workbooks, containing printed instructional material, and questions and answers for school purposes used in regularly prescribed courses of study in public schools grades K through 12 are exempt.
- C. Yearbooks, magazines, directories, bulletins, papers, and similar publications distributed by educational institutions to the students are classified as schoolbooks and are treated in the same manner as other schoolbooks.
- D. Sale of school materials and supplies are taxable regardless of by whom sold; however, for the sake of convenience, schools grade K through 12 and their respective PTA's have been granted the privilege of paying tax to their suppliers on school materials and supplies that they purchase for

resale to students and the tax is passed on to the student as part of the selling price.

- E. On the sale of food and drinks through vending machines, the school must pay sales tax to the supplier on the cost of the food or drinks delivered to the school.
 - F. The sale of photographs by photographers for use in students' yearbooks is taxable if the student makes the purchase and payment. They are exempt only if payment is made from school funds.
 - G. Band uniforms, athletic uniforms and equipment, caps and gowns and other items of clothing bought and paid for by a school with ownership and title remaining in the school are exempt. If the student keeps any of these items then the purchase is subject to sales tax.
 - H. Tangible personal property sold outright or rented through the school to students is taxable based on delivered cost to the school on the amount charged to the student upon sale or rental. Student photographs, candies, confections, and novelties sold to students or the public for fund raising purposes come within this rule.
 - I. Admissions to athletic or other events held by elementary schools, middle schools, high schools, and vocational technical schools, are exempted only when student or faculty talent is utilized.
 - J. If meals for members of school organizations are paid for out of school funds, the person paying for them may give a certificate to the person collecting for them, stating that the meals are purchased from the school funds for school purposes. This will relieve the seller of the responsibility of collecting sales tax on the meals. The certificate referred to above can best be in the form of a copy of the school purchase order form.
- 3.11 Transfers Between Funds and Projects – Procedures related to transfers are as follows:
- A. Operating transfers are made to move funds from one account to another. The transfer is a receipt to the project to which the money is transferred and an expenditure of the fund from which the money is transferred. It is not, however, considered a receipt or expenditure of the total activity fund of the school.
 - B. Transfers are made by journal entry and are documented with an Adjustment Worksheet (see Appendix) bearing the signatures of the principal and the staff member responsible for the projects that are affected by the transfer.

- C. Equity transfers are made from one account to another with the principal's approval, provided that the accounts from which funds are transferred are:
1. No longer operative and the balance is moved to an appropriate active account.
 2. The account is an enterprise account (such as the school store and vending machine) and the profits are transferred to the principal's account or a designated account.
 3. At the request of the organization to whose account the funds were originally credited.
 4. From the principal's account to any other school account where the funds are needed to complete a project which will benefit the major part of the student body or to cover negative balances at year end.
 5. Transfers are NOT made to correct errors. Errors are corrected using journal entries that debit (or credit) the incorrect account and debit (or credit) the correct account. An Adjustment Worksheet (see Appendix) is used to document error corrections.
 6. Transfers may not be made between school raised funds and funds provided by the District.

3.12 Travel

- A. All travel expenses will be reimbursed in compliance with Chapter 112, Florida Statutes. Travel expenditures under CSP grants will be in compliance with Green Book and reimbursed at the State level rates.
- B. Travel must be by the most efficient and economical means.
- C. Per Diem and meal allowances will be paid only when the employee is traveling outside the county where the employee's school is located.
- D. All travel reimbursement requests must be submitted on the Reimbursement Voucher for Travel Expenses (see Appendix). This form shall include departure and return points in time, purpose of travel and supporting documents for itemized expenses. Any claim for reimbursement of expenses for conventions and conferences shall include a copy of the program or agenda and an itemization of registration fees including meals or lodging contained in the fees. All travel expenses shall be reimbursed at the standard rate for Class A, B, and C travel.
1. Class A Travel – continuous travel of 24 hours or more
 2. Class B Travel – continuous travel of less than 24 hours which involves overnight absence

3. Class C Travel – travel for short or day trips where the traveler is not away overnight
- E. Reimbursement of travel expenses will be limited to those expenses ordinarily and necessarily incurred in the performance of the employee’s duties.
- F. Rates of Per Diem and Subsistence Allowance
1. Fifty dollars per diem, or
 2. If actual expenses exceed \$50, meal allowance plus actual expenses for lodging at single occupancy rate to be substantiated by paid bills
 3. Meal Allowances:
 - a. Breakfast - \$6.00; when travel begins before 6:00 AM and extends beyond 8:00 AM
 - b. Lunch - \$11.00; when travel begins before 12 noon and extends beyond 2:00 PM
 - c. Dinner - \$19.00; when travel begins before 6:00 PM and extends beyond 8:00 PM
- G. Mileage Allowance
1. The use of privately owned vehicles for official travel may be authorized. Whenever travel is by privately owned vehicle, the traveler shall be entitled to a mileage allowance at a fixed rate of that which is currently allowable by IRS regulations.
 2. All mileage shall be shown from point of origin to point of destination. Vicinity mileage necessary for the conduct of official business is allowable but must be shown as a separate item on the expense voucher.
 3. The following incidental travel expenses may be reimbursed:
 - a. taxi fare
 - b. ferry fares, and bridge, road and tunnel tolls
 - c. storage or parking fees
 - d. communication expense
 - e. convention or conference registration fees

3.13 Long Distance Telephone Calls

- A. No personal long distance calls should be made at the school. If personal calls are made in an emergency situation or in error, reimbursement for such calls should be made to the school immediately. The reimbursement collections should be coded to the same account where the phone bill payment is coded.

- 4.0 Tangible Personal Property – Procedures related to tangible personal property will comply with the Rules of the Auditor General, Chapter 10.400
- A. The charter school’s capitalization limit shall comply with Section 274, Florida Statutes or the sponsoring District’s capitalization limit, whichever is greater.
 - 1. The word “property” means fixtures and other tangible personal property of a nonconsumable nature the value of which is \$750 or more and the normal expected life of which is 1 year or more.
 - B. The property custodian for tangible personal property shall be the principal or the Board’s Designee of the charter school. This custodian may delegate use and immediate control of the property to the employees. The property custodian may not delegate the ultimate responsibility for control and use.
 - C. It shall be contrary to Board policy for an employee to remove property from its assigned premises without advance approval from the property custodian.
 - D. All tangible personal property items purchased or donated at a cost or value that exceeds the capitalization limit shall be tagged and inventoried.
 - E. Tags shall include the school name and sequential property tag number. For CSP grant purposes, tangible personal property (ALL capital outlay with 600 series object codes) will be tag and inventoried. The tag or label must include “Property of “School District”, “School Name”, actual ID (tag) number and “purchased with Federal CSP Funds.”
 - F. Tags should be placed in a uniform method on similar types of property such as:
 - 1. Desks and tables – front leg just below top
 - 2. Chair – back of chair seats
 - 3. File Cabinets, Lockers, Racks, etc – front top, left corner
 - 4. Office machines & accessories, upholstered and decorative furniture – attach where convenient, but so as not to mar appearance
 - 5. Machinery, mowers, etc – attach where easily visible and yet not subject to obliteration
 - G. Secondary marking shall be made on each item that also includes the school name and sequential property tag number so that it can be positively identified should the decal come off or be removed...

- H. The Inventory Listing of Tangible Personal Property (see Appendix) shall be perpetually maintained.
 - I. Annually, an inventory of tangible personal property shall be completed. The inventory will be signed by the principal as property custodian and will be submitted to the charter school board for review. Discrepancies shall be brought before the Board for disposition. For CSP funded tangible personal property, the school will use the Charter School Inventory Report. The report should be updated annually or when new equipment is received.
 - J. Any items determined to be missing during the annual inventory shall be thoroughly investigated, then listed and presented to the charter school board for review and approval. Subsequent to the charter school board approval, the missing items will be identified as deleted on the tangible personal property listing.
 - K. Equipment belonging to the charter school may be checked out to school employees for use in their homes for purposes beneficial to the school such as the completion of work assignments and the improvement of computer related skills. Equipment may be loaned to students for instructional purposes. The employee or student will check out the equipment in accordance with the following procedures and will be responsible for its care, use and return.
 - 1. Information on the Equipment Check Out Log (see Appendix) is to be completed, in ink, as items are checked out and back in.
- 5.0 Fund Raising – Fundraising guidelines will comply with those of the sponsoring District. Additional procedures are as follows:
- A. These guidelines for fund-raisers involving the sale of merchandise are intended to insure the following:
 - 1. The safety of the students is insured by limiting their participation in the process to taking home the fundraiser information.
 - 2. These guidelines include no encroachment on the instructional day.
 - 3. This format follows Florida PTA guidelines and complies with the Florida Department of Revenue.
 - B. All fundraising projects and activities by the schools or groups within the school shall contribute to the educational experiences of students and shall not be in conflict with the overall instructional program.
 - C. A parent-teacher association or other organization connected with the school may sponsor fund raising activities provided that schoolwork and

time are not affected. Such activities shall be conducted in accordance with the policies of the board and with the approval of the principal.

- D. Each fund raising activity shall be planned to finance a specific objective.
- E. The principal shall control the fund raising activities conducted in the name of the school and assure that the purposes are worthwhile.
- F. Fund raising activities for which students are charged an admission shall not be presented during school hours.
- G. Collections and expenditures for fund raising activities must be accounted for through the schools accounting system.
- H. Prior to the start of fund raising activities and the procurement of merchandise for sale, a Fund Raising Application (see Appendix) must be prepared and approved by the principal and filed with the bookkeeper.
- I. All products purchased for resale must be accounted for at retail value. Make a full count of all items received BEFORE sale starts. An example of estimating profit follows:
- J.

Estimated Revenues:

Received for Resale	100 boxes of candy
Selling price	\$1.00 per box
Expected income	\$100.00 (100 x \$1.00)
Gross profit	\$50.00 (\$100 - \$50)

Estimated Costs:

Received for resale	100 boxes of candy
Purchase price	\$0.50 per box
Total costs	\$50.00 (100 x \$0.50)

- K. Any reduction in the price of the product or service must be documented in writing at the time of the reduction and must be approved by the principal. All items used as prizes or gifts must be documented at the time a fundraising activity is contracted.
- L. A Fund Raising Recap Report (see Appendix) must be filed with the principal's office at the close of each fund raising activity. Any material variances from the information in the original Fund Raising Application must be adequately explained.

- M. Florida sales tax must be paid to the vendor when items for resale are purchased. Florida Department of Revenue Statute 12A-1.001, Article 15(d) specifies that tangible personal property sold through the school for fundraising purposes is taxable based on the delivered cost to the school. The Florida State PTA recommends that the company be a registered sales tax vendor in the State of Florida, who will agree to collect and pay sales tax to the Department of Revenue.
- N. For Fund Raisers that require pledges from individuals such as walk-a-thons, dance-a-thons, etc, pledge sheets must be retained for audit. Pledge sheet totals must agree with the amount deposited unless verified by the student and sponsor as uncollectible.
- O. Special events such as barbecues, dances, etc., represent yet another form of fundraising activity. These may require the use of tickets, and following the same guidelines related to the use of tickets described earlier.

6.0 Financial Reports

- A. The funds of the charter school shall be accounted for on the same fiscal year basis and accounting basis as the sponsoring district. No school organization shall make expenditures that exceed the cash resources available to that organization. All accounts payable shall be disclosed to the board at year-end.
- B. Bank statements shall be reconciled as soon as received, preferably by a person other than the person who receipts and disburses funds. It is acknowledged that this is generally not practical; therefore the bank reconciliation form (see Appendix) will be signed and reviewed by the school principal or designee. The importance of reconciling the bank balance cannot be over-emphasized. It must be done monthly and the procedure is as follows:
 - 1. When the bank statement has been received (usually several days after the end of the month), canceled checks should be arranged in a numerical sequence (if applicable).
 - 2. Each check that has been paid and returned with the bank statement should be checked off.
 - 3. If there are deposits in transit (deposits entered in the record book during the same period but not shown on the bank statement) the total of these should be added to the balance shown on the bank statement.

4. Outstanding checks (checks which were issued during the period covered by the statement, but which have not cleared the bank) on the Bank Reconciliation Report (see Appendix). The total amount of the outstanding checks is deducted from the balance referred to in item (3) above.
 5. The available bank balance should be equal to the balance per ledger and should be the same as that shown on the Balance Sheet. If the amounts do not agree, a mistake has been made either in the ledgers or in the reconciliation procedure and must be traced to the source immediately. Corrections must be made for any mistakes discovered. Sometimes it is necessary to verify each canceled check and each deposit against the bank statement and/or ledgers to find the error. If an error is found on the bank statement, the bank must be notified immediately so a correction may be made.
 6. If the bank requires any type service charge on internal funds or if there is a charge for check printing, deposit slips, etc. the amount of the charge must be posted to the ledgers through a journal entry before starting the bank reconciliation. The journal entry will be supported by the Adjustment Worksheet (see Appendix).
 7. Occasionally, debits and credits will be made to a school account through error. The bank must be notified immediately. The bank will issue a credit or debit to the school account, off-setting the erroneous charge. Neither the charge nor the credit need to be posted to the ledgers; however, the error needs to be shown on the bank reconciliation as a reconciling item until the bank issues a debit or credit to the school account to correct the error.
 8. Checks returned by the bank, primarily due to insufficient funds or closed accounts, are accounts receivable to the school's internal funds. Returned checks can be carried as unrecorded reconciling items for thirty days. If the checks have not cleared within thirty days they must then be recorded to the appropriate accounts receivable account for the project.
- C. Monthly financial statements shall be made in an approved written form to provide the school's administration with financial information necessary for decision making.
- D. Financial statements will be submitted to the charter school board on at least a monthly basis. These financial statements will include, at the minimum, a current balance sheet, activity statement, a fund balance report, statement comparing actual revenues and expenditures to amounts budgeted, and a check register.
- E. Financial statements shall be submitted to the sponsoring District in accordance with the charter contract.

- F. At the close of the school year the annual report shall be prepared as district procedures provide, and shall be attested to by the principal and the preparer by their signatures as to its accuracy on reflecting the year's activity and year-end balances to be included in the District's Annual Financial Report.
 - G. Fiscal Year End Procedures - The close-of-business for the last month of the fiscal year is the appropriate time for an analysis of all projects.
 - 1. Any remaining balances in the account of a graduated class after graduation of that class, and after the class has had an opportunity to determine the disposition of the balance, should be considered as belonging to the general fund following a reasonable time after the date of graduation. The same procedure should apply to the fund balance of any club account three months after the close of the school year during which said club account becomes inactive.
 - 2. In keeping with sound business practices and good accounting procedures, it is understood that no account is allowed to have a deficit balance at school year-end.
 - 3. No project shall show a deficit balance at year-end.
 - 4. Monies Due to the sponsoring district are remitted by fiscal year-end.
 - 5. Change Fund accounts must be closed out at the end of each school year.
- 7.0 Support Organizations – Support organizations are generally parent groups. They may operate their own bank account or be included in the accounts of the charter school. If the support organization operates within the accounts of the charter school, then the policies and procedures included elsewhere in this manual apply. If the support organization operates outside the school with its own bank account, the following procedures apply:
- A. Support organizations using its own bank account must obtain its own federal employer's identification number. It may NOT use the EIN of the charter school.
 - B. Support organizations using its own bank account must obtain its own Florida sales tax exemption certificate. It may NOT use the sales tax exemption of the charter school.
 - C. The principal of the charter school shall be an active member of the support organization.
 - D. The principal may enter into written cooperative active agreements with support organizations in connection with student activity events. These may include sale of souvenirs, fairs, and other activities. The distribution

of profits shall be specified in the agreement; otherwise the total proceeds shall belong to the school and shall be deposited in the school's bank account. All such agreements shall be retained for audit purposes.

- E. All fundraising activities and projects of the support organization must have prior knowledge and written approval of the charter school principal.
- F. The support organization will submit to the charter school principal a financial statement (including at least a balance sheet and activity statement) at least quarterly.
- G. The support organization shall be audited annually by a certified public accountant, certified internal auditor or an auditing committee of not less than three members. The members of the auditing committee must not be signers on the support organization bank account. The CPA, CIA or the auditing committee shall submit a signed, written report to the principal of the charter school.
- H. The charter school principal will maintain a file on each support organization containing the cooperative activities agreements, financial statements and audit reports for the support organization for audit review.

8.0 Retention of Records

- A. Chapter 119, Florida Statutes, provide that no public official may mutilate, destroy, sell, loan, or otherwise dispose of any public record without the consent of the Bureau of Records and Information Management of the Department of State. Provided applicable audits have been released, records may be disposed of in accordance with procedures established by Department of Records and Forms management. Examples of such records of internal funds could include check requisitions and documentation, canceled checks, recap of collections, journals, ledgers, financial reports, purchase orders, payroll records, and serialized forms.
- B. Procedures for destruction of records shall be in accordance with Chapters 119, Florida Statutes.

9.0 Restricted District Funds

- A. Categorical Funds – Spending plans (see Appendix) for each categorical funding source will be prepared and submitted to the charter school board for approval. The charter school principal and bookkeeper will be responsible to ensure that expenditures from these projects meet the applicable requirements. Categorical funds include the following:

1. **TEACHER TRAINING** - Individual professional development plans must be established for each teacher that is based on the performance of students to whom the teacher is assigned. The extent to which prescribed training is associated with increased student performance must be measured. Funds provided are for the in-service training of instructional personnel. 50% of these funds shall be used for teacher professional development in scientifically based reading instruction methods.
2. **SAFE SCHOOLS** - Safe Schools activities include: (1) after school programs for middle school students, (2) other improvements to enhance the learning environment, including implementation of conflict resolution strategies, (3) alternative school programs for adjudicated youth, and (4) other improvements to make the school a safe place to learn.
3. **INSTRUCTIONAL MATERIALS** - Funds are provided to purchase instructional materials including, but not limited to library media materials and science lab materials and supplies.
4. **SUMMER READING ALLOCATION** - Funds are to be used to first serve third and twelfth grade students for summer reading or other supplemental instruction and then for students in other grades not meeting reading standards.
5. **PUBLIC TECHNOLOGY** - Funds are to be used for purchase, installation and set up of computer hardware and/or software that are for **instructional** use.
6. **ESE GUARANTEED ALLOCATION** - Funds are to be used to provide educational programs and services for exceptional students (programs 111, 112, 113, 254 and 255).
7. **SUPPLEMENTAL ACADEMIC INSTRUCTION** - Provide supplemental services to students who are not meeting standards or are in danger of not meeting achievement levels required for promotion (Level 1 and 2). Emphasis should be on 3rd grade reading and 12th graders not meeting promotion standards. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school. After Level 1 and 2 students have been served, these funds may be used for class size reduction. Supplemental instruction may be provided to a student in any manner and at any time during or beyond the regular 180-day term identified by the school as being the most effective and efficient

way to best help that student progress from grade to grade and to graduate.

8. LOTTERY - At least \$10 per student must be used at the discretion of the school advisory council, or in the absence of such, at the discretion of the staff and parents of the school. After the \$10 per student allocation to the SAC, the balance may be used at the school's discretion in accordance with the following rules. A portion of these funds shall be used for implementing the school improvement plan. The improvement plan shall include performance indicators which are measurable. Funding for use by the school advisory councils shall be allocated directly to the school advisory councils and shall be earmarked for the councils' use. Council funds are not subject to override by the principal. Lottery funds may not be used for capital project items involving construction, renovation, remodeling, or site improvement, nor may they be used for any project or program that has duration of more than one year. The Legislative intent is that funds be expended in the current fiscal year in order to have direct, positive impact on current student learning rather than be set aside for future expenditures.
 9. CLASS SIZE REDUCTION - After class size reduction requirements are met, funds may be used to provide additional teachers in any core subject areas (Math, Science, Social Science and English).
- B. Capital Outlay Funds – A capital outlay plan will be prepared and submitted to the charter school board for approval. The capital outlay plan will be submitted to the sponsoring District as required. The charter school principal and bookkeeper will be responsible to ensure that expenditures from this project meet the applicable requirements.

10.0 Payroll & Timekeeping

- A. Each year, the charter school board shall adopt a salary schedule for all employees of the school. The schedule so adopted shall be the sole instrument used in determining the annual, monthly, bi-weekly or hourly compensation for employees of the board. Such salary schedules shall clearly show the method of computing compensation of employees, whether paid on hourly, daily, bi-weekly or annual rates and individual personnel records for each employee shall contain evidence of each factor used in calculating that employee's compensation for the year.
- B. No deductions shall be made from the salaries of employees of the school unless such deductions are required by law or are approved in writing by

the employee to be affected. Deductions made from the salary of employees shall be promptly remitted to the agency for which such deductions were made pursuant to the requirement of such agency.

- C. No compensation shall be made to any employee of the school prior to the service having been rendered.
- D. No extra compensation shall be made to any employee of the school without the approval of the board.
- E. No salary shall be paid differing from the amount to which the employee is entitled under the salary schedule. When it is determined that an incorrect amount has been paid, the difference shall be adjusted between the school and the employee to the end that the employee shall receive the amount to which he or she is entitled under the salary schedule.
- F. All charter school employees will complete and sign a biweekly Time Sheet (see Appendix). Any leave (paid or unpaid) used must be entered on the time sheet. The time sheet will also be signed by the charter school principal. All entries and signatures must be completed in ink. It is acknowledged that the school principal is required to approve his/her own time reporting; therefore it is recommended that a board member periodically review the completed time sheets. The time sheet will be the basis for reporting to the payroll service/employee leasing company. Any differences between time reported on the time sheet and time paid will be properly documented.
- G. Regardless of whether a payroll service or employee leasing company is used, the school will obtain evidence that appropriate payroll tax deposits on behalf of the charter school are made on a timely basis.
- H. Regardless of whether a payroll service or employee leasing company is used, the school will obtain copies of all payroll tax reports issued on behalf of the charter school. These include but are not limited to:
 - 1. 941
 - 2. 940
 - 3. UCT-6
 - 4. W-2
 - 5. W-3
 - 6. 1099
- I. The board shall establish policy related to paid leave (sick and vacation) for all employees. This policy shall include provision for pay out of earned leave for employees who terminate employment prior to the end of the contract.

11.0 Budget

- A. An annual budget will be prepared and presented to the charter school board for approval.
- B. Amended budgets will be submitted to the Board for approval accompanied by detailed explanations for the amendments.

12.0 Annual Audit

- A. A contract should be signed with the external auditor no later than March of each fiscal year.
- B. Audited amounts and reports must be completed and submitted to the sponsoring District in compliance with the charter contract. Copies of these reports along with the principal's response to any management letter findings must be submitted to the charter school board for approval.
- C. Arrangements should be made with the external auditor to complete the charter school's federal tax return, form 990. Copies of this return must be submitted to the charter school board for review.

ATTACHMENT 10

SAMPLE PARENT-STUDENT
CONTRACT

FOR

ADVANTAGE ACADEMY OF
HILLSBOROUGH, INC.

PARENT CONTRACT

2014-2015

Student Name: _____ **Grade:** _____

- Parents are to ensure that their child arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness.
- Parents are to contact the school office if their son/daughter (the student) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent(s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- The school believes that parents play an integral role in their child's educational and social life. For this reason, the school suggests that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If a parent is unable to meet this suggestion, the school will provide transportation according to the school's transportation plan.
- Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school. Eligible students will receive free or reduced lunch per National School Lunch Plan provisions.
- A student's parent/guardian must agree to volunteer a minimum of ten (10) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided by the school.
- Parents and students are required to read the Student Handbook. The Handbook details the responsibilities that staff members, students and parents are expected to fulfill.

I (We) understand that Sarasota Academy of Math and Science is a Public Charter school of Choice and its rules and policies may differ from Sarasota County Public Schools and therefore we have read and reviewed the policies contained in the Student Handbook.

Signature of Parent/Guardian _____

Date _____

Signature of Parent/Guardian _____

Date _____

Acknowledged By _____

Date _____

Principal/ Director

**Sarasota Academy of Math and Science
Student Contract
2014-2015**

Whereas, I have made a personal decision to enroll as a student at Sarasota Academy of Math and Science in order to experience a unique educational opportunity; and

Whereas, I recognize that Sarasota Academy of Math and Science is a public charter school of choice, not entitlement;

Therefore, as a student at Sarasota Academy of Math and Science, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times in all places.
- B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.
- C. I am responsible to deliver any and all announcements, messages, and reports to and from school.
- D. I am responsible for completing and turning in all class assignments and homework.
- E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.
- F. I will demonstrate proper courtesy to faculty, staff, and other students at all times.
- G. I understand that I am a student with the Sarasota County School System and I will abide by the rules contained in the Sarasota County School District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.
- H. I will speak courteously to everyone I come in contact with.
- I. I will refrain from fighting and using inappropriate language.
- J. I will refrain from intimidating, harassing, or threatening others.
- K. I will exhibit the principles of good sportsmanship.

I (We) understand that Sarasota Academy of Math and Science is a public charter school and its rules and policies may differ from Sarasota County Public Schools and therefore we have read and reviewed the policies contained in the Student Handbook.

Signature of Student _____	Date _____
Signature of Parent/Guardian _____	Date _____
Acknowledged By _____	Date _____