

# *State of Florida*

## *Department of State*

I certify from the records of this office that THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL, INCORPORATED is a corporation organized under the laws of the State of Florida, filed on July 23, 2013.

The document number of this corporation is N13000006655.

I further certify that said corporation has paid all fees due this office through December 31, 2015, that its most recent annual report/uniform business report was filed on January 10, 2015, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this  
the Tenth day of January, 2015*



*Ken Detzner*  
**Secretary of State**

Authentication ID: CR0593478132

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certauthver.html>

**2015 FLORIDA NON PROFIT CORPORATION REINSTATEMENT**

DOCUMENT# N13000006655

**Entity Name:** THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL, INCORPORATED

**Current Principal Place of Business:**

1540 W. 25TH ST.  
SUITE 2  
JACKSONVILLE, FL 32209

**Current Mailing Address:**

1540 W. 25TH ST.  
SUITE 2  
JACKSONVILLE, FL 32209

**FEI Number:** NOT APPLICABLE

**Certificate of Status Desired:** No

**Name and Address of Current Registered Agent:**

HUGHES, DE VONDALYN C  
1584 W. 12TH ST.  
JACKSONVILLE, FL 32209 US

*The above named entity submits this statement for the purpose of changing its registered office or registered agent, or both, in the State of Florida.*

**SIGNATURE:** DE VONDALYN HUGHES

01/10/2015

Electronic Signature of Registered Agent

Date

**Officer/Director Detail :**

Title P  
Name HUGHES, DE VONDALYN C  
Address 1584 W. 12TH ST.  
City-State-Zip: JACKSONVILLE FL 32209

Title VP  
Name BRADSHAW, ENGLISH  
Address 1540 W. 25TH ST. SUITE 2  
City-State-Zip: JACKSONVILLE FL 32209

Title S  
Name MILLS, GENELL  
Address 6974 WILSON BLVD.  
City-State-Zip: JACKSONVILLE FL 32210

*I hereby certify that the information indicated on this report or supplemental report is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am an officer or director of the corporation or the receiver or trustee empowered to execute this report as required by Chapter 617, Florida Statutes; and that my name appears above, or on an attachment with all other like empowered.*

**SIGNATURE:** DE VONDALYN HUGHES

PRESIDENT

01/10/2015

Electronic Signature of Signing Officer/Director Detail

Date

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FLORIDA CHARTER SCHOOL APPEALS COMMISSION APPEAL FROM THE DENIAL OF A  
CHARTER SCHOOL APPLICATION THE ARTS ACADEMY OF JACKSONVILLE

PREPARATORY,

Applicant/Appellant

VS.

DUVAL COUNTY PUBLIC SCHOOL BOARD, FLORIDA

School Board/Appellee

NOTICE OF APPEAL OF DENIAL OF A CHARTER SCHOOL APPLICATION AND APPELLANT'S  
BRIEF

The Arts Academy of Jacksonville Preparatory School hereby files the Notice of Appeal, with incorporated brief, to formally appeal the denial of the charter application of the Arts Academy of Jacksonville Preparatory by the Duval County Public School Board.

Name and Address of Parties and Date of Denial

Applicant/Appellant

The Arts Academy of Jacksonville Preparatory School

1540 W. 25th St. Suite 2

Jacksonville, FL 32209

School Board/Appellee  
Duval County Public Schools  
C/o Dr. Nikolai Vitti, Superintendent  
1701 Prudential Dr.  
Jacksonville, FL 32207  
Date of Denial

DCPS/Appellee denied the charter application at a School Board Meeting on November 4, 2014. The formally-rendered Denial Letter dated November 14, 2014 was received by the Applicant/Appellant via e-mail.

**Preliminary Statement**

The Applicant/Appellant in this appeal is the Arts Academy of Jacksonville Preparatory and will be referred to throughout the brief as “AAJP.” DCPS/Appellee in the instant matter is the Duval County Public School Board and it will be referred to as “DCPS” throughout this brief and appeal. The charter school application of “AAJP” is the subject of this appeal and will be referenced hereto as “Application” and will be cited by page number, where appropriate. The “Application” is attached hereto along with the appropriate mentioned Attachment (Attachment 1/Core Course Descriptions) as Exhibit 1. A true and correct copy of the 2014 Florida Charter School Application Evaluation Instrument and the corresponding denial letter used by “DCPS” to review the Application is attached hereto as Exhibit 2. A copy of the previous 2013 Florida Charter School Application Evaluation Instrument is attached hereto as Exhibit 3.

**Statement of Facts and Procedural Background**

Let it first be noted that the founding board of “AAJP” submitted an application in 2013 and was also denied, admittedly, with substantial inconsistencies. The founding board members; therefore, used Exhibit 3 provided by “DCPS” in order to make necessary corrections to the charter application currently being appealed.

The proposed charter school, "AAJP" is an excellent high school model that has the backing of a founding board with a collective wealth of experience. Together, "AAJP" school's founding board members have over 20 years experience working in the charter school sector; therefore, unquestionably, they have drafted a qualified application. With that being said, certain members of the "AAJP" school's reputation should not come into question in consideration of approving the application. Instead, the quality of the application should, at all times be the priority when considering the substance of material stated within it. Answers should be scored objectively, based on statements of facts, and not subjectively scored, "Denial of a charter school based on conjecture or opinion does not constitute good cause," School Board of Osceola County v. UCP of Central Florida, 905 So.2d 909 (Fla. 5th DCA 2005).

One founding board member, Dr. English Bradshaw, has over 40 years experience in education. His experience spans from consulting with the University of South Florida in Tampa, Florida, he has developed a number of start-up charter schools, including assisting community organizations. In addition to this, he has aided existing charter schools in professional development, governance training, as well as curriculum training. Dr. Bradshaw has been a charter school principal, curriculum coordinator, training teachers in educational pedagogies such as the Marva Collins Method and Socratic Inquiry Method. He has also developed charter school oversight protocols, student disciplinary procedures, parental involvement, school budgets, student assessments, staff evaluations, and a host of other helpful tools to new and existing charter schools.

Mrs. Genell Mills is the founder and pioneer of a charter school in Jacksonville, Florida. She operates the oldest and longest running charter school in Duval County, School of Success Academy (SOS), which has successfully maintained a high standard of excellence in education for over 16 years, mostly under her leadership. Mrs. Mills initiated her educational career as a Middle School Mathematics Teacher, then later Assistant Principal. It was school year 2014 that SOS Academy received a "C" after administering the Florida Comprehensive Assessment Test (FCAT) to her middle school student body, and acquiring the highest gains of all middle schools within equal demographic range in Duval County. Although the "DCPS" has negatively mentioned Mrs. Mills in both 2013-2014 Evaluation Instruments,

one cannot deny the success that SOS Academy has achieved throughout its existence even with its pitfalls. It is with Mrs. Mills' successes and failures that assisted in submitting a sound charter application to "DCPS".

Ms. De Vondalyn Hughes has been under tutelage of the aforementioned founding members for over 8 years. She is currently in her 11th year of teaching students at varying levels, from at-risk, to inner-city middle and high school students. She has direct experience with struggling students, and students that have minimal motivation, and are "slipping through the cracks." In addition, she has also expanded her educational experience to the collegiate level as an Adjunct Professor at Edward Waters College and The Jersey College of Nursing. Ms. Hughes holds a Masters Degree in Education, with a concentration in Curriculum and Instruction from the University of Phoenix. It is her real-life knowledge coupled with her Masters training that affords her with the awareness to composite practical skills for a charter high school for students. She, along with the other founding board members of "AAJP" have extensively researched various curricula in an effort to make the perfect selection for the demographic of their choosing. "DCPS" or the Appellee also negatively mentioned the closing of Ms. Hughes' charter school (Patterson Academy for the Arts) in 2009. However, since the closing of the school, she has gained more knowledge, researched, and obtained more experience in effort to be successful in running and operating another charter school. She has established strong partnerships with various community organizations and educational companies in effort to maintain success and establishment of a high performing institution of learning for high schoolers. Ms. De Vondalyn Hughes is currently in pursuit of her Doctoral degree in Educational Leadership from Florida Southern College while being employed full-time.

Throughout the application, there exist diminutive complaints of insufficient responses from the Appellee. Although each question was clearly and suitably answered based on the statutory references, "DCPS" failed to deem many of the answers as "Meet the Standard." In actuality, a previous charter application was submitted to "DCPS on August 1, 2013, so the founding board utilized the notes from the 2013 Florida Charter Application Evaluation Instrument, or Exhibit 3, to make substantial changes.

Exhibit 3 will illustrate how those particular sections that “Partially Meet the Standard” and “Meets the Standard” altered in Exhibit 2 to “Does Not Meet the Standard”.

A plain review of the “Application” and mentioned attachments only reveal that the “Application” contained all statutorily required information, and proposed a compliant charter school that would serve the needs and provide an alternative to the students and parents of Duval County. Many of the charter school committee’s alleged reasons are insufficient grounds to deny the Application. Moreover, the denial of many of the answers is based on subjective biases and not an objective standpoint.

### **Legal Argument and Identification of the School Board’s Errors**

#### **A. DCPS’s assertion that the Mission and Guiding Principles of the Application are deficient is not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For the first supposed denial reason, “DCPS” claims that the “Application” failed to sufficiently explain how the school would meet high standards for student achievement. “DCPS” stated the response “Does Not Meet the Standard” because it “lacks specific and detailed information about how students will meet high standards of student achievement.” However, as it is understood, a mission statement is a concise summation of the corporation or company’s intent. More specifically, page five (5) of Exhibit 3 for the same section, “DCPS” stated in their evaluation, “this response contains a mission statement that defines the purpose and values of the school.” Both mission statements are identical. Therefore, on page four (4) Exhibit 1 meets the requirements outlined in the *Educational Plan*.

Furthermore, “DCPS” denied the *Guiding Principles* written in the application. “DCPS” stated:

The application references using researched-based instruction but fails to identify what research they used as a guide to assist with meeting a standard of high achievement. The application states that students’ are expected to maintain a B average’ (pg. 5) and ‘At the AAJP School, we intend to start students just above the State average...’ (pg. 5) but does not outline how this will be managed (pg. 5, Exhibit 2).

In the charter application submitted in year 2013, "DCPS" deemed the same *Guiding Principles* section as "Partially Meets the Standard." Exhibit 3 states:

This response "Partially Meets the Standard." The application proposes that the school will offer a research-based curriculum to students that are interested in pursuing higher education. It further goes on to state individualized learning will be attained through small classes. However, there is no mention of how the 'high standards' would be delivered or obtained. There are no specifics as to the content or researched based curriculum that will be used.

The Appellant fixed the answer in the application currently being appealed in order to "Meet the Standard." Because the Florida Charter Application has been altered, the Appellant made significant changes to the answer, making the section considerably detailed.

On page 5, paragraph 2 of Exhibit 1, the Application clearly states:

The School will provide rigorous curriculum, and innovative methods of teaching in order to reach students with varying learning styles and levels, small classroom sizes, a welcoming climate, a safe and caring learning environment...at all times, students must critically think and grapple with informational texts in order to successfully take state mandated assessments as well as college entrance exams that ultimately will prepare them for their future.

Based on the criterion provided within the "Application," the Appellant satisfactorily answered the question.

On page six (6) of the "Application," "DCPS" deemed the response as deficient by stating:

...the response does not provide what type of data will be gathered and does not provide any details as to what type of management system will be used to share this information with students and parents. The application notes that it will use software systems to manage financial reporting but does not provide any information as to which software systems will be used and does not explain how this will specifically align with financial accountability (pg.2, Exhibit 2).

By application standard, the Appellant gave a sufficient response. The decisive factor is not what type of management system the school intends to utilize or the specified software. The Appellant's response:

Financial efficiency will be attained through sound fiscal management to enable student achievement to proceed without concern for School stability. The responsibility for the School's finances will lie with the governing board, which includes members with expertise in financial management. The School will benefit from reputable partnerships and consultants with extensive experience with financial management relating to charter schools. The fiscal processes in The AAJP School will respond to ongoing District and state data collection requirements including software systems that manage financial reporting aspects of The AAJP School, which will produce data that can be disaggregated to allow analysis of financial operations (pg. 6).

The response provided by the Appellant adequately answers the "Application's" statement. One of the application evaluation criteria articulates, "a response that meets the standard will present: A set of priorities that are meaningful, manageable, and measurable, and focused on improving student outcomes." By criteria guidelines, The Appellant appropriately responded to the question.

Within the section, **"Describe how the school will meet the prescribed purposes for charter schools found in 1002.33(2) (b), DCPS found Section C2: Increase learning opportunities for all students, with a special emphasis on low-performing students and reading,"** "Does Not Meet the Standard." "AAJP" does not agree with the evaluation because the proper criterion was met. Later in the application, "DCPS" prompts The Appellant to go in detail on the reading program that will be utilized in the charter school (See pgs. 34-41 of Exhibit 1). In order to prevent redundancy, the Appellant reserved specific details for that particular section of the application.

Overall, *The Educational Plan* of the "Application" provided sufficient responses for the statutory requirements for a prospective charter school. Per the charter school application requirement directions, The Appellant, "Answer[ed] each question thoroughly with good, specific detail.

**B. The School Board's contention that The Application was deficient with respect to Target Population and Student Body is not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For its second denial point, "DCPS" alleges that the *Target Population and Student Body* section of the "Application" "Did Not Meet the Standard" based on lack of aligning with the state statutes or mission statement. The F.S. statute 1002.33(10) (e) states:

ELIGIBLE STUDENTS.—

(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. 1002.32 or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.

(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

The initial requirement of Section 2, *Target Population and Student Body* Section of the Application, criterion 'A' states; "Describe the anticipated target population to be served." The Appellee deemed the response as "Does Not Meet the Standard;" It goes on to say:

The application indicates that it will target students that have a G.P.A. of 2.0 or higher; however, this does not align with state statute or the school's mission statement, which purports to '...raising student academic expectation while ultimately realizing their truest potential' (pg. 4). The applicant omitted details for a targeted geographic areas but states that it will recruit student who reside in the areas with 'the greatest historical dropout student population' (pg. 7).

Exhibit 3 for the same response stated, "The applicant clearly describes the target population and the gradual implementation of each grade level" (pg. 8). This illustrates an inconsistent scoring of the same section requirements. Within the same section, the "AAJP" application adjusted its response from the previous application submitted to "DCPS" by adding "a projection of the number of students expected in each class" (see page 14 of Exhibit 1); therefore, the Appellant made the necessary adjustment based on the comments from Exhibit 3. However, the scoring on Exhibit 2 stated this section "Does Not Meet the Standard."

Projections were provided that outlined the grades, the number of students expected for each class, and the total number numbers of students enrolled; however, because the applicant failed to include the targeted geographic region, it is unclear which students will be served in the proposed charter (pg. 7).

As on page 14 of Exhibit 1, "AAJP" provided a proficient projection by way of chart format precisely indicating the required projections; therefore, there was no need to "include the targeted geographic

region” because no requirement of such was compulsory. Lastly, on Exhibit 3, page eight (8), “DCPS” indicated that the section “Partially Meets the Standard.” “AAJP” altered the answers in the current application in order to fully meet the standard.

**C. The School Board’s denial of the charter application on Educational Program Design was not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For the third purported denial reason “DCPS” questioned the Application’s *Educational Program Design* is speculative due to the detailed responses provided by the Appellant. The requirements to sufficiently meet the *Educational Program Design* points out that:

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

“DCPS” asserted that the application’s proposed daily calendar is unclear; however, the proposed charter school’s daily schedule allocates 300 minutes of school time as required by law. The extra time, as mentioned in the application, is set aside for students to receive college and vocational preparation. (See Exhibit 1, pg. 15). The dropout prevention component, AdvancePath is a program that pays for itself; thus, FEFP funding does not need to support the extra time spent for dropout prevention students.

In addition, “AAJP” is utilizing the “three-screen approach” and provides a detailed description of how it works. Like many school’s that use block scheduling, within each class, teachers block out how their class runs for the period allotted. With this in mind, the three-screen method operates on that order; therefore, does not require further FEFP funding. Pages 15-24 of Exhibit 1 of the charter “Application” go in great detail of *the Educational Program Design*. “The Application” provides pertinent specifics on the operation of “AAJP”. Without question, the research gives a clear and succinct notion on what is to be expected should the school open. Such programs slated to run in the school are also used in schools in Duval County. Specifically, “DCPS” is a direct supporter of the Paideia Seminar, or Socratic Inquiry

Method, a method currently utilized in their schools, so it is unclear why “DCPS” questions how student achievement will be obtained in the proposed charter school.

All research is evidently cited and provided per the statutory requirements. To continue, if the “professional integrity” was questioned by “DCPS” as it related to the research cited within the *Education Program Design*, “DCPS” would have investigated the integrity of the Appellant. “AAJP” did not cite, nor mention any false reporting of research as eluded by “DCPS”. Extensive research went into account when compounding sufficient evidence when proposing the educational design of the school.

Lastly, the Applicant concisely provided explanations to both specifics; “D: Explain how the educational program aligns with the school’s mission, and 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.” (Exhibit 1, pg. 9). Both responses provided by the Appellant clearly and adequately responded to the requirements provided by “DCPS”. Page 24 of Exhibit 1 gives the response to both requirements; therefore, per section standard, “The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed” was fully met by the Appellant.

As the application well points out, with all the components working together, student improvement will inevitably increase due to the student centered foci. All the workings of the educational program are specifically tailored for whatever student attends the “AAJP” school. Exhibit 1 shows an evident narrative of how the school intends to fulfill the above listed criteria.

**D. DCPS’s denial of the charter application for failing to implement an ample Curriculum Plan was not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For its fourth purported denial reason, “DCPS” claims that the Application was deficient because it did not include a description of the core curriculum areas, does not offer a research-base, did not provide any evidence of reading being a primary focus, and does not provide how data will be collected to show how effective the curriculum will be evaluated.

From pages 25 to 45, the Application details and outlines how the *Curriculum Plan* is proposed to run in the school. The Application opens with the provided statement:

The Arts Academy of Jacksonville Preparatory School will provide a safe and orderly school, which promotes a supportive learning environment that offers content mastery of the Next Generation Sunshine State Common Core Standards through challenging and engaging work (See Attachment 1 for core academic course descriptions) (pg. 25).

“DCPS” responded by stating that the Appellant failed to provide course descriptions in core subjects; however, on Exhibit 1, the Appellant included all course descriptions for core subjects for grades 9-12.

In addition, pages 26 to 34 of Exhibit 1 precisely include research base on the proposed curriculum for both core and elective courses. “DCPS” mentioned in its response, “the applicant does not offer a ‘research-base’ but rather the opinions of educators and lawmakers.” Educators and lawmakers are valid resources that can certainly be included when promoting the effectiveness of curriculum. Educators, particularly, are individuals who heavily depend on research in order to disseminate on the effectiveness of one curriculum to another. Lawmakers also profoundly rely on educational research when voting on necessary statutes related to the future of educational requirements. These individuals have merit and weight when considering the validity of valued education, and therefore, can be used when defending the quality academia. However, even with some mentioning of educators and lawmakers, Exhibit 1 offers multiple sources of detailed research and statistics based on School Districts and studies.

Lastly, the Application specifically provided a detailed description on how the effectiveness of the curriculum will be evaluated. On pages 42-44 of Exhibit 1, the Appellant went in great detail on the answer even though “DCPS” stated that the application “fails to provide how data will be collected.” The statement did not call for how the data will be collected; however, it did illustrate the effectiveness of the evaluation. Exhibit 3, “DCPS” critiqued the application for not including science as a focus with the *Educational Program* section; however, with the application’s adjustments to the *Educational Plan*, “DCPS” did not express the same concerns when scoring the *Educational Program* section. The scoring of the *Curriculum Plan* from the previous year was evaluated at “Partially Meets the Standard;” however,

with the specific alterations made to the 2014 submitted application, the *Curriculum Plan* “Does Not Meet the Standard.”

**E. DCPS’s denial of the charter application on Student Performance and Assessment was not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For its fifth purported reason “DCPS” contends that the Application was deficient on *Student Performance and Assessment* grounds is incorrect. Let it be stated that first, that due to “DCPS’s” decision to arrest the utilization of the Florida Comprehensive Assessment Test (FCAT) after school year 2013, the Appellant stated on page 45 of Exhibit 1 that:

As the Florida Department of Education develops new assessment tests driven by the benchmarks on the Next Generation Sunshine State Common Core Standards, the faculty of “AAJP” will work with the D.O.E. and District on the implementation of these assessments. Current Statewide assessments include the Florida Comprehensive Assessment Test.

In addition to this, also located on page 58 of Exhibit 1, the Appellant mentioned the frequency of assessments as well as mentioned the proposed mandated assessment in lieu of the FCAT 2.0, The Partnership Assessment of Readiness for Colleges and Careers (PARCC). The PARCC was referenced in the application because during this time period, there was no definitive mandated assessment chosen by “DCPS” or the State Board of Education. In fact, on pages 57 and 58 of Exhibit 1, the Appellant cites multiple sources that stated the prospective use of this assessment instrument.

In this particular section of the application, “DCPS” indicated that “discrepancies” existed in the graduation requirements for the proposed charter school, but the Appellant footnoted the extraction and utilization of the Florida Department of Education Graduation Requirements (See page 54 of Exhibit 1).

Lastly, the “types and frequency” of assessment used in effort to monitor student performance is detailed within the application. The application plainly states on page 58 of Exhibit 1 that:

Part of the assessment tools The AAJP School will use to measure and monitor student performance are participating in the county’s monthly progress monitoring tests...also, there will be bi-weekly classroom formative and summative assessments where teachers can gauge how students are retaining the information taught and utilize the data to effectively plan their lessons, based on what students know and what their area of weaknesses may be. Other assessments will include oral assessments and feedback through Paideia or Socratic Seminar, teacher running records, and homework monitoring. Students will participate in statewide assessment in March,

or throughout the year. The mandated comprehensive assessment will show progress that the student body has made for that year.

Clearly, based on the research done by the Appellant, the mention of the state assessment, or PARCC was only included in the event that the State or “DCPS” utilized PARCC as their district-wide assessment. The charter school only intends to use the state’s assessment, so there will be no additional cost when considering the purchase of additional testing tools.

**F. DCPS’s denial of the charter application for being deficient in the Governance area was not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For the sixth reason “DCPS” contends that the Application was deficient in the *Governance* area on the basis of two of the Founding Board Members listed on the Articles of Incorporation. Prior to submitting a charter application in 2013, Ms. De Vondalyn Hughes inquired of the Florida Department of Education’s Charter School Department if she could apply for another charter school. Ms. Hughes was advised that she as well as the other founding board members had the right to apply for another charter school even if a charter school had previously closed. Although, Patterson Academy for the Arts was closed in 2009 under Ms. Hughes’ leadership and guidance, does not constitute as grounds for suitable denial of an application. In 2009, when the notification of Patterson Academy for the Arts’ closing was broadcasted, a local private school reached out in an effort to assist the school in relocating, absorbing all debt in order to remain operating. Along with the private school, in a short time, a Charter Management Organization also offered to absorb all debt, re-organize the school, and relocate the school. Also, a building owner offered his services to pay the school’s debt and take in the students until “DCPS” re-issued funding. Even with all of the assistance that Ms. Hughes was provided in a short period of time, the School Board still voted against the operation of Patterson Academy for the Arts.

It is evident by reviewing Exhibit 1, the Founding Board Members have made considerable revisions to the application in order to ensure that the prospective charter school will run soundly and efficiently. As mentioned in the beginning of this appeal, Mrs. Genell Mills is the local forerunner of charter schools in Duval County; therefore, by reputation, she has extensive knowledge in charter school

operation, statutes, organization, budget, and governance. With her experience, "AAJP" has the ability to stand firmly as a great resource for parents and students. Mrs. Mills' charter school has been approved for both charter and Southern Association of Colleges and Schools (SACS) Accreditation renewal status in each of its sixteen years of operation.

Overall, the *Governance* portion of the Application meets statutory requirements based on the guidelines provided. All bulleted criteria set forth on the application and evaluation instrument were met by the Appellant, so "Does Not Meet the Standard" is not a sufficient scoring for the particular section.

**G. DCPS's denial of the Student Recruitment and Enrollment area was not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

For the seventh reason "DCPS" contends that the Application was deficient in the *Student Recruitment and Enrollment* area is an insufficient reason to purport, "Did Not Meet the Standard." "DCPS" states; "the application fails to be aligned with s. 1002.33 (7) (a), 'The ways by which the school will achieve racial/ethnic balance reflective of the community it serves within the racial/ethnic range of other public schools in the same district.' Exhibit 3 scored the section as "Partially Meets the Standard." This illustrates a subjective scoring by "DCPS". The Appellant vehemently disagrees with "DCPS" for the reason set forth: proposed charter school had not definitively chosen the specific area of town within the county, therefore "AAJP" founding board members cannot effectively choose a student body. However, on page 107 of Exhibit 1, the response does state that "The 'AAJP' School will seek a racially and ethnically diverse student body, and offer all of its student's excellence and equity in education." This statement indicates that it is, in fact, following the State Statute.

Statement "D" of the application requires that the "Application" "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." "DCPS" states, the "Application" "directly violates the Duval County Code of Conduct;" however, on page 90 of Exhibit 1, "DCPS" requires the Appellant to include in a side-by-side chart if there existed any changes to the School Conduct Code outlined. On page 91 of Exhibit 1, provides a side-by-side chart depicting the alterations that are

proposed for the charter school. Because a charter school is a school of choice, the student and parent contract reserves the right to release a student from their contractual agreement should they not fulfill the obligations set forth. This is not an expulsion, and the Appellant is aware of the proper protocols that must be taken prior to removing a student from a school. However, expulsion is quite the contrary. "AAJP" is releasing those perspective students from the charter school to their home school, or public school of the parent's choosing in the event that they are unsuccessful at "AAJP."

**H. DCPS's denial of the Charter Application for being deficient in the Budget area was not supported by competent and substantial evidence and was not a valid statutory basis for denial.**

Finally, "DCPS" denies the "Application" on the basis of the *Budget* portion is not properly stated. Pages 114-120 of Exhibit 1 sufficiently supplies "DCPS" with a cost-analysis model for "AAJP". All monies were included and accounted for within the application. To support this, an experienced accountant who specifically performs audits for charter schools in Duval County completed the *Budget* section of the application in an effort to properly give an account for all "AAJP" expenditures.

All in all, one of the most paramount sections of the "Application" is ensuring that all state funds are properly accounted for; therefore, the Appellant made certain to detail the Budget section carefully. A 5-year revenue projection is provided to "DCPS" for review, and "DCPS" stated in Exhibit 2; "Revenue and expenses are described in adequate detail in the narrative. This section 'Meets the Standard.'" "AAJP," without question, will retain a well-qualified accounting firm to render services when considering funding. Also, the Appellant is well aware of the critical matter of proper budgeting; therefore, scrutiny will be conducted when considering use of auditors and bookkeepers to balance and account for all monies in reference to the perspective charter school. Therefore, because the School is not yet in existence, it is not fair to discount the validity of the Appellant's answer when it generally asserts that it will obtain a proper accounting firm and auditor.

**Conclusion**

WHEREFORE, for all the foregoing reasons, The Arts Academy of Jacksonville Preparatory School respectfully request the Charter School Appeals Commission: 1) find there is no good cause to

support the Denial Letter and/or Charter School Evaluation Instrument; 2) find the charter application, which is the subject of this appeal be approved; and 3) remanding the instant charter application to Duval County School Board for immediate approval and/or any further necessary proceedings.

January 23, 2015

# Exhibit 1

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Duval Public Schools Charter Application

17401 Prudential Drive

Jacksonville, Florida 32207

904.390.2616

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The Founding Board of The Arts Academy of  
Jacksonville Preparatory School, Incorporated

To Open: 2015-2016

APPLICATION COVER SHEET

**NAME OF PROPOSED CHARTER SCHOOL:** The Arts Academy of Jacksonville Preparatory School

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** The Arts Academy of Jacksonville Preparatory School

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**The Organization has applied for 501(c)(3) Non-profit Status: Yes \_\_\_ No X \_\_\_**  
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:** De Vondalyn Hughes

**TITLE/RELATIONSHIP TO NONPROFIT:** Founder

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**NAME OF EDUCATION SERVICE PROVIDER (if any):** N/A

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

**Projected School Opening\*:** 2015

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

School Year	Grade Levels	Total Student Projected Enrollment	Student Enrollment Capacity
2015-2016	9	100: 9 <sup>th</sup> grade	100 students
2016-2017	9-10	50 : 9 <sup>th</sup> grade 100:10 <sup>th</sup> grade	150 students
2017-2018	9-11	50 : 9 <sup>th</sup> grade 50 : 10 <sup>th</sup> grade 100:11 <sup>th</sup> grade	200 students
2018-2019	9-12	75 : 9 <sup>th</sup> grade 50 : 10 <sup>th</sup> grade 50 : 11 <sup>th</sup> grade 100:12 <sup>th</sup> grade	275 students
2019-2020	9-12	100: 9 <sup>th</sup> grade 75: 10 <sup>th</sup> grade 50: 11 <sup>th</sup> grade 50: 12 <sup>th</sup> grade	275 students

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

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Date*

# Part I: Educational Plan

## 1. MISSION, GUIDING PRINCIPLES AND PURPOSE

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

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

*The mission of The Arts Academy of Jacksonville Preparatory School is to mold students into young responsible adults prepared for the real-world by simply focusing on their intrinsic motivation, and raising student academic expectation while ultimately realizing their truest potential. To this end, each student is expected to accept challenge—obliterate defeat—and rise to the occasion.*

- 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:*

The Arts Academy of Jacksonville Preparatory School model will provide a research-based curriculum to those students wishing to dually enroll in an institution of higher learning while completing their high school education. It additionally offers parents/guardians of students leaving traditional high schools the educational opportunity to select a smaller, more individualized high school setting to prepare lower or average performing students for post-secondary education and career opportunities.

The AAJP founders believe that there are vital principles that are set before the school- high expectations for all students, equity and excellence, cultural responsiveness, a rigorous and relevant curriculum, along with research-based and data driven instruction. These are critical pieces of the academic design challenge. The combination of the guiding principles and the fundamental strategies of implementing a blended instructional model and mastery-based curriculum through focused instruction and school wide initiatives shall move students closer to completing their individual accomplishments.

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

It is imperative to state first that The Arts Academy of Jacksonville Preparatory School is a charter school, or School of choice; ergo, automatically providing parents the flexibility at choosing the most fitted program for their child. The founders of The Arts Academy of Jacksonville Preparatory has the best intentions to see that all students residing in Jacksonville, Florida have the finest opportunity at attending an educational institution that meets all their needs. No matter the economic bracket, equal opportunities at quality education is deserved, and with that, students attending The AAJP School must have some sort of intrinsic motivation. Therefore, all students attending The Arts Academy of Jacksonville Preparatory School are expected to maintain an overall "B", or 2.8-3.0 on a 4.0 scale average. With the expectation of students maintaining a certain grade point average, this sets their standard of achievement higher than average. The State of Florida's high school graduation GPA requirement is 2.0 on a 4.0 scale, limiting students at their choices at attending an institution of higher learning. At The AAJP School, we intend to start students just above the State average, followed by building their academic and self-esteem by showing them their potential, and by this, students will believe in their own abilities while increasing their chances at attending a college or university of their choosing.

Because The Arts Academy of Jacksonville Preparatory School is a public school option, parents have a choice of where to place their child. All parents will have a say in whether or not their son or daughter is best suited at The AAJP School. The School will provide rigorous curriculum, and innovative methods of teaching in order to reach students with varying learning styles and levels, small classroom sizes, a welcoming climate, a safe and caring learning environment, and a no tolerance policy to disrespect and violence towards anyone. In addition to the curriculum, The School will include artistic components that will increase student motivation in working to their own individual ability. The artistic approach at The AAJP School is to stand as an incentive for academic achievement.

At all times, students must critically think and grapple with informational texts in order to successfully take state mandated assessments as well as college entrance exams that ultimately will prepare them for their future. It is the intent of the founders of The Arts Academy of Jacksonville Preparatory School to prepare all students to attend a college or university, or, even enter into the workforce.

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

The AAJP School's educational philosophy is, and will continue to remain, directly aligned with Common Core Standards (CCSS). Because Common Core Standards are new and continuously revised in order to accommodate rising student achievement levels based on the state of Florida, AAJP will constantly revise upwards; The School will use the Common Core Standards as the guideline to properly gauge rigorous student performance and achievement. The Arts Academy of Jacksonville School has the responsibility to provide instructional and ancillary support to ensure student success. Each student attending the School will follow an individualized program designed cooperatively by School staff and an outside consultant including input from the students and parents in order to ensure eventual student success. The students are responsible for fully utilizing the opportunities provided. From the admission process through graduation, student progress and accountability will be measured through daily, weekly, monthly, quarterly, semi-annual and annual data collection. Real time data will be shared with students and parents through a management system, along with a combination of hosting individual conferences, and individual planning for each major area of study and collegiate pursuits.

Financial efficiency will be attained through sound fiscal management to enable student achievement to proceed without concern for School stability. The responsibility for the School's finances will lie with the governing board, which includes members with expertise in financial management.

The School will benefit from reputable partnerships and consultants with extensive experience with financial management relating to charter schools. The fiscal processes in The AAJP School will respond to ongoing District and state data collection requirements including software systems that manage financial reporting aspects of The AAJP School, which will produce data that can be disaggregated to allow analysis of financial operations.

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

The collection of student data begins at the admission's process. Student assessment results will serve as the baseline. Ongoing monitoring through multiple indicators including needs driven diagnostic measures, literacy benchmarks, and FCAT preparation assessments will be combined to create a picture of student learning progression. Results from these measures will be reviewed and made available to students and

parents on a regular basis. Academic progress will be continually monitored through content assessment and reported to students and parents. Reading level assessments received from students will be reviewed and results of all components of these assessments will be shared with the students and parents as the student's course of study and class schedules are formulated.

Student progress data is also made readily available through an online, secured private portal that may be accessed by students, parents and staff. School achievement data will be reported to the sponsor quarterly along with annual reports, which will include the School's progress on Florida's A+ plan, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to No Child Left Behind's report on Adequate Yearly Progress. Literacy Common Core standards will be a component of each content curriculum area; progress toward those standards will be shared with parents. Successful completion of a required course of study will be one of the key indicators of a student's progress.

Each student attending the AAJP School will have an individualized student success plan based on their prior academic year and input from their previous school, the student themselves, and their parents. The individualized success plan will be developed at the beginning of each academic year with revisions taking place each semester, or as needed throughout the year. Both students and parents will be provided with information prior to any changes in the student's success plan.

All student success plans will:

1. Identify students at the beginning of the year who are right at or just below expected grade point average, or who are experiencing difficulties and may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year.
2. Setting up a Response to Intervention (RtI) plan to gauge students' progress during each semester or year to determine whether lower performing students are making adequate progress in their core academic courses and to identify any students who may be falling behind.
3. Evaluate whether the instruction or intervention provided is sufficient to help the student achieve or surpass grade-level standards by the end of the year.

- 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:*

First, all students attending The Arts Academy of Jacksonville Preparatory School are expected to maintain an overall “B”, or 2.8-3.0 on a 4.0 scale average. This will automatically set students personal expectations beyond mediocre, better setting their foundation for college. Student learning and academic achievement is a paramount component at The Arts Academy of Jacksonville Preparatory School through innovative and rigorous academic success coupled with comprehensive coursework and tutorials for students who might need remediation. Also, the school’s climate is designed whereby students are able to learn from one another utilizing the Paideia Seminar; teachers are merely serving as facilitators ensuring that meaningful discussion is continuously taking place. The AAJP School’s classroom environment also will be small enough for teachers to conduct differentiated instruction after initially conducting teacher led instruction followed by small group driven instruction while online/virtual learning is going on. The School model will provide small classes, qualified teachers and community involvement to foster a strong network to provide educational equity and excellence. The model is designed to ensure that all students are provided the opportunity and support to succeed at completing their high school education and go to college while pursuing career opportunities for viable employment.

The model is grounded on individualized and differentiated instruction, teacher driven, with electronic and paper based curriculum that offers a blended approach of rigor and relevance, supported by research-based and data-driven practices intended to ensure learning, achievement and development of the whole student.

This school’s philosophy is to increase each student’s levels of personal and academic expectations. We aim to do this by fusing rigorous academics and artistic expression, . At The Arts Academy of Jacksonville Preparatory School, we believe students that exhibit an adequate level of student achievement will respond well in an environment that encourages their inward motivation. With this in mind, students attending AAJP School will receive challenges from various parts of their high school career. It will do this by offering differential methods of instruction—peer-to-peer instruction, online instruction, and teacher led instruction. In addition, each student entering AAJP School will be advised and equipped with his or her individual success plan, mapping out their future goals outside of high school. Some of the specific methodologies that the teachers and school may utilize to fulfill the school’s educational mission are as follows:

- School-wide mastery level set at a “B” average.
- Provide continuous progress monitoring for student success
- Technology-rich educational curriculum using a blended learning environment and curriculum;
- Student driven Paideia (Socratic method) seminars based on subject area;
- Hands-on/direct teacher led instruction
- Music Production elective/curriculum as arts component
- College internship/externships for vocational exposure
- Seek and establish beneficial partnerships with institutions to provide a myriad of educational experiences for students

Finally, in order for all educators to properly instruct each student at The AAJP School, the school aims to follow the Sponsor's periodic assessment schedule during the year in order to properly monitor the progress of student learning and retention. All students are tested in the beginning, middle, and end of the year, providing teachers with the necessary data to effectively and strategically design their lesson plans according to the needs of each student. At The Arts Academy of Jacksonville Preparatory School, because expectations are set high from the onset, the District schedule is a necessary tool in order to keep students on track while teachers perform data driven instruction.

#### 1. Improve student learning and academic achievement.

At the inception of The AAJP School, standards on academic achievement are set high. Although The School will not turn any student from attending, the selection process will be critical. We are seeking students that have a desire to push themselves beyond their limits by providing them with a unique structure of learning via Paideia Seminar, or inquiry method of learning while molding their overall character inside and outside of the classroom. This methodology provides students with a distinctive way of learning that increases their knowledge and desire of learning through inquiry. Students attending The Arts Academy of Jacksonville Preparatory School will demand that all students come to school ready to learn, be prepared at all times, and rise to the challenge. Paideia is a component in the academic structure of The AAJP School. Students will learn in sessions: Inquiry, Direct instruction, Independent Study, and differentiated instruction. Blended learning will provide students with various modes of learning, thereby, raising their levels of academic achievement.

Teachers employed at The AAJP School will be trained in Paideia seminar, ensuring that structure and order is occurring at all times. Through Paideia, students must have meaningful discussion that assists in the progression of every discussion. Teachers serve as facilitators, ensuring that proper questions are being asked, and full participation is going on. Teachers will also be charged with illustrating their enthusiasm for learning. It will be the job of the teacher to be the expert in their coursework, also with room to learn from their students. The teachers roles will be critical in maintaining a learning environment at all times in order to show the importance of education and learning knowledge. Their job will also include increasing their educational opportunities through professional development, making certain that he or she is keeping up with the latest educational trends.

Lastly, the leaders of The Arts Academy of Jacksonville Preparatory School will make sure that character development is also attended to while enrolled. The founders of the AAJP School believe that all factors of a student's life play a vital role in their academic achievement. So, all students will have an opportunity at molding their character as well-rounded individuals that seek to do the best of their ability at anything they set out to accomplish. Through character development, students are able to learn how to deal with one another, increase their self-esteem, set individual goals, and prepare themselves for their future. With these components, academic achievement should increase; therefore, increasing more successful students matriculating through high school with a better chance at a brighter future.

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

Throughout the year, The Art Academy of Jacksonville's staff will conduct activities to assist all students, especially low-performing students in their educational pursuits. The following activities are typical of some of the actions The School will undertake in this endeavor.

- Mentors and additional tutoring will be provided for students encountering academic or behavioral problems.
- Attendance will be leveled, and parents notified if excessive absences occur. Parents and students will be asked to participate in the development of an attendance plan aimed at addressing the issues adversely impacting student attendance.
- Teachers will be available to regularly conference with students regarding their academic and social success and as Mentors, will follow students' daily progress.
- Regular staff meetings will be held to foster collaborative planning on an individual and group basis.

Lower performing students who select The AAJP School will receive intensive support through online supplemental materials, student seminars, tutoring and mentoring reinforcing the likelihood of success.

### 3. Encourage the use of innovative learning methods.

The Arts Academy meets the needs of students who exhibit adequate academic performance, but may not meet the requirements of Duval County's College preparatory schools as well as limited seating for students that may be credit deficient and are interested in obtaining their high school diploma; therefore, students that may show some sign of academic achievement as well as an interest in music/arts have a chance to be successful in a school environment which fosters these particular interests. Our education model has, at its core, a teacher-directed, student driven critically thinking methodology, technology-driven learning focus specifically designed to address each student's unique learning needs. Students at The AAJP School come to us as somewhat intrinsically driven, but may not be suited for the traditional school setting. Our design allows students to take part in their own learning environment and discussion, increasing their self-esteem in academia while simultaneously being exposed to their own extrinsic interest. The climate also encourages character development, increasing social growth in order to properly give back to their community and society. We stand to build well-rounded young adults suited to make a difference no matter where they intend to plant their feet. The founders of The Arts Academy of Jacksonville Preparatory School believe that if students are directly exposed to what ultimately drives them; they then will have an incentive to perform better academically. So with that, The AAJP School is centered on setting high expectations and interests that will curb the student's negative pursuits, highlighted and showcasing the positive motivations for their future.

The School's educational program is innovative in many aspects.

- Curriculum choices are blended instruction, student led/teacher facilitated
- Dropout prevention program separate for students in need of credit recovery
- Academic program will offer eligible high school students seeking career/technical classes and post-secondary education the opportunity for college admission through Advanced Placement and Dual Enrollment.
- Unique Music Production (Remixing Education, STEAM) curricula specific for students in attendance at The AAJP School
- A built-in studio furnished with music production equipment
- Classrooms will provide one computer for each student with direct Internet access to all learning and communication resources required.

- Lessons are delivered at an individualized pace to ensure mastery at every level.
- The curriculum will emphasize core academic subjects such as Reading, Writing Language Arts, Science, Social Studies, Mathematics, and Physical Education.
- College advising from an outside consultant
- Community service opportunities through local businesses and not-for-profit organizations
- Students will attend school in a safe, clean, and secure environment that is integrated with the learning environment.

#### 4. Require the measurement of learning outcomes.

The Arts Academy of Jacksonville Preparatory School will use a “value-added” approach, i.e., measuring the difference in achievement gain between the beginning and the end of the learning cycle that will level and monitor student progress and allow for the program to be customized to meet individual needs, ensuring progress and mastery.

In addition to the tools listed above, periodic assessments will be used to review and update the electronic Student Progress Reports regularly. The Student Progress Report is designed to level mastery. It prevents a student from proceeding to the next lesson until he/she reaches mastery level on the current lesson. The student progress reporting continually assesses and assists the student and teacher in identifying those areas of success and areas where the student is having problems requiring additional instruction.

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

This section is optional.

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

## **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 Arts Academy of Jacksonville Preparatory School will consider all students for admission regardless of race, ethnic and national origin, gender or religion. Admission will be offered to lower performing, “average”, and above average students attending urban middle and high schools within

the School district who have a GPA of 2.0 or higher. The AAJP School will comply with the Department of Education enrollment procedures.

The AAJP School will accept any student who resides in the School district; however, the School will use direct marketing and recruitment efforts with the intent to target at-risk, urban high school students residing in the area of the district with the greatest historical dropout student population.

Entering high school students that earned a GPA of 2.0 or higher, or who shows some interest in their academics will be eligible to enroll at The Arts Academy of Jacksonville Preparatory School. Admission will not be denied to any eligible applicants based upon sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The School will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be discriminatory if used by any public school.

In accordance with s.1002.33 (10) (d), F.S., The Arts Academy of Jacksonville Preparatory School will give admission preference to students who are the children of a member of the governing board of the charter school or who are the children of an employee of the charter school. Further preference may be given to siblings of a student enrolled in the School.

As allowed by s.1002.33 (10) (e ), F.S., The Arts Academy of Jacksonville Preparatory School will reserve the right to limit the admission process to students who meet reasonable academic standards as described in the educational program and included in the charter school application. The Arts Academy of Jacksonville Preparatory School shall comply with Class Size Reduction at the onset. The enrollment forecasts, tables and budgets included with this application are all consistent with class size requirements found in the Constitutional Amendment regarding Class Size Reduction.

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 student expected in each class, and the total number of students enrolled.

School Year	Grade Levels	Total Student Projected Enrollment	Student Enrollment Capacity
2015-2016	9	100: 9 <sup>th</sup> grade	100 students
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2019-2020	9-12	100: 9 <sup>th</sup> grade 75 :10 <sup>th</sup> grade 50 :11 <sup>th</sup> grade 50 :12 <sup>th</sup> grade	275 students

The expected number of students in each class is a 25:1 ratio.

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

The Arts Academy of Jacksonville Preparatory School will serve a total of 275 high school students starting in 2015-16 with a 9<sup>th</sup> grade academy. The School intends to initially serve a small number of 9<sup>th</sup> graders as well as serving dropout or credit deficient students utilizing the expertise of AdvancePath. As each year progresses, we intend to add a grade level, but only taking in 9<sup>th</sup> graders each year. The founding board of The AAJP School thought keeping the student body population low would best serve the students, giving them more focus and attention as they matriculate. Partnering with AdvancePath adds a niche to The Arts Academy of Jacksonville Preparatory School. Also, students that are completing courses through AdvancePath have the option to take elective courses through The AAJP School, along with actively participating in any after school extracurricular activities, preventing them from going home early. Lastly, teachers will move along with their students, allowing them to continue on building relationships with one another, and providing the students with a bond.

### 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.

The Arts Academy of Jacksonville Preparatory School will follow the School District's annual calendar with operational time starting at 7:15 a.m., ending at 2:15 p.m. Because AdvancePath is a dropout prevention and credit recovery program, students will run on an alternate schedule, allowing them time to work at their own pace, then leaving school upon completion of their coursework. Two sessions will run for AdvancePath students; 7:45am – 11:45am and 12:30-4:30.

#### Daily School Calendar

The Arts Academy of Jacksonville Preparatory School intends to run on a blended instructional model, which can be a three screen model, e.g., student driven instruction (Paideia Seminar)+ online instruction (Apex Curriculum) + teacher led instruction (offline instruction). The AAJP School will run on block scheduling that will afford them the opportunity to experience each method of instruction, thereby, providing them with a well rounded approach to learning. Education is transitioning from sole instruction from the teacher, to student centered and driven instruction, so it is with this in mind that we have chosen the screen approach.

In addition to the three-screen approach, the last hour of the day is given to students for both college and vocational preparation. All 9<sup>th</sup> grade students entering The AAJP School will meet with a college career consultant in order to set each individual success plan. Therefore, time will be set aside for students to meet with the consultant so that he or she may set their collegiate path. Students will also have after school attention for Apex Curriculum Comprehensive Courses and Tutorials, etc., while the last hour affords these students the opportunity for exposure in music production and athletic arts by taking an elective.

#### Online Instruction

Teacher facilitators: A team of highly certified, highly qualified teachers (as directed by Class Size Reduction) will direct and guide students to complete course requirements. Teachers also provide individualized instruction, monitor student's progress and build positive relationships with students.

#### Offline

A one and a half hour offline session is conducted for face-to-face direct instruction that allows teachers to serve as a compendium to the online work students are doing. Students are given

further understanding and mastery of online courses using supplemental materials. During this time, teachers and speakers help students acquire test taking skills, and special Electives as well as receive remediation assistance.

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

The AAJP School will utilize the Apex Curriculum as the core course requirement for student graduation purposes. Apex Curriculum directly correlates with the school's mission, providing all the components to ensure student achievement and success as they matriculate from one grade level to the next. In addition the curriculum juxtaposes the three-blend model for which The Arts Academy of Jacksonville Preparatory School intends to follow.

Another key component that The AAJP School will provide is an artistic component that serves as their own individual curricula. The philosophy of The Arts Academy of Jacksonville Preparatory School is to retrieve academically sound students and provide them the opportunity to adequately prepare for college, providing them with sufficient requirements and succeed in a career of their choice or go on in pursuit of post-secondary education.

The AAJP School will be established as a comprehensive educational alternative to traditional high school. The workload is different than the traditional high school, as many students will have some level of intrinsic motivation, but cannot meet the necessary requirements to enter into the District's college preparatory or magnet schools. Also, the students who may select The AAJP School as their alternative solution are looking to move away from their neighborhood school, and desire to learn in a smaller school setting while focusing on advancing their career skills, in addition to completing academic requirements for a diploma. The School will utilize a blended curriculum and instructional approach.

The dropout rate is one of the most important indicators for educators and policy-makers in their efforts to provide an appropriate and challenging education for all students. The personal, social, and economic consequences of students not completing high school are enormous.

The Arts Academy of Jacksonville maintains to focus on a myriad of learning styles from auditory to kinesthetic. We aim to expose students in arts in a non-traditional format that each has its own unique and individualized curricula, thus providing a "school within a school" concept. Outside of the academic curriculum The AAJP School will provide, below is the interschool curriculum being taught:

## **Remixing Education, Education through Entertainment & Arts Partnership**

### **SCHOOL BEATS S.T.E.A.M GRADES 9-12**

Pop culture is a major source of influence for Americans between 13-19 years of age. The focal point of this influence is the music business. According to the Stanford University Department of Anthropology, on average, American youth listen to music and watch music videos four to five hours a day. This is more time than they spend with their friends outside of school or watching television shows. Music matters to adolescents, and they cannot be understood without a serious consideration of how it affects their lives. The scholastic community must rise to the occasion and bridge the gap between pop culture and education. School Beats S.T.E.A.M is an innovative program that does just that. Through this curriculum students use the core principles of Science, Technology, Engineering, Arts, and Math as well as imagination to own, operate, and market a record/entertainment company.

Many schools have lost their arts programs, as a result lost much of the creative energy that excites young minds. The imagination should never be neglected, especially the youthful imagination. Through the use of project based disguised learning, students will actively run their own entertainment company by taking on the responsibilities and job functions of each position from CEO to Audio Engineer. The curriculum includes instructor's guides; student workbooks; ProTools software complete with Fast Track Pro Interface; a MIDI keyboard; studio monitors; a microphone complete with stand, shock mount, and pop filter; headphones, and so much more. Each lesson plan is aligned to Common Core Standards and still actively solicits original ideas and analytical input from students. Students will create quality music that provides a positive educational alternative to some of the negative digressive songs and videos played on radio and television.

A beautiful element that School Beats S.T.E.A.M brings to the classroom is the ability to academically enhance students, as they are simultaneously building character, individuality, creativity, and developing entrepreneurial skills. The foundational pillars of School Beats are shared values amongst educators and students, common ground between peers and pupils, as well as cooperative success. School Beats S.T.E.A.M provides a portal to academic excellence by educating through entertainment and arts partnership.

The founders of The Arts Academy of Jacksonville Preparatory School believe that STEAM and Paideia juxtaposed will, without a shadow of a doubt, catapult the students and educational

community to new heights in education. Both Paideia and STEAM are cross-curricular developments that allow students to exceed their own limitations educationally while challenging their own intellect. Teachers, who will transition to supplements in the classroom, have the chance to learn alongside the students as they take note as the students return to the primary focus in the classroom.

As education continues metamorphosing, Paideia is a key component in its change. In Duval County, there are college preparatory schools that practice this pedagogical transition. Students are trained as entering 6<sup>th</sup> graders how to conduct themselves in a Socratic Seminar. With this training, these students matriculate to other classes fully equipped on how to inquire successfully and learning simultaneously. In this environment, no student is intimidated because they are learning from one another as the teacher facilitates the inquiry as needed. Through the Paideia Seminar, teachers are also able to continuously assess the students as they participate in the round robin questioning.

**c) Describe the research base for the educational program.**

According to author, Joan Platz, "researchers have also found a strong relationship between instruction in the arts and learning mathematical skills, and improving student observational skills in science" (2006). "According to one study, students who studied music showed improved spatial temporal-reasoning skills, which helped them later learn math concepts" (Graziano, Critical Links). The founders of The Arts Academy of Jacksonville Preparatory School heavily believe in the support of the arts alongside academics; both work well together. Research indicates that "students who participate in the arts also consistently outperform non-arts peers on the Scholastic Aptitude Test (SAT), according to the 2006 SAT results published by the College Board" (2006). Therefore, we see the desperate need to incorporate the arts as a tool for student academic achievement and incentive for our struggling students. The research base also looked into the "trans-disciplinary" approach to creative cognitive skills. "This STEAM paradigm is an interesting and potentially useful approach, as it begins to chip away at rigid notions of science and mathematics, and considers the value of traveling between disciplines. But trans-disciplinary thinking can take us even farther, with a complete, flexible and useful structure of skills for thinking in any discipline (TechTrends, pg. 19, 2012). The utilization of the arts fusing the world of academia brings back critical thinking and focus. We are believers that creativity makes a person's mind think beyond the surface, thereby, making the mind go beyond surface based information.

In an *Education Week* article published in December, 2011 entitled, "STEAM: Experts Make Case for Adding Arts to STEM," purports that "...a 2008 study led by Robert Root-Bernstein of Michigan State University, which found that Nobel laureates in the sciences were 22 times more likely than scientists in general to be involved in the performing arts...and then there's the Renaissance figure who some view as

the personification of STEAM: Leonardo da Vinci, the Italian painter and sculptor who also made a name for himself as a scientist, engineer, and inventor."

One advocate of the STEM to STEAM push is Harvey Seifter, the director of the Art of Science Learning. He indicated in the article that, "for me, it is about connecting--or reconnecting--the arts and sciences in ways that learning can happen at the intersection of the two (2011). Mr. Seifter is a consultant for Fortune 500 companies that "foster business creativity." "One core idea Mr. Seifter and other STEAM advocates emphasize is that the arts hold great potential to foster creativity and new ways of thinking that ca help unleash STEM innovation" (2011).

Science, Technology, Engineering, Arts, and Mathematics (STEAM) coupled with Paideia or Socratic Methodology are the two innovative and fresh instructional practices that have recently broached the educational era. Because students are more technologically savvy, oftentimes the best way to reach them is by speaking their language through what they are most familiar—technology.

STEAM offers students the opportunity to learn while being challenged alongside enjoying the art of exploration through a hands-on approach with the arts and technology components. According to a stem to steam case study, the 2012 Charter school of the year, Drew Charter School in Atlanta, Georgia;

...K-8 school with a curriculum focus on STEAM and a strong foundation of literacy. Drew Charter School utilizes a team teaching approach that allows teachers to know all students as individuals and to collaborate across disciplines.

Drew's STEAM focus has yielded continued improvement in test scores and student success: Drew students exceed the Georgia and Atlanta public school averages in Reading, Language Arts, Math, Social Studies and Science. The school's educational approach is framed around four guiding principles:

- An interdisciplinary program integrating the five areas of science, technology, engineering, arts and mathematics
- Inquiry-based instructional program with real world context
- Emphasis on design and problem-solving leading to applications
- Child-centered, community-based school focusing on science, technology, engineering, arts, and mathematics

(<http://stemtosteam.org> 2013)

Paideia, a Greek terminology that translates to “an upbringing of a child, initiated in 1982, Paideia’s [by] original thinker, Mortimer Adler, joined with a diverse cadre of educators and intellectuals to write The Paideia Proposal. Its members charged themselves with the task of defining a list of ‘Paideia Principles’...these principles continue to shape our efforts to improve teaching and learning in schools and classrooms” (National Paideia Center 2013).

<sup>1</sup>Paideia is a holistic approach to life-long learning with roots in ancient Greece. Paideia is a set of beliefs about education including active and rigorous teaching methods. The Paideia group has designed 12 principles as the basis of high quality education. The principles are as follows:

- That all children can learn;
- That, therefore, they all deserve the same quality of schooling, not just the same quantity;
- That the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- That schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
- That the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one’s self;
- That the primary cause of genuine learning is the activity of the learner’s own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- That the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;
- That the results of these three types of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language

and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;

- That each student's achievement of these results would be evaluated in terms of that student's competencies and not solely related to the achievements of other students;
- That the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;
- That the principal and faculty of a school should themselves be actively engaged in learning;
- That the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

#### **Overview of the Research Base Supporting the AdvancePath Model**

AdvancePath is extremely proud to implement an instructional program for students that is strongly supported and aligned to a number of scholarly research studies. Our emphasis is to prepare all students for high school graduation and for successful post-secondary educational and professional lives through the delivery of a premier educational program, grounded in the latest scholarly research in the areas of curriculum, instruction, and assessment. This commitment to scholarly research and program enhancement ensures a research- and evidence-based pedagogical program - with fidelity that draws upon the latest trends in teaching and learning. In 2009, the California State Attendance Review Board recommended AdvancePath as a "model program" with which Districts in California should consider partnering to establish programs for at-risk youth. With a commitment to the rigor and relevance of the curricula and the creation of a positive learning environment where all students can regain their confidence, AdvancePath is bringing to its District partners an economical and effective strategy for increasing graduation rates and assisting accelerated learners.

AdvancePath Academics, Inc. was developed upon a research base that included:

- 20 years of operational experience from the learning centers in Sweetwater Union High School District (California)
- Studies on instructional design, cognitive development, and pedagogical practices
- Analysis and development of best-of-breed courseware and curricular materials

- Investigation of student temperaments and risk factors for dropping out
- The National Dropout Prevention Network Center (NDPC/N) at Clemson University

Student's non-success in traditional education environments are often tied to the many distractions and social norms associated with the comprehensive middle and high school. Behaviors that might normally be acceptable for teenagers outside of the traditional middle and high school environment are often seen as disruptive and unnecessary. Students transitioning from middle school to high school and students experiencing difficulties in ninth and tenth grade are often anxious about a high school's more impersonal, competitive setting (Haviland, 2005). The small group instruction implemented in the AdvancePath Model allows the student to focus on his or her academics, leading to learning success.

All teaching, instructional support, and administrative staff are participants in the delivery of the curriculum and the support system. Teachers, Instructional Aides and Administrative Staff are trained as mentors. The AdvancePath Model provides students with the support from a teacher who has the time and passion that reduces the student's feeling of isolation that research confirms is a significant reason for why students drop out and fail to earn a diploma that they have the skills to obtain (Chapman & Sawyer, 2001; Mizelle, 1999 & 2005).

The AdvancePath Model is built upon research that shows the common threads of successful non-traditional programs in improving the skills of students credit earning and self-esteem building as well as provisioning school settings that:

- Reduce the alienation and improve the self-concept of at-risk students and accelerated learners
- Provide at-risk students with increased access to desirable social roles
- Increase community and parental participation in the education of at-risk students
- Provide a flexible and integrated academic and vocationally-oriented curriculum that emphasizes the importance of school in preparing for later life
- Provide students with a success-oriented program to obtain academic and employability skills in a school environment Provide a competency-based, self-paced program with clear quantifiable objectives and instruction in a variety of ways best suited to the individual student's needs

Foster within students the responsibility for their own learning and the expectation that they will take an active role in setting their own goals

The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment. With individualized learning paths, significant teacher facilitation and mentoring, and a system-wide

implementation of positive behavior support structures, students work in a positive learning environment and culture with clear expectations for learning success.

**Use of Technology** – Generally, traditional school programs make use of computers as supplemental teaching tools that focus on supporting classroom instruction. However, for non-traditional students, much more can be accomplished with computers as the primary instructional tools while teachers provide content expertise and support as mentors and facilitators of learning. In a study conducted by Kathleen Cotton the following was concluded about the value of Computer Aided Instruction (CAI):

- The use of CAI as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone.
- Computer-based education (CAI and other computer applications) produces higher achievement than conventional instruction alone.
- Student use of word processors to develop writing skills leads to higher-quality written work than other writing methods
- Students learn material faster with CAI than with conventional instruction alone. Students retain what they have learned better with CAI than with conventional instruction alone.
- The use of CAI leads to more positive attitudes toward computers, course content, quality of instruction, school in general and self-as-learner than the use of conventional instruction alone.
- The use of CAI is associated with other beneficial outcomes, including greater internal locus of control, school attendance, motivation/time-on-task and student cooperation and collaboration than the use of conventional instruction alone.
- CAI is even more beneficial with lower-achieving students than with higher-achieving students.
- Economically disadvantaged students benefit more from CAI than students from higher socioeconomic backgrounds.
- CAI is more effective for teaching lower-cognitive material than higher-cognitive material (Kathleen Cotton, *School Practices that Matter Most*, 2000).

Research cited:

(Barr, Robert D., and Parrett, William H. 1997; Cookson, Peter W. 1994; Finn, Chester E., Jr.; Manno, B. V.; and Vanoueric, G. 2000; Fuller, Bruce, et al. 1999; Glenn, Charles L. 1998; Hardy, Lawrence. 2000; Mintz, Jerry. 1996; Nathan, Joe. 1996; Raywid, Mary Ann. 1983; Smith, Vernon H.; Barr, Robert; and Burke, D. 1986; Wehlage, Gary G., et al. 1989; Callet, Valerie 2010, Balfanz, 2009).

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

As aforementioned, The mission of The Arts Academy of Jacksonville Preparatory School is to mold students into young responsible adults prepared for the real-world by simply focusing on their intrinsic motivation, and raising student academic expectation while ultimately realizing their truest potential. To this end, each student is expected to accept challenge—obliterate defeat—and rise to the occasion. With this in mind, with Apex Learning Curriculum, it provides teachers with the opportunity to set individualized mastery for his/her students in order to achieve maximum success. Also, with Apex Learning, students are enabled a chance for success at varying levels from AP coursework to Dual Enrollment opportunities so that each child receives an optimal learning experience.

To add, The Arts Academy of Jacksonville Preparatory School will be the only charter school to offer a separate, unique, and comprehensive music production experience through S.T.E.A.M, Remixing Education. All students will take elective courses beginning with the basics of music to leaving school with direct experience in the music industry, e.g., stage lightning, song writing, music production, copyrighting, etc. Remixing education is a Science, Technology, Engineering, Arts, and Math based curriculum that focuses on all facets of music; therefore, students gain more than an elective upon graduating from The AAJP School.

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

The Arts Academy of Jacksonville's aim is to ensure all students strive for their highest potential. Each day, faculty and staff will be charged with the duty to maintain high student expectation. For this reason, if teachers keep high levels of expectations in the classrooms and in the forefront of the students' mind, the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat, but an understanding.

#### 4. Curriculum Plan

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

The Arts Academy of Jacksonville Preparatory School will provide a safe and orderly school, which promotes a supportive learning environment that, offers content mastery of the Next Generation Sunshine State Common Core Standards through challenging and engaging work (See Attachment 1 for core academic course descriptions). As part of our individual performance plan, each student will have an advisor who will assist the student in pursuing knowledge and understanding through electives, and service learning programs. All students will work from their individual success plan (ISP) and maintain portfolios to document and reflect on their achievements over the course of their high school career.

Teachers will work in teams to integrate the curriculum and their community. The AAJP School will forge partnerships with local businesses, social service agencies, and community groups to provide a variety of learning opportunities for all students in attendance. By developing a classroom experience that extends beyond the classroom, The AAJP School will provide an innovative approach to the mastery of the core subjects using the NGSSCS standards-based programs utilizing research based instructional techniques. The curriculum will focus on S.T.E.A.M with a concentration on core credit coursework. Throughout this interdisciplinary, curriculum will be components of career planning, and character education. Moreover, AAJP's concentration on the arts will foster creativity and maturity in preparation of their future as young adults.

The Arts Academy of Jacksonville Preparatory School students will receive an education through an encouraging learning atmosphere that offers content mastery through stimulating and engaging studies. AAJP believes in personal performance plans for each student, which is grounded in the Next Generation Sunshine State Standards, and Common Core State Standards. In keeping with the AAJP School's progressive educational philosophy, the student, not the standards; however, will be the center of the academic focus.

The primary intent of the leaders at The Arts Academy of Jacksonville Preparatory School is to provide classroom with student driven discussions and instruction. Thus, the Socratic method is a precept of the

School's approach to teaching and learning. AAJP envisions a school that achieves mastery in the core subject areas by teaching in a context that develops civic literacy through Paideia Seminar cross curricula, promotes stewardship, fosters self and community awareness, and integrates informational literacy. At The Arts Academy of Jacksonville Preparatory School, the importance of each person making a positive contribution to the greater community as well as the importance of education as a tool enabling each person to make a greater influence. We believe, at The AAJP School that education is a cyclical effect involving parents, community as responsible parties all investing in each student's individual success.

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

The founders of the Arts Academy of Jacksonville Preparatory School has acquired numerous methods of study in order to choose the best option for the demographic for which we intend to reach. Based on various articles, studies, practical and hands-on experience, we have comprised the conclusions below. We are firm believers in meeting students where they are initially; however, setting high expectations in the onset. Also, combining technology driven curriculum along with the arts, The Academy believes that it will best serve the needs of the students while raising their self-esteem and motivation for becoming better well-rounded individuals. Below, the research has proven that the combination of student interest, e.g. arts, and technology increases student success; ergo, an increase in graduation rates.

In an article written by Charlie Patton of Jacksonville.com:

Jane Condon, a former principal at both Douglas Anderson and LaVilla School of the Arts, argues that in some ways art classes are more important than "core" classes like math and history.

"As far as I can see, our education has everything backwards," she said. " ... To increase test scores, you don't get rid of the arts programs to make more time to study. You increase the arts programs to improve the scores."

That was the finding of a study of 2008 Florida high school graduates by Steven N. Kelly, an associate professor of music education at Florida State University. He found a powerful correlation between participation in arts education, especially music, and academic performance.

In response to that study, state Sens. Stephen Wise of Jacksonville and Nancy Detert of Venice sent the state education commissioner a letter in the spring of 2009 asking the state to "do all possible to encourage principals and superintendents to ensure the continuation of music and other arts programs" (2011).

School Beats STEAM is a creative engaging project based program for students to gain hands on experience in running a record/entertainment company to expand their knowledge of the recording industry by signing, recording and marketing national artist through their own entertainment company. Students work in teams related to advertising, recording, production, publishing, artist and repertoire, legal, marketing, touring, sales, web development, finance, etc., and expand their knowledge of life-skills such as responsibility, teamwork, and decision-making. School Beats has been successful in bringing out the creativity and improving literacy skills in some of the school's at-risk students.

School Beats STEAM program is a 4 unit reusable curriculum kit with 20 lesson plans created for the purpose of educating students in an affordable, exciting, and applicable way in the areas of Science, Technology, Engineering, Arts and Math. Through this curriculum, students use core principles and their imagination to own, operate, and market a record/entertainment business.

Students will also be exposed to engaging music that provides a positive educational alternative to some of the negative, digressive songs and videos played on radio and television. A beautiful element that the School Beats STEAM program brings to the classroom is the ability to successfully educate students while building character, encouraging individuality and creativity, and developing entrepreneurial skills.

School Beats STEAM will provide K-12 students a culturally relevant, project-based integrated arts learning environment. The learning is standards-driven, hands-on for students, and non-traditional in its approach. The curriculum helps foster the relationship between academic and artistic interests using Hip Hop based education as a valuable teaching tool through the power of music and popular culture.

### **SCHOOL BEATS STEAM GOALS**

- Improve academic literacy
- Promote STEAM (Science Technology Engineering Arts & Mathematics)
- Promote positive youth development
- Promote personal growth that helps to enhance motivation, dedication and academic performance
- Provide entrepreneurial education to address high unemployment rates and poverty

- Promote critical thinking about art and music
- Develop students ability to effectively read, write, speak, listen, and think
- Shared accountability + Shared strategies = Partnership

### **CASE STUDY PROGRAM STATISTICS**

In 2011, Education Through Entertainment & Arts Partnership partnered with a Non-Profit organization and provided the School Beats STEAM program to 488 students in a specific program.

The results are as follows:

- 80+% Showed gains in academics, student attendance, participation in class work, student morale, and vigor towards learning
- 87% Increase in academic improvement in certain classes – mostly language arts and reading, from actively participating students
- 85% Decrease in absenteeism
- 85% Decrease in disciplinary problems in actively participating students

### **School Beats STEAM Programs (K-2nd, 3rd-5th, 6th-8th, and 9th-12th programs)**

- Aligned to Common Core Standards
- Pre and Post assessments
- Activities and workbooks for students in a 20:1 ratio setting (Workbooks are reusable)
- Teacher manual and instructional training DVD
- 20 Engaging lesson plans with activities to cover all STEAM topics
- 11 Original songs that reinforce the topics of each lesson
- Project materials to complete all of the hands-on activities
- Word play cards, Character/Artist cards, Picture kits, and Story posters

In addition, the School Beats Studio Equipment can be purchased separately, which includes:

- (1) 49 Key USB/MIDI Keyboard
- (1) Stage/Recording Microphone
- (1) Microphone Stand

- (2) Powered Studio Speakers
- (1) Fast Track Pro Tools Recording Software and Interface
- (1) Headphones
- Cables to connect all equipment

These are a few of locations that School Beats is in:

- Bethlehem Area School District – Bethlehem, PA
- Denn John Middle School – Kissimmee, FL
- North Port K-8 School – Port St. Lucie, FL
- Southern Oaks Middle School – Port St. Lucie, FL
- Forest Grove Middle School – Port St. Lucie, FL
- Jefferson Davis Middle School – Jacksonville, FL
- McComb School District – McComb, MS
- Jackson Initiative, Inc. – Villa Ridge, IL
- Lantana Middle School – Lantana, FL
- Lincoln Park Elementary School – Pensacola, FL
- Woodham Middle School – Pensacola, FL
- Boys & Girls Club of Manatee County – Bradenton, FL
- Robert L. Taylor Community Center – Sarasota, FL
- Boys & Girls Club of Central Florida – Orlando, FL
- Jefferson Davis Middle School - Jacksonville, FL
- Metro Kidz – Jacksonville, FL
- Eureka Gardens Community Center – Jacksonville, FL
- The Boselli Foundation - Jacksonville, FL
- Congreso De Latinas, Inc. - Philadelphia, PA
- Mary Riggs Neighborhood Center - Indianapolis, IN
- Westside Community Learning Center – Sanford, FL

The Arts Academy of Jacksonville Preparatory School intends to utilize the highly successful Apex Learning Curriculum as the primary source of core academics. Below, are testimonials of the high achievement rate of school districts that have used Apex Learning in order to move children into a higher institution of learning:

St. Mary's County Public Schools' Great Mills High School Increases Graduation Rate from 76% to 82%

LEONARDTOWN, MD and SEATTLE, WA – August 28, 2012 – St. Mary's County Public Schools today announced Great Mills High School increased its four year adjusted cohort graduation rate by 6 percentage points in one year, from 76% in 2011 to 82% in 2012. Superintendent Dr. Michael Martirano attributes much of the increase to the school using Apex Learning® digital curriculum in a new blended learning program.

The district launched the blended learning program at Great Mills High School last fall to provide students opportunities for remediation and credit recovery. Great Mills High School reported that 1 in 5 students who graduated this year had participated in the program. "Many of these students wouldn't have graduated on time without this opportunity," said Martirano. Overall, the district recorded the largest overall graduating class in its history.

One of the challenges of remediation and credit recovery programs is that each student is starting at a different point and has a unique set of needs. In this blended learning program, Apex Learning online courses provided direct instruction and formative and summative assessment, allowing each student to focus on the specific content he or she had yet to master and to move at his or her own pace. The classroom teacher was able to engage one on one with each student, using real-time data to monitor student progress and performance and determine the best way to help each student achieve.

"We regularly hear from students engaged in our digital curriculum that they feel empowered, in charge of their own learning," said Cheryl Vedoe, CEO of Apex Learning. "Research shows when this occurs, performance increases and learning accelerates. Students stay in school, earn credits, and achieve at higher levels, resulting in increased graduation rates."

This fall the district will expand the blended learning program to serve students at Leonardtown and Chopticon High Schools. "We are so pleased with the results at Great Mills, it made sense to expand the program to address the needs of students across the district," said Great Mills High School Principal Jake Heibel.

The program is part of a partnership with America's Promise Alliance Grad Nation campaign and Apex Learning®. The goal of the Grad Nation campaign is to increase the nation's overall high school graduation rate to 90 percent by 2020. "Increasing access to high quality digital learning for more youth can improve our chances of achieving our goal, changing outcomes and ultimately succeeding as a nation," said Elizabeth Morgan, PhD, executive director, Grad Nation Campaign, America's Promise Alliance.

### **About St. Mary's County Public Schools**

St. Mary's County Public Schools are located in Leonardtown, Maryland, and serve 17,450 students

in 27 schools, including the county's first public charter school.

America's Promise Alliance is the nation's largest partnership organization dedicated to improving the lives of children and youth by raising awareness, supporting communities, and engaging in nonpartisan advocacy. Through our Grad Nation campaign, we harness the collective power of our partner network to mobilize Americans to end the high school dropout crisis and prepare young people for college and the 21st century workforce. Building on the legacy of our Founding Chairman General Colin Powell, the Alliance believes the success of our young people is grounded in the Five Promises – caring adults; safe places; a healthy start; an effective education; and opportunities to help others. For more information about America's Promise Alliance, visit [www.americaspromise.org](http://www.americaspromise.org).

### **About Apex Learning**

Founded in 1997, Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. The company's standards-based digital curriculum — in math, science, English, social studies, world languages, and Advanced Placement — is widely used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Multiple course pathways help teachers successfully engage all students in rigorous coursework that prepares them for college and work. During the 2011–2012 school year, Apex Learning served 395,000 students with more than 1.35 million course enrollments. The Northwest Accreditation Commission accredits Apex Learning, headquartered in Seattle and its courses are approved for National Collegiate Athletic Association eligibility. For more information, visit [www.apexlearning.com](http://www.apexlearning.com) or call 1.800.453.1454.

### **Overview of the Research Base Supporting the AdvancePath Model**

AdvancePath is extremely proud to implement an instructional program for students that is strongly supported and aligned to a number of scholarly research studies. Our emphasis is to prepare all students for high school graduation and for successful post-secondary educational and professional lives through the delivery of a premier educational program, grounded in the latest scholarly research in the areas of curriculum, instruction, and assessment. This commitment to scholarly research and program enhancement ensures a research- and evidence-based pedagogical program - with fidelity that draws upon the latest trends in teaching and learning. In 2009, the California State Attendance Review Board recommended AdvancePath as a “model program” with which Districts in California should consider partnering to establish programs for at-risk youth. With a commitment to the rigor and relevance of the curricula and the creation of a positive learning environment where all students can regain their confidence, AdvancePath is bringing to its District partners an economical and effective strategy for increasing graduation rates and assisting accelerated learners.

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The AdvancePath Model is built upon research that shows the common threads of successful non-traditional programs in improving the skills of students credit earning and self-esteem building as well as provisioning school settings that:

- Reduce the alienation and improve the self-concept of at-risk students and accelerated learners
- Provide at-risk students with increased access to desirable social roles
- Increase community and parental participation in the education of at-risk students
- Provide a flexible and integrated academic and vocationally-oriented curriculum that emphasizes the importance of school in preparing for later life

- Provide students with a success-oriented program to obtain academic and employability skills in a school environment Provide a competency-based, self-paced program with clear quantifiable objectives and instruction in a variety of ways best suited to the individual student's needs
- Foster within students the responsibility for their own learning and the expectation that they will take an active role in setting their own goals

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**Use of Technology** – Generally, traditional school programs make use of computers as supplemental teaching tools which focus on supporting classroom instruction. However, for non-traditional students, much more can be accomplished with computers as the primary instructional tools while teachers provide content expertise and support as mentors and facilitators of learning. In a study conducted by Kathleen Cotton the following was concluded about the value of Computer Aided Instruction (CAI):

- The use of CAI as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone.
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- CAI is more effective for teaching lower-cognitive material than higher-cognitive material (Kathleen Cotton, *School Practices that Matter Most*, 2000).

Research cited:

(Barr, Robert D., and Parrett, William H. 1997; Cookson, Peter W. 1994; Finn, Chester E., Jr.; Manno, B. V.; and Vanoueric, G. 2000; Fuller, Bruce, et al. 1999; Glenn, Charles L. 1998; Hardy, Lawrence. 2000; Mintz, Jerry. 1996; Nathan, Joe. 1996; Raywid, Mary Ann. 1983; Smith, Vernon H.; Barr, Robert; and Burke, D. 1986; Wehlage, Gary G., et al. 1989; Callet, Valerie 2010, Balfanz, 2009).

- 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.*

### SCHOOL READING PROGRAM

The not-for-profit educational program, Great Books Foundation directly correlates with the overall curriculum objectives for The Arts Academy of Jacksonville Preparatory School. Great Books Foundation is a Socratic Seminar that builds ALL students comprehension and literacy levels through the inquiry model. Utilizing the Common Core State Standards, all lesson plans are aligned and written to the standards so that teachers are adhering to the state statute. The mission of the Great Books foundation is *"To empower readers of all ages to become more reflective and responsible thinkers. To accomplish this, we teach the art of civil discourse through the **Shared Inquiry**™ method and publish enduring works across the disciplines."* So with this, Great Books is the perfect marriage to the basis of The AAJP School's student achievement.

The Great Books Foundation relies on the Key Instructional Shifts in order for each student to reach success in their English Language studies. Great Books deliver a myriad of helpful components to its program like:

- Provide a Staircase of Text Complexity: texts progress in reading level and conceptual complexity from grade to grade. Audio CDs help struggling readers access even [the] most challenging

selections. Necessary scaffolding and differentiation strategies to give all students the opportunity to reach the top.

- Balance Literacy and Informational Texts: feature anthologies of outstanding literature by award-winning authors from around the world.

Require Text-Based Answers: Shared Inquiry™ discussion has been the hallmark of all GreatBooks K-12 for 50 years. Students prepare by reading the text multiple times. In discussion, students support their ideas with evidence from the text.

### **Minneapolis Public Schools**

After piloting Great Books in 20 diverse middle and high schools this past year, the Minneapolis Public Schools system implemented Great Books districtwide and across the curriculum in grades 6–12.

Minneapolis administrators believe Great Books is the best fit for the district’s curriculum reform goals. “The Great Books texts and Shared Inquiry method offer both rich texts and discussion that support generative and critical thinking,” said Tracey Pyscher, secondary literacy and language arts district lead for Minneapolis Public Schools. “We recognize the fluidity of reading, writing, discussion (discourse), inquiry, and investigation as our foundations of English education and high-quality student learning,” added Ellen Debe, the district lead for secondary English language arts.

In the fall of 2008, 160 classroom teachers completed the core sequence of Great Books Shared Inquiry professional development. Since then, they have attended expanded professional development workshops. In addition, more than 150 special education teachers completed Great Books professional development in March 2009 and began using the program in their classrooms.

### **APEX READING PROGRAM**

The School will use the APEX Reading program that satisfies the Reading First initiative and is aligned with Florida Sunshine State Standards. As emphasized by the “Just Read, Florida!” program, key reading research findings are applied in the Reading Program: (1) phonemic awareness, phonic skills, comprehension, and vocabulary:

#### **Phonemic Awareness**

Phonemic awareness is a pervasive focus of the Reading and Vocabulary Building lessons, and incorporates various techniques used by researchers, such as: isolation, identity, categorization, blending,

segmentation and deletion. The lessons teach students to identify, recall, change, hear, define, use, and locate individual speech sounds and their relationships with the printed letters. Therefore, APEX Reading Program provides phonemic awareness lessons designed to:

- Aid students in learning to manipulate phonemes in words
- Stress phoneme manipulation with the letters in a word
- Provide practice in using letters of the alphabet so that students can access them quickly and automatically
- Give explicit instruction on specific skills
- Provide instructional lessons that are brief and well focused

### **Phonics Skills**

Scientific research on phonics instruction from an NRP report includes the following conclusions concerning systematic and explicit phonics instruction. Phonics instruction: (1) significantly improves learners' reading comprehension, (2) is effective for students from various social and economic levels, (3) is beneficial for learners who are having difficulty learning to read and who are at risk for developing future reading problems, and (4) is most effective when introduced early.

Phonemic awareness and phonics instruction consistently compliment and support each other in the APEX Reading program. The Reading Program provides phonics lessons designed to:

- Provide phonics instruction explicitly for the purpose of learning to decode words.
- Specifically teach young learners to convert letters into sounds and help them blend sounds to form recognizable words.
- Utilize systematic phonics instruction with other strategies to create a complete reading program.
- Help students to use their phonics skills accurately and consistently in reading and writing exercises.
- Assess individual student progress and provide phonics instruction to meet specific student needs.

### **Comprehension**

National Reading Panel (NRP) research concludes that text comprehension can be improved by instruction that helps readers use specific comprehension strategies. The seven individual strategies that appear to be effective and most promising for classroom instruction are: (1) comprehension monitoring, (2) cooperative learning, (3) graphic and (4) semantic organizers including story maps, (5) question answering, (6) question generation, and (7) summarization. The APEX Reading curriculum study guides, lessons, and essays are designed to teach the use of these strategies. The flexibility, depth, and scope of the

comprehension material found in the APEX Reading program are focused on the learner as a complete reader. The APEX Reading Program provides comprehension lessons designed to:

- Aid students in monitoring their comprehension by making them aware of their understanding of the material
- Use visual organizers and pictorial assistance to promote comprehension
- Encourage students to generate their own questions while they read
- Instruct students how to integrate ideas and generalize from the lesson text by summarizing the information
- Examine literature by asking and answering who, what, where, when and why questions about characters, plots, and events
- Use a variety of comprehension techniques

### Vocabulary

According to NRP research, the importance of vocabulary knowledge has long been recognized. In 1925, the National Society for Studies in Education (NSSE) Yearbook (Whipple, 1925) noted: "Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values." From this same research, five (5) main methods of teaching vocabulary were identified:

- Explicit Instruction: Definitions or other attributes of words have to be learned
- Implicit Instruction: Exposure to words or opportunities to do considerable reading
- Multimedia Methods: Vocabulary is taught beyond the text (i.e., hypertext, graphs, etc.)
- Capacity Methods: In order to make reading automatic, practice is emphasized
- Association Methods: Learners are encouraged to make connections between what they do know and unknown words

In the publication *Put Reading First: The Research Building Blocks for Teaching Children to Read* developed by the Center for the Improvement of Early Reading Achievement (CIERA), four different kinds of word learning have been identified:

- Learning a new meaning for a known word
- Learning the meaning for a new word representing a known concept
- Learning the meaning of a new word representing an unknown concept; and
- Clarifying and enriching the meaning of a known word

Each of the above listed strategies or methods of teaching vocabulary, as identified by the NRP, is a vital part of the APEX Reading and Vocabulary Building curriculum. These strategies were carefully considered during the development of the scope and sequence and lesson content of the curriculum. Additionally, the APEX Vocabulary curriculum is grade-specific. The vocabulary presented in the lessons was correlated to the EDL Core Vocabulary Cumulative List and the Dolch Vocabulary List. The APEX Reading Program provides vocabulary lessons designed to:

- Provide instruction regarding vocabulary before students read a lesson text
- Provide multiple exposures to vocabulary words
- Teach high-frequency vocabulary words that are likely to appear in many different texts
- Involve students in tasks that help them to use vocabulary in different ways
- Teach students new words in subject matter textbooks

The APEX Reading curriculum incorporates 822 lessons for grade levels 1-12. The program instructs students from beginning reading levels to more advanced reading skills utilizing a four-step approach in each lesson: Study (the lesson), Practice Test, Mastery Test, and Essay exercises (writing). The Building Vocabulary titles (428 lessons) are devoted to instruction in decoding skills and building vocabulary. The Reading titles (394 lessons) are divided into four units: Review, Word Analysis, Comprehension, and Literary Skills.

As stated above, the electronic APEX curriculum comprises the major portion of electronically delivered academic offerings. APEX's Reading and Writing component is not only thorough in content, but also provides many skill levels so that each student will begin learning at his/her appropriate skill level and progress at his/her individual pace. This array of skill levels also provides The Arts Academy of Jacksonville Preparatory School's program with options for English Language Learners (ELL) and Exceptional Education students.

Upon entering the School's program, students are tested and placed in an appropriate starting reading level. This process of screening and creating an individualized learning strategy for each student, combined with the daily monitoring and assessment that is rigorously performed by the staff, directly aligns with Florida's "Just Read, Florida!" goals.

Our curriculum options address a comprehensive array of these reading skills at different levels. By combining these various research-based curriculum options, the School offers the building blocks for

systematic and explicit teaching of reading skill components, while offering the wide array of skill levels necessary to accommodate all students.

### **Students Reading At or Above Grade Level**

Students scoring at or above on the FCAT will also receive reading instruction. The instructional focus will be vocabulary and comprehension strategies that prepare the students for rigorous college coursework.

These students will receive their focused reading strategy instruction within the content area classroom with the exception of those classes specifically designed to enhance preparation for the PSAT/SAT assessments. While they read, students will connect the new knowledge with the prior knowledge and verify their predictions. Teachers model active reading comprehension strategies for the students. After students have finished reading, they will learn to summarize and organize what they have learned. The Arts Academy of Jacksonville Preparatory School's teachers receive professional development in scientifically based researched reading through participation in the District Public Schools reading endorsement classes as well as other trainings offered to all public school teachers.

### **Students Reading Below Grade Level**

The Arts Academy of Jacksonville Preparatory School will provide one-on-one in-class assistance opportunities throughout the year to ensure remedial accommodations are met. Teachers will confer with students during offline class sessions to work on reading skills. As part of the "No Child Left Behind" law, safety nets will be provided in class and after school to prohibit any student from failing. After school, tutoring from scholar students, teachers, and mentors will be provided for additional assistance.

Although the reading curriculum is driven by online APEX Learning, The Arts Academy of Jacksonville Preparatory School will implement a separate reading curriculum and strategy set for those students who read below grade level to increase their reading ability. Intervention for struggling readers will occur for students scoring at Level I on the FCAT. These students will receive intensive instruction in the scientifically based researched reading elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. The instruction will be offline face-to-face classroom setting in addition to their core, required subjects. The intervention for the students will be flexible depending on the needs of the students with time for whole group and individualized reading.

### **Meeting the reading needs of at-risk student subgroups**

A Progress Monitoring Plan (PMP) will be written for any student not on grade level. Curriculum will consist of a core reading program, differentiated materials, supplementary materials, and intervention material. Progress monitoring will include:

- Progress monitoring is ongoing
- A reduced teacher/student ratio will be in effect
- A reading block of uninterrupted reading time will be in effect, during which large, small and individual instruction will take place
- Teachers will select an instructional program that is appropriate in relation to the needs of the child
- Assessment will be on-going and administered on a weekly basis.
- Diagnostic measures will be utilized
- Immediate Intensive Intervention will take place
- Students will be eligible for tutoring/mentoring services, transition classes, or perhaps an extended school day
- Students will benefit from at least two professionals in the class at all time

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

Exceptional students and students who enter The School below grade level will be evaluated and appropriate strategies will be utilized in effort to increase their progress collaboratively by the classroom teachers, and/or the ESE Department, ELL Department, or the RtI process in order to identify and prescribe a plan of intervention.

Classroom assignments, reading strategies and math strategies will be implemented to address the individual needs of each student. Informed decisions based on collected data, e.g. previous year FCAT reading scores, initial assessment data will be used to verify students' reading comprehension levels as well as mathematics levels. Once data is appropriately collected, teachers will be able to provide the proper strategies that may best suit the students' deficiency in reading. In addition, Apex Learning Curriculum provides foundational courses that provide any student with the proper remediation that will assist in their developmental improvement in reading and mathematics. Therefore, students who enter The School below grade level will have sufficient support and time in order to reach their maximum potential while staying engaged in the classroom. Along with these

components, below are listed strategies that teachers will utilize when meeting the needs of students that may read below level.

**Active reading strategies such as:**

- **SQ3R** (SCAN, 5-Q'S, READ, RECITE, & RESPOND)
- **SNURAP** (SCAN, MARGINAL NOTES, UNDERLINE PERTINENT INFO., READ THE PASSAGE, ANSWER THE QUES, & PUT THE PARA. NUMBER NEXT TO THE QUES.)
- **PLAN** (PREDICT, LOCATE NEW VOCABULARY OR UNKNOWN INFORMATION, ADD NEW INFORMATION, & NOTE/SUMMARIZE NEW INFORMATION OBTAINED)
- Active reading logs given by the teacher
- Before, During, and After reading
- Visual Print
- QAR (Question, Answer, Relationship)
- PALS (Peer Assisted Learning Strategy)
- Guided Reading

**Math Strategies include:**

- Think Aloud Strategy
- Manipulatives
- STAR Strategy
- Kahn Academy

Flexible grouping will also be encouraged as a rotational model that will assist students to learn from one another. This cooperative learning technique includes strategies such as; Think, Pair, Jigsaw Reading, etc. Low-level learners and exceptional students should all benefit from the above mentioned strategies. Additional websites and resources will be available to teachers employed at The Arts Academy of Jacksonville Preparatory School as needed in order to ensure the engagement of all students that attend The School.

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

As aforementioned, Remixing Education STEAM will be implemented as additional curriculum in order to incentivize student growth and academic development.

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

The curriculum will be implemented, reviewed and updated in a “bottom-up” iterative process using an integrated Team concept. The process will begin by implementation and progress monitoring by teachers at the classroom level that is designated as the Grade Level Team. The Grade Level Team based on data, outcomes and action research will make curricular recommendations. This data will inform discussions at the Content Level Team consisting of teachers and administration.

The Content Level Team will synthesize, research, and create curricular recommendations for the School Improvement Team, which includes outside curricula specialists and members of the School Advisory Committee. Recommendations are then reviewed supported by compelling data; curriculum options are vetted, then made to the Executive Director and Principal and to the Governing Board for disposition following established Board policy for adopting curriculum supporting text and materials.

**Method for evaluating the overall effectiveness of the school as related to the mission of the school**

The AAJP School will employ a variety of strategies to evaluate the effectiveness of the school’s program. This will include a diagnostic review and systematic analyses of the relationships between the actions we will take and the results we will achieve. The following strategies will lend themselves to a diagnostic review and analyses that we will pursue. Standards and indicators may be aligned with these strategies.

**Leadership and Decision Making**

- Allocation of resources to address learning goals.
- Decision-making structures and processes.
- Information and data systems.

**Curriculum and Instruction**

- Alignment of curriculum, instruction, and assessment with standards
- Curriculum—description, scope, focus, articulation, organization
- Formative and periodic assessment of student learning
- Instructional delivery (teaching and classroom management)
- Instructional planning by teachers.
- Instructional time and scheduling

**Human Capital (Personnel)**

- Performance incentives for personnel.
- Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)
- Professional development processes and procedures.

### **Student Support**

- Programs and services for English language learners.
- Extended learning time, i.e., supplemental educational services, after-school programs
- Parental involvement, communication, and options
- Special education programs and procedures.
- Student support services (tutoring, counseling, placement, for example)

### **Cost Benefits Analysis (Transportation and Food Services)**

- Cost-benefit ratios of various approaches will be taken into account;
- Quantitative data accompanied by in-depth analysis;

### **Data Collection and Analysis**

Data collection and analysis will include, but not be limited to, an examination of:

- School context and selection/implementation of an intervention
- What were the school's prior context, student demographics, and performance?
- What changed in terms of student demographics and enrollment with the onset of the intervention?
- Which intervention model was employed?
- What factors were considered in selecting the intervention model and who was involved in making the decision?

### **Risk Management**

Maintain a proactive approach to risk management practice throughout the school. The following evidences this policy:

- Compliance with all local, state, and federal environmental regulations
- Compliance with insurance and employment requirements
- Ongoing environmental site reviews

- Risk Management training opportunities
- Regular on-site insurance provider inspections
- Risk Management Plan
- School Safety and Emergency Management Plans

In addition, AAJP will also develop a school improvement plan that takes into consideration the annual performance goals for the school that are set by the charter and the goals set out in the mission statement for the school.

### **School Improvement Team**

The Principal, instructional personnel, support personnel, and parents of children enrolled in The School will constitute a school improvement team to develop a school improvement plan to improve student performance. Their respective groups will elect representatives of the instructional personnel, and instructional support personnel. The parents will be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization. Parents serving on the improvement team will reflect the racial and socioeconomic composition of the students enrolled in the school and will not be members of the school staff.

### **School Improvement Plan**

The school improvement plan will contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards. The strategies for improving student performance will include:

- A plan for the use of budgeted staff development funds that will be made available to implement the school improvement plan.
  - the plan will provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers are meeting;
- A plan for preparing 9th students to read at grade level by the time they enter their senior year..

- the plan will require 9th and 10th grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the student enters 12th grade.
- The use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;
- A program to address school safety and discipline concerns in accordance with the safe school plan

## 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.

### **Learning Level Placement Criteria**

The Arts Academy of Jacksonville Preparatory School has identified three factors critical to providing an individualized education for student enrolled in the School. These factors are used for Learning Level placement. The three factors included in placement criteria are: 1) Student's Achievement Level, 2) Credits Upon Enrollment, and 3) Overall Academic career. Intake procedures for students enrolling in the School will include placement assessments and record review to ensure each of the four factors is addressed prior to placing a student in the appropriate Learning Level.

### **Achievement Level**

Some students may be at grade level upon enrollment; many will be on target. Given the wide disparity that exists among students who enroll in programs such as The Arts Academy, it is important that reading, mathematics, and writing achievement is measured upon entry and taken into account when designing each student's academic program. Therefore, an initial screening of achievement levels will occur within a week of a completed registration. The student's level of achievement will be a critical factor in academic unit placement as the curriculum, tutorial opportunities, and State Assessment preparation needs will be more intense for students whose basic literacy levels are below the eighth grade level Results from three assessments will be used in this criterion area.

- The Northwest Evaluation Association's Measures for Academic Progress screening assessment will be administered within a few days of the student's enrollment. The full battery of reading and mathematics tests will be administered once each quarter and will also be used for any adjustments to placement.
- The APEX writing assessment will be administered within a few days of enrollment.
- The student's FCAT results from previous test administrations will also be considered in determining the students Learning Level placement.

### **Credits Upon Enrollment**

The number of credits earned by students prior to enrollment in The Arts Academy of Jacksonville Preparatory School should be consistent with any student transitioning from middle school to high school. Thus, the number of credits already earned at the time of enrollment will be included in academic unit placement. The experience of AAJP and the ESP staff indicates that new enrollees in programs such as The Arts Academy often have elective credits, but are short on the core credits so critical to advancement through the high school program. Therefore, the Learning Level placement will be based upon the number of core credits students have earned prior to their enrollment. Sixteen core credits are required for graduation. Credit information will be taken from the students' transcripts.

### **Academic Unit Advancement**

Students will advance to the next level when they have met the benchmark criteria for that academic unit. All assessments associated with the Learning Level benchmarks will be recorded in the students Individual Learning Plan. Upon reaching the benchmarks, students will move to the classroom associated with the new academic unit unless unforeseen circumstances prevent advancement, a student's academic unit placement will be changed within two weeks of reaching the benchmarks for advancement. The following will occur at the time of academic unit change:

- Orientation to the new academic unit, the curriculum, and expectations;
- Assignment of an instructional mentor associated with the new Learning Level;
- Review of the Individual Learning Plan and setting of goals; and
- Recognition and rewards presented to the student.

The Arts Academy of Jacksonville Preparatory School offers a four-level system that provides individualized instruction based upon the literacy and credit needs of the students. The system includes four academic units that are defined by the needs of the students. Students are placed in a Learning Level

upon entry and move to the next level upon meeting criteria set for that level. A description of the levels is noted below.

- Students' intake assessments indicate they need an intensive remedial approach that provides instruction in basic reading, mathematics, and writing with content courses available at a lower reading level than is typical for high school students. Multiple educational approaches are implemented including online learning and small group instruction.
- Students will have reached an eighth grade literacy level in reading and mathematics but still need more intensive assistance to handle a traditional high school curriculum. Courses in the core and elective curricular areas are emphasized together with preparation for reaching the tenth grade level in reading and mathematics and for passing the FCAT graduation tests.
- Students who have reached their grade level literacy levels but need concentrated courses in the core or elective areas to graduate. They may also need assistance in building the skills necessary to pass the FCAT.
- Students who have few courses remaining until graduation and are highly motivated to complete the coursework and graduate. Some may need intensive assistance to pass the FCAT; others may have already passed the FCAT and need only a few courses for graduation.

#### **Range of assessments to measure and monitor student performance**

AAJP, as a public charter school, will participate in the Florida statewide assessment program (state education accountability system), as specified by Florida statutes. All students enrolled will be included in the state's A+ accountability system in the same way as other dropout prevention/retrieval programs within the district. The guidelines of "No Child Left Behind" will be observed including providing for test accommodations required by a student's IEP or ELL plan and as directed by the FCAT Test Administrator's Manual. All incoming students will be given pre and post tests using the Northwest Evaluation Association Measures for Academic Progress (NWEA-MAP).

#### **APEX On-Line Assessments**

##### **Formative Assessments**

True learning requires students to constantly think about and evaluate what they are doing whether they're reading, listening, watching, interacting, exploring, discussing, or writing. This reflective mindset is supported by formative assessment opportunities throughout Apex Learning's instructional content. These include both graded and ungraded assessments that give students continuous feedback. Ungraded

activities require students to recall what they've just learned or to demonstrate understanding providing self-check opportunities for students to monitor their own progress. Computer graded quizzes give students and teachers immediate feedback. Teacher-graded assignments and worksheets provide the opportunity for students to respond to free response and open-ended questions as well as to demonstrate problem-solving skills.

### **Summative Assessments**

Students are required to demonstrate what they have learned through unit tests and semester exams. Apex Learning's online curriculum utilizes various forms of objective computer-graded test instruments including multiple-choice, fill in the blank, and true false. In addition, the curriculum makes extensive use of more subjective open-ended, teacher-graded testing tools like essays, hand-written mathematical proofs and problem solutions, and demonstrated use and manipulation of mathematical and scientific equations.

### **Diagnostic Assessments**

Unit-level diagnostics provide valuable information on student strengths and weaknesses. These computer-graded assessments can be used as either a pre- or posttest. Detailed reports provide results for an entire class and individual students. Automatically generated study plans guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding.

Students are expected, at a minimum, to achieve learner expectations as outlined in the benchmarks of the Sunshine State Standards. As the Florida Department of Education develops new assessment tests driven by the benchmarks in the Sunshine State Standards, the faculty of AAJP will work with the D.O.E. and District on the implementation of these assessments. Current Statewide assessments include the Florida Competency Assessment Test

- B) Describe the school's student placement procedures and promotion standards. Provide a **Student Progression Plan**. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Duval County School Board. A copy of the District's Student Progression Plan can be viewed at <http://www.duvalschools.org>. Submit a copy of the charter school Student Progression Plan as **Attachment #2**.

The Arts Academy of Jacksonville Preparatory School intends to adopt the Sponsor's Student Progression Plan. In addition to the GPA and assessment requirements, students who attend The Arts Academy of Jacksonville Preparatory School will be required to obtain 25 hours of

community service each school year. College Board Testing will also be strongly encouraged to complete by the time students graduate from The AAJP School.

- C) If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.

The School's students will comply with all graduation requirements in section 1003.43 of the Florida Statutes and those found in the State legislation and the Florida Department of Education's Graduation requirements, which provides two applicable options, The student's careful selection of an appropriate course of study and appropriate electives that are commensurate with ability, interest and aptitudes shall be necessary to ensure that students navigate the School's educational programs and achieve success in completing their high school education. As aforementioned, students must fulfill the community service and CollegeBoard Testing requirements in order to fulfill graduation requirements set by The Arts Academy of Jacksonville Preparatory School.

Students entering grade 9 must follow one of the following graduation plans:

- Standard Graduation Preparation
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE)
- International Baccalaureate (IB) Diploma Curriculum

Twenty-four required credits may be earned in one of the following courses of study:

- Scholar Diploma Designation;
- Merit Diploma Designation

Eighteen-credit/three year graduation option is available for students who meet eligibility requirements.

Courses of study include:

- whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program
- Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction;
- rigorous industry certifications that are articulated to college credit and;

- approved work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

Graduation standards include the following:

- Have 2.0 unweighted GPA;
- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

The GPA is figured using an unweighted 4.0 scale:

$$A = 4.0$$

$$B = 3.0$$

$$C = 2.0$$

$$D = 1.0$$

$$F = 0.0$$

Students who take weighted courses will be given additional points for the grade earned in those courses according to this schedule.

$$A = 0.04$$

$$B = 0.03$$

$$C = 0.02$$

$$D = 0.01$$

$$F = 0.00$$

i.e., student has all A's in 7 courses:

$$6 \text{ were non-weighted} \quad 6 \times 4.0 = 24.00$$

$$1 \text{ was weighted} \quad 1 \times 4.04 = \underline{4.04}$$

$$28.04$$

Then 28.04 divided by 7 = 4.0057 (weighted GPA)

## **GRADUATIONS OPTIONS**

- Standard Diploma
- Certificate of Completion
- Scholar Diploma Designation
- Merit Diploma Designation
- State of Florida/General Education Diploma (GED)
- Special Diploma
- GED Exit Option Diploma

### **Standard Diploma**

The student must successfully complete 24 credits in order to graduate. The 24 credits must be earned as follows:

#### **16 core curriculum credits:**

- 4 credits in English;
- 4 credits in Mathematics, one of which must be Algebra I, its equivalent, or a course higher than Algebra I;
- 3 credits in Science, two of which must have a laboratory component;
- 3 credits in Social Studies (1 credit in American history; 1 credit in world history; 1/2 credit in economics; 1/2 credit in American government)
- 1 credit in fine and performing arts, speech and debate, or Practical arts and;
- 1 credit in physical education & health.

#### **4 credits in a major area of study; selected by the student as a part of their personalized education plan:**

- Major area of interests students may choose from:
- Language Arts and Humanities (Advanced Academics, Dual Enrollment)
- Business, Office Technology, Entrepreneurship
- Language (Spanish, French)
- Technology
- Health and Wellness, Physical Education, Sports Studies
- Biological Science

**4 credits in elective courses that can be used in three different ways; selected by the student as a part of their personalized education plan:**

- the student can use the 4 credits to earn a second major area of study;
- the student can use 3 of the credits to earn a minor in an area of interest; or
- the student can use the credits to take a variety of courses that interest them, take credit recovery courses, and/or take intensive reading courses
- Depending on the students Major area of study they may or may not need to use 2 of their Electives to satisfy 2 credits of Foreign Language

### **CERTIFICATE OF COMPLETION**

A certificate of completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma.

### **TWO TYPES OF CERTIFICATES OF COMPLETION ARE AVAILABLE:**

- A regular certificate of completion may be given to any student pursuing a standard diploma who passes the required courses in high school, but is unable to pass one or both portions of the FCAT or achieve the required grade point average.

Students with disabilities who are eligible for a regular certificate of completion will have the option of graduating with Special Diploma Option 1 instead.

- A special certificate of completion will be available to students with disabilities who are unable to meet all of the graduation requirements for a special diploma. The special certificate of completion certifies that the student passed the required Exceptional Student Education courses in high school, but was unable to master the Student Performance Standards for Exceptional Student Education or the Sunshine State Standards for Special Diploma.

### **SCHOLAR DIPLOMA DESIGNATION**

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- Pass the ELA Grade 11 statewide assessment;
- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;

- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, or AICE Biology I or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

### **MERIT DIPLOMA DESIGNATION**

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s.1003,492, F.S.)

### **DIPLOMA OPTIONS FOR STUDENTS WITH DISABILITIES**

Special diploma options offer choices to students with disabilities who are unable to meet the requirements for a standard diploma. The state provides general guidelines for special diploma options. More specific requirements are set by each school district. Two special diploma options will be available for students with disabilities. In accordance with FLDOE Rule 6-1.0996 FAC, which mandates all school districts in Florida *must* offer **Special Diploma Option 1** or **Special Diploma Option 2**, The school will make these options available to students.

### **STATE GRADUATION REQUIREMENTS FOR SPECIAL DIPLOMA OPTION 1**

In order to graduate with Special Diploma Option 1, a student must earn the minimum number of course credits, defined by the district school board (Credits may be earned in basic, vocational, or exceptional student education classes.) They must also master the Student Performance Standards developed by the state for each disability or the Sunshine State Standards for Special Diploma

### **STATE GRADUATION REQUIREMENTS FOR SPECIAL DIPLOMA OPTION 2**

In order to graduate with Special Diploma Option 2, a student must be successfully employed in the community for a minimum period of one semester, at or above minimum wage, achieve all annual goals and short-term objectives related to employment and community competencies in the transition

individual educational plan (IEP), and demonstrate mastery of competencies in his or her employment and community competencies training plan.

### **State University System<sup>2</sup>**

Per the Florida Department of Education information regarding students entering 9<sup>th</sup> grade during the 2014-2015 school year, admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (with 2 substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

### **The Graduation Process**

The School's Graduation Committee and Administrator, on behalf of the Board of Directors, will review the Individual Student Plan and insure that it is complete before the student is deemed ready for graduation. Students must satisfy all of the following requirements:

- Achieve all of the required academic credits
- Successfully complete graduation requirements under the FCAT standards
- Pass an exit interview with the School's Graduation Committee

The unique situation and needs of our at-risk youth are similar to those defined in section 1003.43(6), therefore, the Board of Directors may determine additional credits and/or alternatives for graduation requirements to better meet the needs of our students.

### **School Accreditation**

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<sup>2</sup> Fldoe.org Students entering Grade Nine in the 2014-2015 School Year: What Students and Parents Need to Know

The school will seek accreditation by the Southern Association of Colleges and Schools (SACS). When the accreditation is granted, the School will comply with SACS standards for graduation for “at-risk” students and special purpose schools. Upon final review, a standard Florida high school Diploma or graduation option will be issued to the student and the graduation date recorded on the student’s permanent record. Graduation options include: Standard Diploma, Special Diploma, and CPT (Eligible Certificate of Completion).

### **Attendance**

To fully benefit from the instructional program at The Arts Academy, students are expected to attend school regularly, be on time for classes and satisfy all course requirements. Students have the responsibility to attend school until age sixteen. Students aged 16-18 who desire to leave school prior to graduation may do so only upon completion and filing with the school an “Intent to Terminate Enrollment.” (See Student Handbook for further information)

### **Chronic Student Absenteeism**

Chronic student absenteeism is indicated by 21 or more absences for a student during the regular (180-day) school year. Because chronic absenteeism is often associated with academic underachievement and increased risk of dropping out of school, it is necessary to determine where and when highest incidents of chronic absenteeism occur. Students’ socioeconomic status (as indicated by eligibility for free/reduced-price lunch, their racial/ethnic classification, and their age/grade classification are variables that are useful in identifying key factors in absenteeism. Chronic absenteeism increases in the secondary grades, peaking in grades 9 and 12. Grade 9 represents a transitional grade from middle school to high school during which retained students typically move beyond the compulsory age of attendance (i.e., turn 16). Students in grade 12 who have not met graduation requirements are also at increased risk of non-attendance

### **Enforcement of School Attendance**

Florida School Statute 2012, Section 1003.26(b)(g), states that each district school superintendent is responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The superintendent’s responsibility includes recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence of students enrolled in the school.

The statute requires the parent to justify each absence of the student and the justification must be evaluated based on district school board policies that define excused and unexcused absences. The school board policies must provide that the school levels excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance.

If the school determines that a student subject to compulsory school attendance has had at least (5) five unexcused absences within a calendar month, or (10) ten unexcused absences within a 90-calendar-day period pursuant to s. 1003.26(1)(b), or has had more than (15) fifteen unexcused absences in a 90-calendar-day period, pursuant to the procedures in s. 984.151, the superintendent of schools may file a truancy petition in the circuit court in which the student is enrolled in school.

#### **Driver's License Law for Florida Students – Ages 14-17**

Florida Statute 1003.27(2)(b) establishes eligibility and attendance requirements for maintaining driving privileges. The 1997 Florida Legislature enacted requirements that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security number of minors who accumulate fifteen unexcused absences in a period of ninety calendar days. The legislation further provides that those minors who fail to satisfy attendance requirements shall be ineligible for driving privilege. The law also establishes educational requirements for a person less than eighteen years of age to obtain and hold a driver's license. Persons ages fifteen through seventeen cannot get or keep their driver's privilege or license unless they are in school, have successfully completed school, earned their GED certificate, or have a hardship waiver. This law impacts all persons living in Florida ages fourteen through seventeen.

**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.**

To inform initial classroom practices, instructional decisions, and flexible groupings, The AAJP School will conduct a baseline assessment of the skill and content knowledge levels of every student admitted to the school. Teachers will learn specific data-driven methods to measure baseline student skills to modify curricula and track proficiencies to improve student performance. This is the first step in an ongoing assessment system in which student performance and classroom practices are monitored and evaluated on a routine basis. Through close scrutiny and analysis of student learning on a daily, weekly, and quarterly basis, individual needs will be identified and strategies will be

devised to address those needs. Depending on the need, some content will be re-taught, supplemented in whole class, small group, or individual sessions.

### **Methods Used To Identify The Educational Strengths And Needs Of Students**

#### **Benchmarking:**

The Arts Academy of Jacksonville Preparatory School will use benchmarking to define a set of external inter-school standards (district, other charters) against which to measure itself. We will identify comparable, peer, or “reach” schools and compare our practices and/or achievements against those of the other schools. We will use benchmarking techniques to identify and define a comparison group - peer schools - to our own outcomes to theirs. This benchmarking may be based on teacher retention rates, ELL program completion rates, admissions (the number of re-enrollees as a function of the number of students accepted), and performance on school-based, district, state, or national examinations. Theoretically, any outcome for which there are data from peer school and programs can be compared in a benchmarking study.

AAJP may use inter-school comparison to compare itself to a district or state norm by reviewing the data from a published test or survey such as the National Survey of Student Engagement (NSSE) or set for itself the goals or benchmarks that it hopes to achieve within a specified time period (e.g., to increase student attendance rates from 70% to 90% in five years).

Students will be administered on-going benchmark assessments in each of the core areas to ensure that they are gaining the knowledge and the skills outlined in the Common Core State Standards. Based upon the baseline data, teachers will utilize previous State assessment scores for initial reading inventory and to determine expected growth. NWEA assessments as well as assessments that are contained in curriculum programs will be used to monitor students’ progress throughout the year to help focus classroom instruction.

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

An article written on March 21, 2014 discussed the Common Core assessment, PARCC, or The Partnership Assessment of Readiness for Colleges and Careers. And in the article, Mr. John O’Connor stated, the PARCC is slated “for administration in 2016.” With this in mind, there will be considerable changes for teachers and students. “PARCC will also replace the one end-of-year high stakes accountability test with a series of assessments throughout the year that will be averaged into one score for accountability purposes” (2014). This type of assessing is a holistic approach that assists in the improvement of student success. With the PARCC in place, teachers will have the ability to improve their teaching methodologies throughout the year by viewing students’ scores on the PARCC. This in turn, will

aid the school in professional development approaches throughout the year rather than the end of the year. Another article from *StateImpact Florida* mentions that the way in which testing will occur through the PARCC “reduces the weight given to a single test administered on a single day, and providing valuable information to students and teachers throughout the year” (2014).

Part of the assessment tools The AAJP School will use to measure and monitor student performances are participating in the county's monthly progress monitoring tests. These tests will help display incremental progress made by each student and areas/strands where the student still needs to improve upon. Also, there will be bi-weekly classroom formative and summative assessments where teachers can gauge how students are retaining the information taught and utilize the data to effectively plan their lessons, based on what students know and what their area of weaknesses may be. Other assessments will include oral assessments and feedback through Paideia or Socratic Seminar, teacher running records, and homework monitoring. Students will participate in statewide assessment in March, or throughout the year. The mandated comprehensive assessment will show progress that the student body has made for that year.

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

The Arts Academy of Jacksonville Preparatory School will administer a number of assessments, including the District testing program, assessments, and federal and state mandated assessments, such as the FCAT 2.0 and/or PARCC. These assessments will monitor and track individual and school-wide academic performance. The AAJP also projects to utilize any formative and summative assessment instruments provided by the Apex Learning Curriculum.

As aforementioned, with the use of The Partnership Assessment of Readiness for Colleges and Careers testing cycle, administrators and teachers will be able to determine the overall success of The School. This type of testing provides data that can determine a student's success, giving them sufficient time to adjust as needed prior to the end of the year. In addition, The AAJP School will also have ample space to make necessary changes in order for the overall school grade to either improve or maintain an acceptable average. This data will show:

- Intrinsic valuation of the curriculum courses, materials, resources, and activities that incorporate the aims, objectives, and teaching and learning strategies of the school's programs.
- Performance evaluation designed to assess the extent to which the intended outcomes of the teaching and learning are achieved.
- Curriculum goals measured through a variety of assessments.

- Effectiveness of instruction through direct impact on student achievement, performance, and assessment results.

The School will also use a continuous improvement model which is based on a year round process of analyzing data, developing timelines, adjusting instruction to meet the needs of students and the assessment of students.

These test results, which measure progress in specific areas in overall academic achievement, will also determine if that student is gaining at least a year's worth of learning for every year spent in the school.

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

The commitment of The Arts Academy of Jacksonville Preparatory School is knowing each student that attends the institution. This dedication is visible in our educational design that will be used to provide us with the whole picture of the child previous to his or her acceptance into AAJP. Our admissions office will obtain all records within their cumulative folder from the student's previous school as well as testing data from parents. These documents will help the school create an individual profile for each student along with establishing a useful baseline from which teachers can measure progress from the start of each student's high school career.

Quantitative and qualitative data will be provided from both formal and summative. Teachers and the consultant advisor will collect this data for students at AAJP. Student performance will be effectively measured in documenting results of our annual, measurable objectives and providing graphical representation of a student's record of performance during the school year for informal identification of student movements. Once a quarter, students and parents attend an updated consultation session with the college and career advisor to monitor and track the four key areas. Other means of communications to parents include: 20 hours of family volunteer time at school, email and website communications, conferences, community service activities, newsletters, and more.

Student assessments and performances will be shared with students throughout the school year in order for them to independently track their areas of weakness and strength. This technique will afford the students to take accountability of their academics, along with the level of their success while in attendance at The Arts Academy of Jacksonville Preparatory School. Grades will be posted through the District's online grade portal so for immediate tracking for parents' convenience.

## 6. Exceptional Students

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

*No student at The Arts Academy of Jacksonville Preparatory School will be unlawfully excluded from participation in any program or activity of the School, nor will the student be subject to discrimination by the School because of a disability.*

The Arts Academy of Jacksonville Preparatory School subscribes to all principles set forth in the "No Child Left Behind Act" 20 USCS § 6301 which ensure the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted

The Arts Academy of Jacksonville Preparatory School believes the philosophies adhered to, the construct provided, and the attention to individualized learning and accommodations/modifications reflect a comprehensive educational environment. Those students whose needs are so severe or unique that they cannot be met within the School's program will be appropriately referred. The staff of The Arts Academy of Jacksonville Preparatory School will work with the School District (LEA) to ensure the needs of those students will be met in the most appropriate setting.

Accordingly, The Arts Academy of Jacksonville Preparatory School will provide programs to exceptional students that implement and comply with federal, state, and local policies and procedures, specifically: the Individuals with Disabilities Education Act (IDEA) in its current or reauthorized form, Section 504 of the Rehabilitation Act of 1973, Chapters 1000-1012 of the Florida Statutes, and Chapter 6A-6 of Florida's State Board of Education Rules. In cases of extreme impairment or disability whereby the student cannot be served appropriately by The Arts Academy of Jacksonville Preparatory School, the School will meet

with District personnel to review the student's IEP (if one is in place) to discuss placement options with the parent or secure the outside services of professionals to provide the needed services.

### **INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA)**

The Individuals with Disabilities Education Improvement Act (IDEA) was signed into law on December 3, 2004 which includes six principles that states and school districts must follow:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment
- Parent and student participation in decision making
- Procedural due process

### **Free Appropriate Public Education (FAPE)**

Provisions for a free appropriate public education includes the implementation of a non-discriminatory policy regarding identification, evaluation, selection and location. The term "free appropriate public education" means special education and related services that:

- Have been provided at public expense, under public supervision and direction, and without charge;
- Meet the standards of the State educational agency;

### **Additional Requirements**

- The student must be addressed in all areas of suspected disability
- The School must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors

The School must use a variety of assessment tools and strategies, including information from parents

### **Least Restrictive Environment (LRE)**

Schools are required to make available to students with disabilities a free appropriate public education in the least restrictive environment. Depending on the child's individual needs, LRE could be the provision of special education and related services in:

- The regular classroom

- A special education classroom within the child's neighborhood school
- A separate school specializing in a certain disability
- Something else

All students attending The Arts Academy of Jacksonville Preparatory School with disabilities will be educated in the least restrictive environment.

### **Children with Disabilities in State and District Wide Assessments**

The Arts Academy of Jacksonville Preparatory School subscribes to all principles set forth in the "No Child Left Behind Act" 20 USCS § 6301 which ensure the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted

Under IDEA, children with disabilities must be included in general State and district-wide assessment programs, with appropriate accommodations where necessary. Those students whose needs are so severe or unique that they cannot be met within the School's program will be appropriately referred. The staff of The AAJP School will work with the School District to ensure the needs of those students will be met in the most appropriate setting.

### **Alternative Assessments Guidelines**

Not all children will be able to participate in State and district wide assessment programs, even with appropriate accommodations. Therefore, as appropriate, school districts must develop alternative assessments and guidelines for participation of children with disabilities in alternate assessments.

### **Rights of Children and Parents**

The Arts Academy of Jacksonville Preparatory School will ensure that the rights of children with disabilities and their parents are protected. The School will ensure that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to relieve disagreements between parties. Some of the safeguards to ensure these rights will include:

- Parent notification
- Parent consent

- Parent access to educational records
- Due process hearings, including disclosure of evaluation results and recommendations
- Opportunity to present due process complaints
- Mediation

Parents of students with disabilities will receive procedural guidance and guidelines in their native language as provided by the School districts.

**Staffing plan for the School's special education program, including qualifications of staff**

The Arts Academy of Jacksonville Preparatory School's teachers teaching core content to ESE students will hold ESE certification in accordance with the ESE certification table and certification in the core academic subject area no later than July 1, 2008 assuming the School does not meet Title I requirements.

**Student Support Team (SST)**

A Student Support Team will be established this Team 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 modifications that are required to ensure that the student which derives maximum benefit from his/her educational program;
- Deciding which setting(s) would best meet those needs;
- Reviewing placement decisions annually at the SST 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

**Composition of Student Support Team**

The Team includes the following members:

- The student's parents;
- a representative of the School who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School;

- a representative of the School who has the authority to commit the resources of the School;
- a teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher will be included as a Team member;
- other individuals at the request of the student's parents;
- individuals who are qualified to interpret the instructional implications of evaluation results; and
- other individuals who may be necessary to write the IEP for the child, as determined by the ESE Coordinator

As stated above, interventions will be established by the team and agreed upon by the teachers and parents in accordance with state and federal regulations. The Arts Academy of Jacksonville Preparatory School will implement a process of interventions that would identify whether the concern about the student is academic and/or behavioral in nature. However, it is the firm belief of The AAJP School that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student population's learning environment.

**Academic and behavioral interventions that will be attempted prior to referral for ESE services**

Interventions will be established by the IEP Team and agreed upon by the teachers and parents. The interventions will be attempted for a minimum of three weeks. The SST would then analyze the student's progress. Documentation of interventions will be reviewed to determine whether intervention strategies used were successful. If the results are encouraging, then SST will continue to monitor on a monthly or as-needed basis. If the interventions were not effective, an additional or different set of interventions will be designed and implemented for another three weeks. At this point, a school psychologist will be made available to administer psychological evaluation, to determine whether student's needs warrant an IEP and special education and/or related services. Other areas may also be assessed, as needed (such as speech or language).

**Criteria for determining the existence of a specific learning disability**

- The achievement is determined not to be commensurate with the age and ability of the student;
- a severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, Mathematics calculation and reasoning;
- the severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or

economic disadvantage

### **Required observation of the student**

- At least one Team member other than the student's regular teacher will observe the student's academic performance in the regular classroom setting;

Written documentation of the Team's determination of eligibility due to the presence of a specific learning disability includes the following:

- statement whether the student has a specific learning disability;
- the basis for making the determination;
- the relationship of that behavior to the student's academic functioning;
- the educationally relevant medical findings, if any;
- statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and
- the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage

### **Required written certification of Team members**

Each Team member will certify in writing whether the report reflects his or her conclusion. If not, the Team member submits a separate statement presenting his or her conclusions.

### **Alternative assessment the School will use for students with disabilities**

It is important to note that exceptional education students are assessed on an on-going basis. Each course's curriculum is developed to include regular assessments to determine student mastery. However, if a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to modify the curriculum and/or pace of delivery within the general lab setting. The Arts Academy of Jacksonville Preparatory School will work with the School districts provide for appropriate assessment, program design, modifications or adaptations, and the utilization of ESE teachers, tutors, and other related service personnel as required and determined appropriate. All classroom teachers will be provided with the appropriate IEP's and staff support to address the identified goals. Assessments administered by The AAJP School will reflect aptitude and achievement levels as free as possible from cultural and linguistic bias.

### **Instructional service delivery model(s) that will be used**

Our instructional software package uses many of the principles of instructional design and learning theory recognized as teaching techniques for students with learning disabilities. Teachers have found the self-paced structure, small steps with immediate feedback, and extensive practice to be particularly useful for students with learning disabilities.

Students who do not have success with those strategies may work directly with the ESE teacher and/or instructional aide in individual and small group settings. Alternative programs and textbooks are utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the foregoing solutions are not working and a greater disability is suspected, the IEP is modified, making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general education students.

The Arts Academy of Jacksonville Preparatory School will utilize its comprehensive tutorial model to provide for appropriate assessment, program design, modifications or adaptations, and the utilization of ESE teachers, tutors, and other related service personnel as required and determined appropriate by the IEP committee. Tutors and other staff will work under the direction of the ESE teacher. No student with a disability will be unlawfully excluded from participation in any program or activity of the School, nor will the student be subject to discrimination by the School.

**Instruction to those students in ESE who may not be able to follow the standard curriculum**

For students with needs beyond the traditional classroom setting and standard curriculum, the following services may be provided to serve the needs of this student population:

- Academic Pullouts: for those students who require extra services or instructional assistance for tutoring by a certified ESE teacher. The amount of pullout and the specific content area to be provided will be determined as part of the IEP;
- Consultation and Collaboration: for students who do not require “pull-out” services but require some assistance per the IEP will receive extensive monitoring;
- Speech Therapy, Physical Therapy & Occupational Therapy: These services will be contracted out and services provided according to each student’s IEP;
- Enriched Curriculum for gifted students

Adaptation of the curriculum, materials and instructional strategies will be attained with the appropriate support and services integrated within the The AAJP School’s program. The School shall provide

accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The modifications/adaptations shall include, but are not limited to:

- Adapted curriculum assignments
- Test modifications
- Computer pacing and remediation
- Adapted computer devices

It is important to note that exceptional education students are assessed on an on-going basis. Each course's curriculum is developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to modify the curriculum and/or pace of delivery.

#### **Technology requirements for writing IEP using the web-based software**

The Florida legislature has mandated that all Florida school districts will implement online software to document and service solutions for special populations. The Arts Academy of Jacksonville Preparatory School's technology will accommodate an appropriate Special Education program that allows the School to automate and streamline data collection and management, and manage individualized education plans (IEP) of students participating in ESE programs. The web-based system will allow the School to simplify administrative processes and improve compliance with applicable laws and policies. The comprehensive, Web-based software will serve as a foundation for managing all phases of the identification and IEP development process. As data is entered, compliance requirements are automatically verified, ensuring that documentation is completed accurately and on time. As a result, educators can spend more time in the classroom, focusing on improving student learning and achievement. The School will provide appropriate computer technology to accommodate this web-based software.

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

*The AAJP School will not discriminate on the basis of race, religion, national/ethnic origin, or disability in the admission of students. The School and its Governing Board will not violate the anti-discrimination provisions of the Florida Statutes.*

Student recruitment and enrollment of ESE students will adhere to the following:

- The AAJP School will not deny admission to, nor withdraw a disabled student based upon a finding the student needs a service delivery model not presently in existence at the school.
- The AAJP School recruiting material including application, handouts, brochures, website concerning the school will include statements of inclusion and nondiscrimination.
- The AAJP School will not request a copy of the student's IEP or any other student information from the parent or other source prior to the completion of the application process
- The AAJP School will not include questions concerning the student's IEP or a need for a special service in the enrollment application

The Governing Board of The Arts Academy of Jacksonville Preparatory School will not discriminate any student 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. Therefore, all students with disabilities in Duval County that meet the above criteria will be provided the same application process as those students in the local district without disabilities.

The School will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The school will provide all services identified in the IEP plans of each student with disability.

Lottery: If in any given year, more applications are registered for admission, than seats available, a lottery will develop. Each student represented by an application, including those students with disabilities, will have an equal opportunity of being selected for enrollment into by way of the lottery system.

- 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.

#### ELIGIBILITY FOR ESE SERVICES

Students may be referred for an evaluation for ESE services by their parents or by school staff. With few exceptions, prior to referring a student for evaluation as a student with a disability, the school, in cooperation with the district must use a problem solving/response to instruction or intervention (PS/RtI) method to develop and implement evidenced based general education interventions to address the student's area(s) of academic or behavioral concern. If the school team determines that

general education interventions are not sufficiently effective, a referral for evaluation is made. A student may not be evaluated for ESE eligibility without the prior informed consent of the parent. A team of professionals and the student's parent (i.e., eligibility staffing committee) will review the evaluation results to determine if the student meets the requirements for eligibility under one or more state board rules and if there is evidence of a need for special education and related services. Following this procedure, an appropriate placement is made for the student.

It is the firm belief of The Arts Academy of Jacksonville Preparatory School that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student population's learning environment. This will be attained with the appropriate support and services integrated within the AAJP School program which will provide accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The modifications and adaptations will include, but are not limited to:

- Adapted curriculum assignments
- Test modifications
- Computer pacing and remediation; and
- Adapted computer devices

The Arts Academy of Jacksonville Preparatory School subscribes to all principles set forth in the "No Child Left Behind Act" 20 USCS § 6301 which ensures the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted.

#### **THE INDIVIDUALIZED EDUCATION PLAN (IEP); EDUCATION PLAN (EP); AND 504 PLAN**

The AAJP School will follow the IEP provided by the student's previous school for any child with a disability who is enrolled. All IEPs will be developed in accordance with the provisions of 34 CFR 300.340 through 300.350.

## **Parents**

The School will supply to the parent(s) or guardian during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so:

- a copy of the IEP if requested;
- a description of the rights of the parent(s), including the right to review data, to challenge the data, and to provide additional data that could have some effect on the placement, program, and services to the child;
- information concerning their right to an independent educational evaluation, at public expense, if they disagree with the evaluation obtained by the LEA and a list of other agencies providing free evaluations; and
- information concerning the right to appeal the decision and a copy of the appeals procedure.

## **Composition of IEP Team in developing IEP and Transition IEP.**

An Evaluation Team will be formed including the following members:

- the child's parents
- a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the Academy;
- a representative of the Academy who has the authority to commit the resources of the school;
- a teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher will be included as a Team member;
- other individuals at the request of the student's parents;
- individuals who are qualified to interpret the instructional implications of evaluation results; and
- other individuals who may be necessary to write the IEP for the child, as determined by the ESE Coordinator.

This Team 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 modifications 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 at the Team 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.

**Required observation of the student:**

- at least one Team member other than the student's regular teacher will observe the student's academic performance in the regular classroom setting;

**Written documentation of the Team's determination of eligibility due to the presence of a specific learning disability includes the following:**

- statement whether the student has a specific learning disability;
- the basis for making the determination;
- the relationship of that behavior to the student's academic functioning;
- the educationally relevant medical findings, if any;
- statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and
- the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage.

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

The Arts Academy of Jacksonville Preparatory School will provide all exceptional students the following:

Accessibility- Students with sensory or physical impairments will have an accessible location, specific room conditions, or special equipment. Physical access to the educational setting requires a barrier-

free environment. The building will be equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards included in the Americans with Disabilities Act (ADA) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds. These requirements will be met.

Accessible workstations will be provided to include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair. These workstations provide needed support or allow the student to change positions. Adaptive furniture and equipment also includes seating systems, standers, gait trainers, walkers, positioning devices and other types of supports, special surfaces and matting, and ergonomic equipment. Preferential seating involving locating the student's desk in a place where he or she is best able to see or hear the teacher and complete assignments will also be made available to the student(s). The student may need a natural light source or alternative lighting.

Alternate learning environments, which may be self-contained, or off-campus. Alternate settings include specialized schools, a home or hospital setting, or a residential facility.

#### Accommodations: Assisting Students with Disabilities

Large print text must be clear, with high contrast between the color of the print and the background color.

Video recordings and descriptive video present stories or information as movies, giving students a visual and auditory way to access information. Videos may be closed-captioned with the dialogue provided visually as text at the bottom of the screen. A decoder is required to activate captions and is available on most television sets. Descriptive video adds a narration of key visual elements, such as actions, gestures, facial expressions, and scene changes.

**Auditory Formats:** Students who are unable to read standard print may require auditory formats. This may include students who are visually impaired or physically limited, as well as some students who have severe reading disabilities.

A person reads the text aloud to the student. Readers should read to the student on an individual basis, not with a group of students.

Recorded books are produced on audiotape, compact discs (CDs), or as electronic files. A tape recorder, CD player, or MP3 player may be required to play the recorded books. Some students may experience difficulty with replaying audiocassette tapes or locating specific information. Audio versions should be accompanied with a print or Braille version of the text, particularly if graphic information is included.

A screen reader changes digitized text to synthesized speech (text-to-speech). Screen reader software provides an audible version of text displayed on a computer screen.

Response Accommodations:

Students typically respond to classroom tasks by speaking, writing, drawing, or other types of expression. Response accommodations allow students to use different ways to complete assignments, tests, and activities.

Computers or tablets for students who are unable to effectively use their own handwriting will be given access for recording class work. Assistive technology devices, such as touch screens, trackballs, or other pointing devices, as well as alternative keyboards, can be used for typing.

Voice recorders record the student's class work or test responses electronically rather than writing on paper.

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

Evaluations of any program is imperative, but more so for the exceptional education program. The goal of any exceptional education program is to set goals for each child in their individual education plan, along with accommodations. One primary way to assess the effectiveness of the school's exceptional educational program is to collect data on student achievement.

Student achievement data can be collected from a myriad of sources.

Two meetings per quarter will be held where the goals for each student will be reviewed by the teachers of any student that exhibits an exceptionality, who will reply to a series of questions dealing with the level of achievement each student has reached based on their individual goals, and their overall achievement reached in their classes. Teachers will discuss what is effective/ineffective.

Students will be placed in various levels of service as per their IEP. Those services if found to not be elevating the student to the desired level with goals being met or adequate progress being seen on them, may need to have their IEP revisited and revised.

The ESE Specialist will keep accurate and up to date files on all ESE Students at all times. The files will be revisited on a regular basis, and the ESE Specialist will ensure that students are receiving their services through the meetings held, discussion with ESE Staff, as well as with the parents of ESE students. The Specialist will make quarterly reports to the Principal on the progress of the students in the ESE Program, as a whole, and any concerns held by parents, students, ESE Staff, or teachers.

Periodically, conducting surveys with no fewer than bi-yearly occurrences, AAJP will conduct performance and satisfaction survey of all invested ESE parties including but not limited to: Parents, Students, Teachers, ESE Department Staff, Administration personnel dealing with the perception of the level of services offered the individuals satisfaction and/or concerns with ESE services.

Testing Results Scores of all students are collected and reviewed by every group by both the school and the state. The Arts Academy of Jacksonville Preparatory School will analyze each student's scores on the FCAT or state mandated assessment, attaching the scores to their individual educational plan in order to assist in setting goals for the next school year. Beyond using this mechanism to assist students, the scores for individual ESE students and as a group will be compiled and evaluated on the basis of the students' growth. These growth gains will be analyzed and used to evaluate the program(s) the students participated in.

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

Exceptional students and students who enter the school below grade level will be evaluated and appropriate strategies will be utilized in effort to increase their progress collaboratively by the classroom teachers, and/or the ESE Department, ELL Department, or the RtI process in order to identify and prescribe a plan of intervention.

Classroom assignments, reading strategies will be implemented to address the individual needs of each student. Informed decisions based on collected data, e.g. previous year FCAT reading scores, initial assessment data will be used to verify students' reading comprehension levels. Once data is

appropriately collected, teachers will be able to provide the proper strategies that may best suit the students' deficiency in reading.

Active reading strategies such as:

- **SQ3R** (SCAN, 5-Q'S, READ, RECITE, & RESPOND)
- **SNURAP** (SCAN, MARGINAL NOTES, UNDERLINE PERTINENT INFO. READ THE PASSAGE, ANSWER THE QUES, & PUT THE PARA. NUMBER NEXT TO THE QUES.)
- **PLAN** (PREDICT, LOCATE NEW VOCABULARY OR UNKNOWN INFORMATION, ADD NEW INFORMATION, & NOTE/SUMMARIZE NEW INFORMATION OBTAINED)
- Active reading logs given by the teacher
- Before, During, and After reading
- Visual Print
- QAR (Question, Answer, Relationship)
- PALS (Peer Assisted Learning Strategy)
- Guided Reading

**Math Strategies include:**

- Think Aloud Strategy
- Manipulative
- STAR Strategy
- Kahn Academy

Flexible grouping will also be encouraged as a rotational model that will assist students to learn from one another. This cooperative learning technique includes strategies such as; Think, Pair, Jigsaw Reading, etc. Low level learners and exceptional students should all benefit from the above mentioned strategies. Additional websites and resources will be available to teachers employed at The Arts Academy of Jacksonville Preparatory School as needed in order to ensure the engagement of all students that attend The School.

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

Based on enrollment experience at a local middle grade charter school in Duval County, is projecting an ESE enrollment approximation between 5-10%. AAJP believes that parents of the ESE population may take a "wait and see" approach regarding registration, giving them time to see what type of gifted and ESE program is developed. Should this projection regarding the ESE population prove to be low, The School will make immediate adjustments in order to serve the needs of these students.

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 Arts Academy of Jacksonville Preparatory School teachers teaching core content to ESE students will hold ESE certification. A Student Support Team will be established. This Team will create an individualized education program for the student. The Team includes the following members:

- The student's parents;
- a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School;
- a representative of the school who has the authority to commit the resources of the school;
- a teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher will be included as a Team member;
- other individuals at the request of the student's parents;
- individuals who are qualified to interpret the instructional implications of evaluation results; and
- other individuals who may be necessary to write the IEP for the child, as determined by the ESE Coordinator.

**Expectations and Role of Teachers:**

Teachers will adapt their curricula and their lessons to meet the diverse learning styles of students:

- set up small group interaction and joint projects to facilitate collaboration and shared learning between students
- teachers design various learning experiences, as needed, for individuals and small groups, which may differ in methodology from the overall curriculum (i.e., direct instruction, increased structure, individualized resources)

Core teachers and ESE teachers will have regularly scheduled weekly meetings during school hours to collaborate and design instructional activities that take into account the strengths and needs of all students

and implement modifications and accommodations for ESE students and review achievement of objectives identified by the students' IEPs.

ESE and classroom teachers will receive adequate professional development to enable them to work successfully in inclusive education classrooms. They receive training on the following:

- the benefits of inclusion to all students
- legal requirements for providing services for ESE students
- methods for running inclusive classrooms effectively and efficiently
- community and district resources available to assist teachers in running inclusive classrooms
- how to identify learning styles, differences and difficulties through classroom observation and assessment
- how to adapt lessons and curricula to accommodate all learners
- how to implement effective methods to address different learning styles and needs
- how to positively and effectively manage behavior
- collaborating to develop goals and objectives for students' learning

ESE and classroom teachers, as well as other staff identified as part of the child's support team, will meet with parents to learn the histories, strengths and needs of children they work with in order to provide a high quality educational experience for each child. ESE and classroom teachers share the history, strengths and needs of all children with support team members.

ESE teachers, classroom teachers and associate teachers act as advocates for ESE students, through regular discussions with students, families, and staff.

### **CLASS SIZE RESTRICTIONS AND ESE STUDENTS**

There is no doubt that class size is relevant to a child's learning experience and that this is particularly so when the student has special needs. Given the characteristics of our student population, The School's goals to provide appropriate class size student to teacher ratios is a difficult one in light of budget constraints and overall poor economic conditions. However, there are many options to address this reality.

We will ensure that class size restrictions are not incongruent with current practice in the delivery of special education to provide flexibility for educational purposes. And, will not develop snapshots on staffing to meet reporting requirements rather than on whether or not students are meeting the goals of their IEP.

It is imperative that FAPE must not be denied because of class size. IDEA requires that a child qualified for services under the statute receives an educational program that meets his or her

individualized and unique needs. Depending on the needs identified, a small class may be deemed necessary to provide the student FAPE. The School will consider its choice regarding class size restrictions in view of the following reasons:

- there is no Federal requirement to establish class sizes;
- staffing of classes for students with disabilities must be constructed from the requirements established in student IEPs and cannot be determined effectively as a uniform standard;
- caseloads will provide general protections to prevent overcrowding; and
- procedural safeguards will ensure that class size cannot serve as an impediment to any student achieving the student's goals as established in the IEP.

#### **Options Available**

- Maintain inclusive instructional approach not to exceed more than 12 students per class
- Team teach with ESE teacher and core subject teacher
- Pullout sessions during part of the day for special subject areas
- Separate self-contained classes not exceeding 10 students

#### **Additional Requirements**

- The student must be addressed in all areas of suspected disability
- The school must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
- The School must use a variety of assessment tools and strategies, including information from parents

#### **Children with Disabilities in State and District Wide Assessments**

Under IDEA, children with disabilities must be included in general State and district-wide assessment programs, with appropriate accommodations where necessary. Those students whose needs are so severe or unique that they cannot be met within the school's program will be appropriately referred. The staff of The AAJP School will work with the school district to ensure the needs of those students will be met in the most appropriate setting.

#### **Alternative Assessments Guidelines**

Not all children will be able to participate in State and district wide assessment programs, even with appropriate accommodations. Therefore, as appropriate, The School and the District will develop

alternative assessments and guidelines for participation of students with disabilities in alternate assessments.

### **Rights of Children and Parents**

The AAJP School will ensure that the rights of children with disabilities and their parents are protected. The School will ensure that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to relieve disagreements between parties. Some of the safeguards to ensure these rights will include:

- parent notification
- parent consent
- parent access to educational records
- due process hearings, including disclosure of evaluation results and recommendations
- opportunity to present due process complaints
- mediation

Parents of students with disabilities will receive procedural guidance and guidelines in their native language as provided by the school district.

### **Technology Requirements for Writing IEP Using the Web-Based Software**

The Florida legislature has mandated that all Florida school districts will implement online software to document and service solutions for special populations. The School's technology will accommodate online special education program such as PEER which allows the school to automate and streamline data collection and management to manage individualized education plans (IEP) of students participating in ESE programs. The web-based system will allow the school to simplify administrative processes and improve compliance with applicable laws and policies. The comprehensive, Web-based software will serve as a foundation for managing all phases of the identification and IEP development process. As data is entered, compliance requirements are automatically verified, ensuring that documentation is completed accurately and on time. As a result, educators can spend more time in the classroom, focusing on improving student learning and achievement. The School will provide appropriate computer technology to accommodate this web-based software.

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

Because The Arts Academy of Jacksonville Preparatory School is a preparatory, student who is identified as “gifted” will be enrolled into Advance Placement (AP) courses and Dual Enrollment in order to satisfy their exceptionality.

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

Students with limited English proficiency (ELL) will be welcomed at The AAJP School. The purpose of the ELL program put into place at the School will be to help ensure that students who are Limited English Proficient, including immigrant youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. Faculty of the School and the parents of the student will plan the means for instruction in the English language and/or specific modifications or accommodations most appropriate for English instruction.

All ELL students enrolled in the school are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is: (1) understandable to the students given their level of English proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient (non-ELL) students.

### **ELL Program Goals**

This program is designed to provide instruction in English language listening, speaking, reading, and writing skills. The goal of the program is to provide ELL students with the skills that will enable them to function successfully in the standard academic program

### **Objectives that will be used to serve our ELL students include:**

- Utilizing content-based instruction
- Working with ELL students to demonstrate growth in English skills and improve proficiency results based on initial and post assessments.

- Working closely with staff, classroom teachers, and counselors to facilitate communication and dissemination of information to parents.
- Working with district administrators to ensure compliance with all state and federal guidelines for ELL students.

### **Curriculum**

The School will help ensure that students with limited English proficiency (ELL) meet the same challenging English proficiency objectives and standards required of all other students. APEX addresses the needs of the ELL student by providing features such as: audio with replay, an online dictionary and Vocabulary Builder. Other web-based programs provide the ELL student with a multitude of multimedia activities, monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework.

The School will work closely with the School District to obtain these objectives and follow the ELL guidelines as established by the District. The school will abide by the requirements of the LULAC et. al. vs. State Board of Education Consent Decree (1990). The School also subscribes to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights publication, *"The Provision of an Equal Education Opportunity to Limited English Proficient Students"* (1992).

ELL students are identified through the registration process. If parents acknowledge that English is a second language in the home (or if they check yes to any of the determining questions on the Home Language Survey), then the student is referred to the ELL liaison for testing. Staff with ELL training will serve students with limited proficiency in English.

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

In addition, describe how the charter school will provide mandated in-service for teachers, administrators, and guidance counselors of ELL students. The Arts Academy of Jacksonville Preparatory School will adopt the School District training plan. In compliance with Florida State law, META requirements and the META Consent Decree, the School's teachers are required to participate in training when they have ELL students assigned to their class. The teachers will adhere to the following state requirements:

### **Category I Teachers:**

- Certification in another subject area appropriate to the teaching assignment
  - 15 semester hours, 300 in-service points, or a combination of both ELL with credit in:
    - Methods of Teaching English to speakers of other languages
    - ELL curriculum and materials development
    - Cross-cultural communication and understanding
    - Testing and evaluation of ELL
    - Applied linguistics
- Experienced Teachers: 6 years or more allowed for completion  
Beginning Teachers: 6 years or more allowed for completion

### **Category II Teachers:**

- Certification in another subject area appropriate to the teaching assignment
- Complete 60 in-service points, or 3 semester hours college credit in a combination of both ELL strategies listed below:
  - Methods of Teaching English to speakers of other languages
  - ELL curriculum and materials development
  - Cross-cultural communication and understanding
  - Testing and evaluation of ELL

### **Category III Teachers:**

Certification in another subject area appropriate to the teaching assignment

Complete 18 in-service points, or 3 semester hours college credit in a combination of both

ELL strategies listed below:

- Methods of Teaching English to speakers of other languages
- ELL curriculum and materials development
- Cross-cultural communication and understanding
- Testing and evaluation of ELL
- Experienced Teachers: 1 year to complete

- Beginning Teachers: 2 years to complete

Professional staff development will include, but is not limited to:

- In-service training
- Institutes and workshops
- Academic study
- Mentoring
- Skill enhancement training
- Conferences
- Self-directed training

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

#### Response To Intervention and ELLs

One of the most dramatic changes we were noticing is a new kind of ELL. Traditionally, the majority of students in ELL programs were newcomers, arriving to the United States just recently. But in the previous three years, more and more long-term English language learners are entering through the elementary and middle schools. The needs have changed and we cannot continue to teach the same curriculum. We have a new challenge in front of us. Our ELL program must serve a new kind of English-language learner, one that is not fully literate in their native language or in English. We must find ways to meet the literacy needs of our new ELL population, and we must realize that we must provide these students with the necessary skills to develop their English proficiency and improve their academic achievement. To address this new challenge and to answer the question; *How we will be able to engage ELLs who enter the school below grade level*, we will begin by looking at the school's literacy output, create a committee, and revamp the curriculum around Next Generation and Common Core skills. We will begin by asking the right questions

- "Do we really know what academic skills they are lacking?"
- "Is it reading comprehension or decoding?"
- "Can they make inferences or do they have poor organization skills in writing?"

We will construct a new model to identify struggling students early enough to then be able to provide appropriate instructional interventions - while remaining in their current class placement.

We will use the multi-tiered system of support for our program. The multi-level prevention system

will provide our staff with the right tools to monitor student progress. Teachers will be able to identify students that are struggling and not successfully achieving compared to peers in their classes. Our Model will create an ELL System of Support (SOS) Team that would review each student case and make recommendations for intervention. The team will be comprised of the ELL teachers, a Reading Specialist, a bilingual school social worker, and a bilingual school psychologist. This Team will allow us to discuss the student's progress through an academic lens, a social-emotional lens, and administrative lens. The ELL SOS Team will develop a Response to Intervention Referral Form with specific questions that would provide the SOS Team with valuable information about a struggling student and Tier 1 research-based interventions the teacher has implemented in the classroom. The referral form asks specific reasons of concern, academically, behaviorally and task-related.

## **8. School Climate and Discipline**

### **A) Describe the school's planned approach to classroom management and student discipline.**

The Arts Academy of Jacksonville Preparatory School will adopt all procedures necessary to ensure the safety and security of students and staff. The School will take every measure to ensure the health and safety of its staff and pupils. All school facilities will comply with all health codes and inspection/safety requirements that pertain to the same and will be properly maintained.

The School will have a strict discipline policy for students who engage in fighting or other aggressive behavior as outlined in the Duval County Code of Conduct. In addition, the school will create a contract of specific steps and strategies between parents and students designed to reduce the initial and repeat instances of violent behavior. This contract will outline clear expectations and consequences for failure to meet these expectations.

All staff, parents and students are required to abide by all rules and guidelines set forth in the School's Administrative Manual. This Manual is provided to all parties at the beginning of the school year. The facility will also include magnetic door locks, security guards, security cameras, and a security system connected to a security company and local police department.

Students who are disruptive or a danger to themselves or others will be dealt with immediately. Teacher training will be designed to prevent and minimize disruptive and aggressive student behavior. Students

who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans.

It is the goal of The Arts Academy of Jacksonville Preparatory School to create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as anger management instructions, guidance counseling sessions, teacher-parent-student meetings, and other interventions designed to identify the root problems and teach appropriate behaviors.

### **School's Philosophy Regarding Student Behavior**

It is the philosophy of School to create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as anger management instructions, guidance counseling sessions, teacher-parent-student meetings, and other interventions designed to identify the root problems and teach appropriate behaviors.

The School will have a strict discipline policy for students who engage in fighting or other aggressive behavior as outlined in the School District Code of Conduct. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately. Students may be isolated through in-school suspension, out-of-school suspension, or dismissal. Teacher training will be designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans.

- B) Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.
- Submit the school's Code of Student Conduct as **Attachment #4**. Keep in mind that charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Duval County School Board Policy. Duval County School Board will have the ultimate discretion to expel a student. A copy of the District's Student Code of Conduct can be viewed at <http://www.duvalschools.org>

**School's Code of Conduct, including the School's policies for discipline, suspension, dismissal and recommendation for expulsion**

**Dismissal**

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 any violation of expellable infractions as stated in the Student Code of Conduct. The Board will follow the District's policies and procedures to recommend expulsion, if necessary. The Board also recognizes that the School District is the only lawful entity to act on a recommendation of expulsion.

Below, is a side-by-side chart of the changes The Arts Academy of Jacksonville Preparatory School intends to modify as it relates to the Duval County's Student Code of Conduct:

DCPS' ALTERNATIVE EDUCATION PLACEMENT PROCEDURES	AAJP'S PROCEDURES
<p>1. Within twenty-four (24) hours of suspending a student for the purpose of transferring to an alternative education center, the Principal shall send the parent/guardian a certified letter, return receipt requested, informing the parent/guardian of the placement. This notice shall include the suggested date for a parent/guardian conference, as well as the automatic date of placement in the event the parent/guardian fails to respond the notice. <u>The Notice of pupil placement at an Alternative School must be sent via certified mail, return receipt requested, whether the parent/guardian is contacted by phone or not (or receives a copy of the charges and Parent Checklist in a face-to-face conference).</u></p>	<p>1. Because AAJP is serving selected students, it is a form of "alternative placement." Therefore, prior to enrollment, parents/guardians of students who may have disciplinary issues, parties will be required to reading and signing a contractual agreement indicating they will adhere to the School's conduct procedures, and if they fail to, subsequent actions will be removal and permanent placement in the student's local District public school.</p>

# Part II: Organizational Plan

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

## 9. Governance

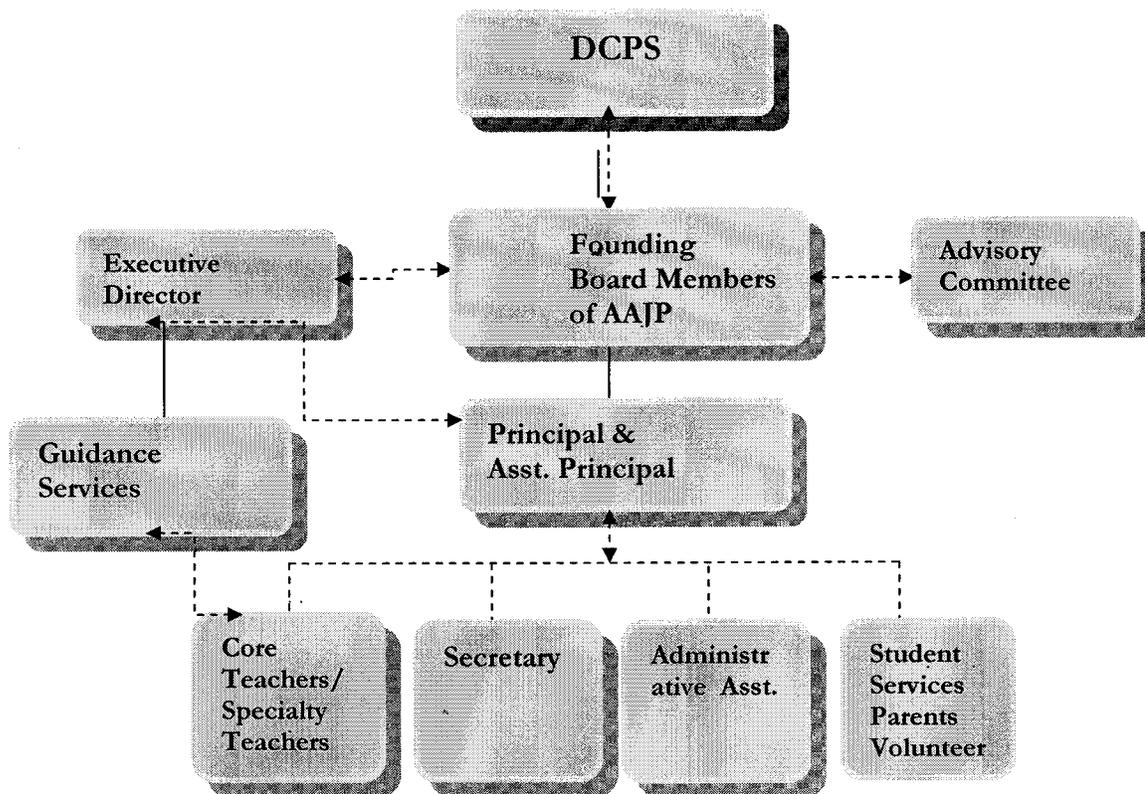
- A) Describe how the school will organize as or be operated by a non-profit organization.

The Arts Academy of Jacksonville Preparatory School is legally authorized to operate in the State of Florida as a nonprofit corporation (refer to articles of incorporation) and will attain and maintain a 501 (c)(3) tax-exempt status under the IRS within two years. The school is a nonreligious affiliated organization under the authorization of the Florida SBOE and will abide by all legal requirements provided in the Florida General Nonprofit Corporation Law. An independent Board of Directors will govern the school.

The Florida State Board of Education is charged with supervising and administering the free public school system and the educational funds provided for its support. The Florida Department of Education is the agency charged with implementing the State's public school laws and the State Board of Education's policies and procedures. The Governing Board is responsible for the overall operations of the school. The Executive Director, who reports directly to the Board, will implement the strategic goals and objectives of the school and work with the Chair to enable the Board to fulfill its governance function, give direction and leadership toward the achievement of the school's philosophy, mission, strategy, and its annual goals and objectives. The Advisory Board will work with the Principal and School Improvement Team of professional development and School Improvement Plan. The Principal supervises the daily activities of the school, staff, volunteers and organizations.

- 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 organizational chart below for The Arts Academy of Jacksonville Preparatory School is as follows:



The Governing Board of The Arts Academy of Jacksonville Preparatory School will reside over all employees. The Administration (e.g., The Principal, Executive Director, Assistant Principal, etc.) will report any and all activities of the School to the governing board. Faculty and Staff directly reports to the Administrative team for school related issues. If any issues between faculty and staff members occur, then the individual(s) are at will to contact the governance board directly.

The Principal will serve as the Chief Administrative Officer of The Arts Academy of Jacksonville Preparatory School, and will be responsible for all aspects of student instruction and staff oversight. The Principal will maintain a consistent presence in the classroom, hallways, will meet with teachers and grade teams regularly, as well as oversee school-wide professional development. The Principal will ensure that Faculty staffers are designing and implementing innovative techniques aligned with the school wide curriculum effectively to promote student achievement. Also, the Principal will ensure that the ESE and ELL students with special needs and English language learners are receiving effective instruction in the classroom as well as any additional services required.

The Executive Director will work alongside the Governance Board, Principal, and maintain contact with Guidance Services. The Executive Director plays an active role in The Arts Academy of Jacksonville Preparatory School by working closely with and supervise the non-academic and

support staff, serving as a conduit between the Board, the Principal, indirectly serving the best interest of the students at all times. In addition to these roles, it will be the job of the Executive Director to establish relationships with local and neighborhood businesses and organizations, community leaders, and volunteers.

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

The Governing Board will be the sole policy-making body for the school. Each board member will take on a proactive role in the specific areas that reflect his or her expertise. The Governing Board will not be involved in the daily administration of AAJP, but will delegate responsibility for implementing its policies to the school Administrator. Board members will receive no salary or other compensation, other than for reasonable expenses for their services. The Principal will be responsible for the day-to-day operation of the school. He or she will keep the Board informed about all aspects of school progress and activities through reports, presentations, briefings, committee meetings, and regular briefings by phone and e-mail. The Principal will maintain frequent and effective communication with the governing board, and work closely with the Executive Director and CAO in order to ensure the success of the school and its students.

The Governing Board will be responsible for:

- Establishing general policies of the school and monitoring the implementation of these policies by the Principal and school staff;
- Ensuring that the activities of the school are in full alignment with the mission of the school;
- Approving, adopting, and monitoring the school's annual budget; Receiving funds for the operation of the school, in accordance with the charter school laws;
- Soliciting grants and donations consistent with the mission of the school;
- Hiring the Principal;
- Monitoring and approving the hiring of teachers and other employees;
- Appointing members to serve on one or more of the Board's sub-committees; and

- Any other responsibilities described in the Articles of Incorporation and the bylaws of Arts Academy of Jacksonville Preparatory, Inc., that will ensure the proper functioning of the school.

The Governing Board shall consist of highly educated and professional members of diverse backgrounds. A mixture of corporate, educational and social experts will comprise the Board. The Governing Board shall eventually consist of up to nine (9) board members. Two (2) members of the board must be parents of enrolled Duval County students and be elected by parents.

The Governing Board shall choose officers, namely a Chairperson, a Vice- Chairperson, a Secretary, and a Treasurer from among the Board members. The Governing Board shall also recruit and hire a Chief Executive Director and a Chief Administrative Officer (CAO) to oversee school operations on a day-to-day basis and implement the Board's policies.

The Board's main responsibilities are adopting policy, developing long-term goals, measuring performance, and delegation of implementation authority to the Principal. The Board is fully accountable to the community and to the Duval County School Board. The Board is also responsible for communicating decisions to and seeking input from the community.

The roles and responsibilities of officers of the board are as follows:

**Chairperson and Vice-Chairperson of the Board.**

**Duties:** The Chairperson shall establish the agenda for all meetings of the Board of Directors in consultation with the Director and, as appropriate in the discretion of the Chairperson, other members of the Board of Directors. The Chairperson shall preside over all meetings of the Board of Directors and shall have such other powers as the Board of Directors shall determine. In the absence of the Chairperson at any meeting of the Board, the Vice-Chairperson shall exercise the rights and perform the functions of the Chairperson.

**Vice Chair.** In the absence of the Chairperson, or in the event of his/her inability or refusal to act, the Vice Chairperson shall perform the duties of the Chair and when so acting shall have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. The Vice Chairperson shall perform such other duties as, from time to time, may be assigned to him/her by the Chairperson or by the Board of Directors.

**Treasurer.**

The Treasurer shall be the chief financial officer of the school and, subject to the direction and control of the Board of Directors, shall have general charge of the financial affairs of the school; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds, securities, and legal documents of the school. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Board of Directors a report on the financial condition and affairs of the school. The Treasurer shall prepare or oversee all filings required by the School District of Duval County, State of Florida, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Directors.

**Clerk.** The Clerk shall record and maintain records of all proceedings of the Directors in a book or series of books kept for that purpose and shall give such notices of meetings of Directors as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Board of Directors, the Clerk shall distribute to the members of the Board of Directors copies of any minutes of the prior meetings of the Board of Directors that have not been approved by the Board of Directors. The Clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Directors. In the absence of the Clerk from any meeting of Directors, a temporary Clerk designated by the person presiding at the meeting shall perform the duties of the Clerk.

**Other Officers.** Other officers shall have such duties and the Directors may designate powers as from time to time.

- 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.

*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.*

- State how the charter school will comply with Florida Statutes relating to public records and public meetings. (Chapter 119, Florida Statutes Section 286.011).
- Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5**.

The Board of Directors will continually assess the school's academic program successes and areas in need of improvement. The Board is directly involved in analyzing alternatives and additions to the programs by analyzing student and school performance data, thereby making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the school will continue to consistently and effectively serve our student population. Additionally, the Board of Directors will act as the political advocate for the school and will be directly involved with the annual audit which will be required by the school district and any other regulatory matters such as meetings, reviews or audits by the Duval County School District, Florida's Department of Education or the Auditor General's Office.

### **Meeting Schedule**

Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of the community and parents as possible. Meetings will be noticed and will include a standing agenda including an opportunity for public comment. All meetings will be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular monthly meetings to be held in the school, or in close proximity to it. The general public, parents, the School's administration, and others whose input may be desired will attend board meetings. In conformity with Section 1002.33(7)(d)2, FS, the Principal of the school will be present at each meeting of the Governing Board held in the district. The school will also appoint a local representative who resides in the district and will be physically present at public meetings whose contact information will be provided annually to parents and posted on the school's website, as required by Section 1002.33(7)(d)1,2 Florida Statutes.

The school district may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with these requirements.

### **Board Selection, Removal and Term Limits**

The steps below describe the specific process to install the permanent governance structure for the School. To ensure continuity between the founding organizers and the permanently established Board of Directors, the founding organizers will appoint the first three members of the Governing Board.

**Terms of Office.** The initial term of office for all Members shall commence with the organizational meeting following the recording of the Articles of Incorporation with the Department of State, Florida. All Member initial terms will be staggered (3 years, 2, years and 1 year) in order to allow for continuity. After the expiration of the Member's initial term, all subsequent members' terms shall begin on July 1. Three year Members shall be eligible to serve three (3) consecutive years. Two year members shall be able to serve two consecutive years and shall be eligible to serve a three year term upon completion of the

initial two year term. One year members may be eligible to serve a three year term upon completion of the initial one year term. Regardless of the foregoing, all members shall continue to serve until their replacement has been nominated and approved to serve.

**Nominating Committee.** On or before May 1 of each year and beginning with the second year of the school's operation, the Board shall name a three person Nominating Committee to perform the duties set forth below.

**Nominations.** Each year, the School Advisory Council (SAC) shall nominate two or more persons from its membership to fill Seat 1 (an annual seat) on the Board of Directors. The nominations from the SAC shall be forwarded to the Nominating Committee and the Nominating Committee shall advance those names to the Board of Directors. If the Nominating Committee deems it helpful, the Committee may conduct personal interviews of the nominees. The name(s) of the nominee selected by the Committee shall be forwarded to the Board of Directors by May.

**Selection.** The Board of Directors must make the selection for Seat 1 from the list of nominees forwarded by the Nominating Committee from the School Advisory Council. The remaining Board seats will be filled from nominees selected by the Nominating committee or from those persons selected by the Board of Directors.

## **RESTRICTION ON EMPLOYMENT OF RELATIVES**

Pursuant to FS 1002.33, full disclosure of identity of kinship relationships of the governing board and charter school employees will be communicated to the charter school sponsor as required. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by The School.

- **Charter School Personnel:** Unless otherwise specified, school personnel means chairperson of the governing board of directors, governing board member, principal, assistant principal, or any other person employed by the school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in the school, including the authority as a member of the governing body to vote on the appointment, employment, promotion, or advancement of such individuals.
  
- **Relative:** Unless otherwise specified, relative means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law,

son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(a) School personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in the school if such appointment, employment, promotion, or advancement has been advocated by school personnel who serve in or exercise jurisdiction or control over the school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(b) The approval of budgets does not constitute "jurisdiction or control" for the purposes of these bylaws.

Conflict of interest is described as: *"An actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or appearance of a bias in the decision making process is based upon the dual role a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity."*

**Note:** Notwithstanding Section 112.311(1) F.S. which states. *It is essential to the proper conduct and operation of government that public officials be independent and impartial and that public office not be used for private gain other than the remuneration provided by law.* And,

Section 112.311 (5) which iterates...*It is hereby declared to be the policy of the state that no officer or employee of a state agency or of a county, city, or other political subdivision of the state, and no member of the Legislature or legislative employee, shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest*

The Arts Academy of Jacksonville Preparatory School will seek clarification from the Auditor General to further define the meaning of substantial conflict when the Board or its Members are in possession of a product or resource and offer those resources to the school for the good of the school and to no private benefit to the Board or its Members.

### CODE OF ETHICS

Members of the Board of Directors will not engage in any activity that conflicts, or raises a reasonable question of conflict, with their responsibilities to the school. More specifically, Directors will not:

- Use the school privileges for private gain.
- Solicit or receive compensation, other than that allowed by law, for performance of his/her duties. This precludes, among other things, acceptance of any gratuities, gifts, or favors that might impair or appear to impair professional judgment; and any personal dealings with any individual or entity with whom he/she, on behalf of the school, has any direct or indirect contact for purposes of obtaining from such individual or entity, noncompetitive contacts, services, or materials.
- Knowingly authorize or employ the authority or influence of his/her office to secure authorization of any public contract in which he/she, a member of his/her family, or any of his/her business associates has an interest.
- Offer any favor, service, or thing of value to obtain special advantage.

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.)

During the initial planning phase, a Founding Board will manage the AAJP School, which will be the corporation's initial board of directors. The Founding Board will be composed of a Chairperson, a Vice Chairperson and a Treasurer or Secretary. The Founding Board will, during the time of its existence, have all of the powers otherwise delegated to the Governing Board. Upon receipt of approval from the sponsor, the Founding Board will dissolve after electing the first Governing Board of the Corporation in its place.

Subsequent to the dissolution of the Founding Board, the business, affairs and property of the School will be managed, conducted and directed by the Governing Board, which will have the authority to:

- Govern the school;
- Employ and contract with teachers and nonteaching employees of the school;
- Contract for other services related to the school, including but not limited to transportation, financial accounting and legal;
- Develop pay scales, performance criteria and discharging policies for school employees, including the school's administrator;
- Decide all other matters related to the operation of the school, including budgeting, curriculum and operating procedures;
- Ensure that the school will adhere to the same health, safety, civil rights and disability

rights requirements as are applied to all public schools operating in the same school district;

- Borrow money;
- Purchase, sell, lease or otherwise dispose of any real estate or other property of the corporation
- Make binding interpretations of the provisions of the corporation's bylaws.

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

All Board Members of The Arts Academy of Jacksonville Preparatory School will be trained in accordance with Section 1002.33(6)(f)2., F.S. which requires a charter school applicant to participate in training provided by the Department of Education after approval of an application but at least 30 calendar days before the first day of classes at the charter school. We will also comply with the Florida State Department of Education Rule.6A-6.0784 which requires school governing board training pursuant to Section 1002.33, Florida Statutes for charter schools including the following:

General Training Requirements.

- Every member of the governing body will participate annually in governance training on or before August 1 of each calendar year. The training will be delivered consistent with a training plan that has been submitted and approved by the Department.
- Training for one or more members who have had no previous board service or have served on the board for less than ninety (90) days must include a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), Florida Statutes.
- A minimum of two (2) hours of refresher instruction on the four (4) topics in Section 1002.33(9)(k), Florida Statutes, may be offered if the school's governing board is composed entirely of members who have served continuously on the school's board for ninety (90) days or more, and all board members have completed four (4) hours of instruction.

Each of the initial board members will be selected based on an expressed, shared vision for the Arts Academy of Jacksonville Preparatory School. New board members who share the common vision will be added to the Governing Board as needed based on a two-thirds majority vote of the existing board.

The State of Florida requires annual governance training, and, during annual strategic planning sessions, governance training will be an integral activity. All governing board members will be invited to attend any district professional development sessions.

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.

Upon receipt of sponsor approval, the Founding Board will elect a five- member board composed of a Chairperson, a Vice Chairperson, a Treasurer, Clerk, and other member, e.g., parent representative, vested community member.. The Founding Board will, during the time of its existence, have all of the powers otherwise delegated to the Governing Board receipt of approval from the sponsor, the Founding Board will dissolve after electing the first Governing Board of the Corporation in its place.

Subsequent to the dissolution of the Founding Board, the business, affairs and property of the School will be managed, conducted and directed by the Governing Board, which will have the authority to:

- Govern the school;
- Employ and contract with teachers and nonteaching employees of the School;
- Contract for other services related to the school, including but not limited to transportation, financial accounting and legal;
- Develop pay scales, performance criteria and discharging policies for school employees, including the school's administrator;
- Decide all other matters related to the operation of the' school, including budgeting, curriculum and operating procedures;
- Ensure that the school will adhere to the same health, safety, civil rights and disability rights requirements as are applied to all public schools operating in the same school district;
- Borrow money;
- Purchase, sell, lease or otherwise dispose of any real estate or other property of the corporation; and
- Make binding interpretations of the provisions of the corporation's bylaws.

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

The Executive Director and Principal will be experienced school leaders with knowledge of Florida School Law and will have an inherent business acumen and appropriate customer relationship skills.

The School will institute the following dispute resolution procedures:

**Step 1:**The School will first work with selected personnel appointed by the Principal to resolve the dispute.

**Step 2:**If after discussion with appropriate persons appointed by the Principal, the dispute is unresolved then the next step will be a discussion and/or review of the disputed issue between the school Principal.

**Step 3:**If the disputed issue is unresolved after a discussion/review then the issue will be discussed/reviewed by the Principal and Executive Director.

**Step 4:**If the issue is unresolved it will be reviewed by the Governing Board of the School.

**Step 5:**If the dispute still exists, then the School will submit to mediation pursuant to Florida law and the FL Rules of Civil Procedure wherein each party will appear at a mediation (non-binding) conference by the physical presence of a representative with full authority to negotiate on behalf of the entity and to recommend settlement to the appropriate decision-making body of the entity.

**Step 6:**If, after mediation, the dispute persists; the parties agree to submit the matter to the Circuit Court of competent jurisdiction as an action requesting a declaratory decree from the presiding judge.

## 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 Arts Academy of Jacksonville Preparatory School intends to hire a well-qualified Principal who proves to uphold the mission of The School. In addition to the Principal, The AAJP School will employ an Executive Director to work alongside the Principal ensuring and securing outside partnerships with the community. Each management position will seek out the best option for all the students at all times. He or she will have the skillset to efficiently operate the daily business of The Arts Academy of Jacksonville Preparatory School with proper business acumen. The Executive Director will serve as the liaison between the Principal and Guidance/Advisory service making certain that students are receiving rigorous and needful curriculum that is best suited for the success of their future. The School will require all employees to undergo a background check and fingerprinting per the Sponsor's requirements: §1002.33

(12) (g), 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.

### **Qualifications for Principal**

#### **Preferred:**

Master's Degree with certification in any subject area, certification in Administration and supervision, certification in educational leadership or an equivalent certification approved by the Florida Department of Education.

#### **Additionally:**

Minimum of three (3) years of experience in a supervisory role

Minimum of three (3) years of teaching experience

Excellent oral and written communication skills

Ability to use technology and operating systems

Effective organizational skills with the ability to perform multiple tasks

Satisfactory completion of criminal history check, fingerprint and TB Test

### **Executive Director**

Implement the strategic goals and objectives of the school .With the chair, enable the Board to fulfill its governance function. To give direction and leadership toward the achievement of the school's philosophy, mission, strategy, and its annual goals and objectives

#### **Major Functions**

- **Board Administration and Support:** Supports operations and administration of Board by advising and informing Board members, interfacing between Board and staff, and supporting Board's evaluation of the Academy's Directors
- **Program and Service Delivery --** Oversees design, marketing, promotion, delivery and quality of programs and services
- **Financial, Tax, Risk and Facilities Management --** Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations
- **Human Resource Management --** Effectively manages the human resources of the organization according to authorized personnel policies and procedures that fully conform to current laws and regulations

- Community and Public Relations -- Assures the school and its mission, programs, and services are consistently presented in strong, positive image to relevant stakeholders
- Fundraising (nonprofit-specific) -- Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources, establishing strategies to approach funders, submitting proposals and administrating fundraising records and documentation

Qualifications for teacher recruits include:

- Educational background – Bachelors degree or higher in Education and/or area of specialization in the grade(s) he/she is teaching;
- Appropriate certification;
- Positive recommendation of previous supervisor or school system;
- Exemplary personal presentation and interpersonal skills;
- Literate in computer skills;
- Committed to high student achievement;
- Mentor for effective modeling of appropriate character traits;
- Ability to work effectively with parents, students, resource personnel and other school wide groups of individuals;
- Has availed themselves of ongoing professional development training.

**B) Outline the criteria and process that will be used to select the school's leader.**

The Governing Board will be responsible for recruiting and hiring the best candidate to serve as the leader, and face of The Arts Academy of Jacksonville Preparatory School. The Board will advertise extensively through print media and online recruiting services to ensure the best candidates are identified and considered for selection. At a minimum, a candidate for Principal must possess a Master's degree in Education or Educational Leadership and five (5) years previous experience in public or private education. Preference will be given to candidates with a Ph.D. or Ed.D, or have been retired as a Principal or Administrator.

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

STAFF	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal	1	1	1	1	1
Executive Director	0	0	1	1	1
Guidance	1	1	1	1	1
Teachers	4	4	8	8	8
	0	0 (9 <sup>th</sup> & 10 grade teachers)	(9 <sup>th</sup> grade) (10 <sup>th</sup> & 11 <sup>th</sup> grade)	(9 <sup>th</sup> grade students) (10 <sup>th</sup> & 11 <sup>th</sup> grade)	(all grades)
P.E. Teachers	0	.5	.5	.5	.5
Elective Teachers	0	1	1.5	1.5	1.5
ESE Specialist	0	0	1	1	1
Consultant(s)	1	1	1	1	1
Office Assistant(s)	0	1	2	2	2
Custodian	0	1	1	1	1
Maintenance/Security	0	1	1	1	1
IT Specialist	0	1	1	1	1

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

The AAJP School will add policies regarding benefits, salary, hiring and dismissal to meet new or additional needs during the course of its operations.

**Recruiting Sources For Finding Qualified Applicants Will Include:**

- Web site
- Classified ads in newspapers
- Classified ads in other publications
- Internet recruiting (Monster.Com, Careerboard.com, etc)
- On-line college job postings
- Teacher job fairs at colleges/universities
- Posting vacancies on DOE web site
- Past interviewees that have re-entered job market
- Employee referrals
- Temporary agencies

- Social service agency referrals
- Candidate walk-ins
- Promotions from within

## 11. Educational Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)<sup>2</sup>:

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

The Arts Academy does not intend to enter into an agreement with an Education Service Provider.

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

- Educational Management Organizations (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
  - Comprehensive School Design Providers that offer a replicable school model or common pedagogical, instructional and governance approach.
- B) Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
- C) Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.
- D) Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- E) Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
- F) Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- G) Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

## 12. Human Resources and Employment

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

All staff will be funded from public funds. The high priority of The Arts Academy of Jacksonville Preparatory School will be attracting and retaining high-qualified teachers who are committed the vision and mission of the School. As required by § Chapter 1012, administration will seek to hire certified teachers. The AAJP School may employ selected skilled non-certified personnel to provide instructional services and to assist instructional staff members as educational professionals also permitted by Chapter 1012 of the Florida Statutes.

AAJP intends to utilize academic services of higher institutions of education located in Duval County, and/or neighboring cities, to identify and recruit highly qualified faculty and staff. We also will abide by non-sectarian employment practices. Fingerprinting will be a standard requirement along with extensive reference checks of all employees as required by Section 1012.32 of the Florida Statutes, to ensure student safety. All offers of employment will be contingent upon verification of an employee's right to work in the United States, as required by the Immigration Reform and Control Act of 1986.

The compensation plan for AAJP is as follows:

Salaries Compensation will be competitive and based on the Sponsor's teacher salary schedule. All employees will be paid according to the PEO's pay schedule. The AAJP School will use a payroll processing company to manage the processing of paychecks, W-2 and W-4 forms. Direct deposit will be the method of payment for all employees. The bookkeeper will be responsible for processing the necessary paperwork for wage garnishments, 1099 forms, liens, student loan defaults, subpoenas, court appearances and vacations.

### **Benefits Packages**

The School will not be a member of the FRS system. Employees' benefit package will include 10 annual paid sickness/personal leave days with the ability to carry forward up to a maximum of 20 days. We will not accept any transfers in of sick or leave time from an employee's prior employer, but in the event of an employee separating from the school, The School will work with the district to transfer (up to the cap of 20) leave days whenever the accepting institution has policies allowing for such.

### **Outstanding teachers are identified in two ways**

- For those teachers who teach subjects tested by a statewide assessment, The School will identify the teachers based upon their students' achievement gains over the previous year. These outstanding teachers will receive a bonus.
- For those teachers who do not teach subjects tested by a statewide assessment, The School will develop a system for identifying teachers who are considered outstanding based upon their students' learning gains. These teachers will also be rewarded with a bonus.

### **Professional Development**

The AAJP School places emphasis on the professional development of all administrators, teachers, staff, and board members. The School will leverage existing Duval County professional development programs, state conferences, Florida Just Read seminars, Charter School consortiums, local colleges, and non-profit opportunities for training.

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

All AAJP teachers and administrators will possess the necessary knowledge, skills, and personal characteristics required by and consistent with The School's mission. The School will recruit potential employees who have proven ability to work as cooperative team members and who are committed and dedicated to high student achievement.

The Arts Academy of Jacksonville Preparatory School will seek to deal openly and directly with its employees and believes that open communication between the administration, teachers and staff is highly pertinent to conflict resolution. If a resolution cannot be agreed upon, both employees will meet with the Principal, who will facilitate collegial mediation to arrive at a resolution.

The Governance Board of AAJP does deem some violations as grounds for immediate dismissal, including but not limited to:

Insubordinate behavior, theft, destruction of company property, breach of the confidentiality agreement, untruthfulness about personal background, drug or alcohol abuse, or threats of violence. AAJP employees who are absent for three consecutive days without notifying a direct supervisor are considered to have abandoned their employment. In the case of such an absence, the effective date of termination will be the last day the employee reported for work.

AAJP does not have tenure or guaranteed employment. The employer has the right to terminate employment at any time, with or without advance notice, for probable cause. Termination may result from any of the following: (i) corrective action measures, which include infractions for violation of company policy, (ii) layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction; (iii) involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace. In keeping with its rigorous emphasis on academics, AAJP will not seek to hire or place "out-of-field" teachers. In the unlikely event that the School must hire an out-of-field teacher should, AAJP would notify parents immediately via mail.

### **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.

**Press:** Local newspaper, radio and television, including minority media in Florida who distribute/broadcast in Duval County.

**Press Releases:** A series of Press Releases will be issued to all media and will be placed on the school web site. These releases will announce items such as:

- Approval of the Charter including application information and deadlines,
- Detailed application procedures, deadlines, etc.,
- Announcement of new staff,
- Articles on community response, i.e. number of applications, application deadline
- Other major developments in programming and development

**Radio Talk Shows:** The AAJP School will schedule appearances on local radio talk shows to further publicize the school. School representatives will explain the application process and selection criterion.

**Public Workshops:** The Arts Academy of Jacksonville Preparatory School will host a series of free public workshops to explain the School's mission and to walk potential students through the actual application process. The workshops will be publicized through the medium mentioned in this plan and invitations will also be sent to students who have previously expressed an interest in the school.

### Develop General Awareness among Area Students of Charter School

To reach the general student population with information regarding the school opportunities, the school will employ the following strategies.

**Paid Advertisements:** Placed in local school newspapers and press releases to internal school media such as school TV and/or newspapers.

**School Visits:** The School will incorporate the school's Program information with regularly scheduled school visits by local community members.

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

The Arts Academy will not discriminate against any student based on race, gender, religion, socioeconomic status, sex, origin, or color. In fact, we, at AAJP encourage a variety of ethnicities in order for students to embrace differences. Although the Statute allows for the school to be restricted based on students living "within a reasonable distance of the charter school," the School will be open to all children in residing in Duval County. The AAJP School will seek a racially and ethnically diverse student body, and offer all of its student's excellence and equity in education.

- 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.

Interested applicants of The Arts Academy of Jacksonville Preparatory School must submit a completed application prior to the school opening in order to be considered for enrollment. Acceptance letters will be mailed by mid-July. The School will accommodate parents to ensure that appropriate records, including ESE files, are forwarded from the student's previous school.

Enrollment is contingent upon a completed and reviewed application and students will be admitted on a first-come, first serve basis provided the capacity for the year has not been exceeded before the enrollment deadline.

Should there be an excess of parents intending to enroll their child/children into The Arts Academy, names will be randomly drawn one at a time in order to select students by way of lottery and not bias. As each student is drawn, that student and applicant siblings will be placed in their respective grade levels.

Because space will be limited from the inception of The Arts Academy of Jacksonville Preparatory School, students' applications will remain on file for consideration and priority for the next school year. Should a sibling already attend AAJP, then the brother or sister of the sibling has automatic enrollment priority.

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

Each student enrolled at AAJP will receive a copy of the Duval County Student Handbook. Each student will be required to return the signed Parent/Student Acknowledgements Form to the school for filing.

Families are expected to read and discuss the Student Handbook and indicate both understanding and acceptance by returning the signed Parent/Student Acknowledgements Form and Letter of Commitment. The administrative staff of AAJP will uphold and enforce the Student Handbook at all times. Initial and continued student enrollment will be contingent upon each student's and parent's adherence to the Student Handbook, and respect for the rights of all students to receive the best education possible in an environment conducive to learning and high achievement.

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

Duval County Public School Board now has a Superintendent that is insistent upon parental and community involvements in ALL schools. With this in mind, The Arts Academy of Jacksonville Preparatory School intends to uphold Dr. Vitti's positive intentions with the Parent School. Both parental and community involvement are imperative when encouraging student growth and achievement. It is our belief that students who trust that they have full backing of their family first, community second will strive for the very best.

The Arts Academy of Jacksonville Preparatory School will cooperate with the Sponsor in the efforts to encourage parental involvements. The School will hold parent nights in effort to educate parents. Parents with children attending AAJP will always be considered and considered when make the very best decisions for their son(s) or daughter(s) future. The governance board of AAJP will encourage the Executive Director to make communication as simple and open as possible for parents in order

to make them welcome to the campus. Communication efforts such as; text messaging, e-mail blasts, a school website equipped with updated calendars, and a parent blog for comments or concerns will be available for parents to communicate efficiently.

## Part III: Business Plan

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

### 14. Facilities

#### If the site is acquired:

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

Currently, The Arts Academy of Jacksonville Preparatory School does not have a definite location.

However, the Founding board is actively soliciting a facility at sufficient location in Duval County.

- 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.
- C) Describe how the facility will meet the school's capacity needs for students to be served.
- D) Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

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

- 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?*

#### If the site is not acquired:

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

The Arts Academy of Jacksonville Preparatory School assumes the responsibility for locating a suitable school facility once the application has been approved. The Founding Board will work with local realtors to identify specific educational needs within the area of Duval County.

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

Based on a minimum requirement of 150-200 sq. ft. per student and a projected initial enrollment of 100 students, the minimum initial square footage will be approximately 16,000-20,000 sq. ft. The average price per sq. ft. in most areas of Duval County is approximated at \$6; therefore, we project an annual lease of \$100,000.

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

The Governing Board is currently working on locating prospective facilities. Upon application approval, the founders will engage the appropriate city agencies to verify that the building(s) are in compliance with proper codes. Initially, a fire marshal's inspection will be scheduled and conducted to ensure that the facility's sprinkler and alarm system are in compliance. The founders will ensure that all facilities comply with the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633.

- I) Describe the back-up facilities plan.

While working to identify and select our preferred location, back-up locations will also be identified. In the event facility acquisition for a permanent location is not finalized when school is scheduled to open, The AAJP School will exercise two options:

- reduce its staffing and student enrollment while ensuring that it is economically viable and would permit quality instruction in concert with our mission at a temporary site to facilitate opening as scheduled. Upon finalization of a permanent site, the school will situate itself at that location and ramp up its staff to accommodate those students who were placed on a waiting list for enrollment at the school.
- secure temporary space from a church or community organization that meets health and safety standards
- contract with local school district for co-use of existing facility or use of a closed facility.

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

The Arts Academy of Jacksonville Preparatory School will fully comply with Florida's constitutional class size provision requirements: class size will not exceed 25 pupils per class for all 9-12 classes.

## 15. Transportation Service

- A) Describe the school's plan for transportation, including any plans for contracting services.

The Arts Academy of Jacksonville Preparatory School intends to enter into an agreement with Jacksonville Transportation Authority (JTA) in order for convenient transport to and from school. Students that need transportation will be issued a monthly bus pass that provides them public service to school, or extracurricular activities, e.g., volunteer work, dual-enrollment classes, etc.

Most students will be commuting to school from within a four (4) mile radius. Therefore, we are determining a "reasonable distance" from the School to be defined as a four (4) mile radius. However, transportation will be provided to eligible students with disabilities living in a one (1) to three (3) mile radius from the School.

The School will assure that transportation is not a barrier to equal access according to Florida statutes. In addition, the school will provide transportation service to a student whose IEP stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. If transportation proves to be a barrier to access, the School will investigate public transportation options (e.g., bus passes) as needed and private providers as mandated by Florida law for those students who are eligible for school bus transportation.

Transportation of charter school students will be provided by the charter school consistent with the requirements of Subpart (I)(e) of Chapter 1006. Transportation service will be provided by The Arts Academy of Jacksonville Preparatory School to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. If transportation proves to be a barrier to access, the School will investigate public transportation options (i.e., bus passes), local school district options, and private providers as mandated by Florida law for those students who are eligible for school bus transportation.

The AAJP School will ensure that transportation is not a barrier to equal access for all students. As stated above, ESE students with transportation needs as stipulated in their IEP will receive the necessary accommodations (contract services, assist students in participating in public transportation options, etc.) in order to meet this specification.

## **16. Food Service**

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

The Arts Academy of Jacksonville Preparatory School intends to offer food services for lunch to students and faculty. Lunch will be offered five days a week, and will be hot, nutritious, and sensitive to a culturally and ethnically diverse population.

AAJP will contract with a lunch service provider to provide catering services for the school. The contractor will prepare the food off-site, followed by transporting the food to the school to be heated and served. The School will adopt the lunch menu similar to the one currently being offered at the Sponsor's schools.

The School intends to participate in the National School Lunch Program (NSLP) in order to provide free and reduced lunches to students who might otherwise be unable to afford lunch. The NSLP application process for a new school takes between 6 and 20 months. According to the USDA's Food and Nutrition Services department, which administers the NSLP, students whose families are at 130% of the poverty level are eligible for free lunch, and students whose families are at 185% of poverty level will be charged no more than 40 cents.

A lunch eligibility survey will be included in each student's enrollment packet, and will assist in determining which student qualifies for a free or reduced-price lunch.

The AAJP School is considering to also utilize the services of an online payment system such as mylunchmoney.com in order to allow parents to pay directly into their child's lunch account, which would allow for the funds to be deducted from the child's account as he or she purchases meals from the school. This will be voluntary, and the parents will be expected to pay for the transaction fees charged by the service.

## **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 enrollment indicated on the cover page of the application.

- B) Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projection, 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.

**Initial Cost** – The School will incur start-up related expenses pursuant to the opening of the School.

The AAJP School anticipates that the following items will constitute the most significant expenditures during the start-up phase of operations:

- Facility Lease and Renovation
- Staffing and Employment
- Furniture, Technology, and Software
- Marketing and Student Recruitment
- Training and Professional Development

#### **MANAGEMENT PLAN FOR STARTUP FUNCTIONS**

The AAJP School will secure 90 day invoicing from vendors including:

- Apex Learning Curriculum
- GreatBooks Reading
- RenWeb – Student Information Management System
- CDW-G - Computers
- Mimio, QUOMO – Computer Software Licenses
- Sixty – day lease abatement for facility
- Principal and one administrative staff hired mid-July and go on payroll on August 1<sup>st</sup>.

Prior to the beginning of the school year, The founding board of The Arts Academy of Jacksonville Preparatory School will secure a suitable facility which complies with the applicable state building codes pursuant to Chapter 553, Florida Statutes, except for the State Requirements for Educational Facilities as indicated in an act relating to the charter schools, amending Section 1002.33, F.S.

The School's startup budget is projected to be approximately \$32,000.00. The monies will be spent on instructional materials, educational equipment, classroom supplies and furniture, computer equipment, deposits for utilities; computer installation will be partially donated by a community

member. Initial advertising expenses will also be paid for from the startup budget. The School's building will be secured with a down- payment upon an agreement with a landlord.

Turnaround Solutions, Inc. will provide professional development and training to the employees prior to the beginning of the school year to ensure all faculty and staff are adequately equipped and properly trained. The Registrar will be hired at least 4 months before the beginning of the year to prepare the school for enrollment and assist with administrative tasks. A maintenance person/custodian will also be hired 2 months in advance. During the Start-Up period, the Principal, and Education Consultant will work for reduced salaries with the understanding that during the initial school year is an incubation phase in order to gather more funding in order to continue to thrive for the remaining years. Principal and teachers salaries are projected to increase as revenue increases and shows viable stability.

- 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.*

The following list of pre-planning start-up expenses include:

- Consultant to provide Board training
- Consultant to provide curriculum development training
- Consultant to provide development of financial accounting practices, and payroll procedures
- Legal Services
- Appropriate Insurance
- Certificates, Licenses

Start-up planning budget items alignment with the academic programs include the following:

**PLANNING PHASE-** Training by professional consultants designed to give the board a good basic level of understanding on how to start a charter school. Workshops will be spent learning:

- How to start a charter school
- Charter school development, legal, insurance
- Working with the school district from the start
- Facilities development
- Establishing effective business office management and fiscal management system

- Leadership
- Data management
- Administrative equipment, file cabinets, desks, chairs, computer

**IMPLEMENTATION PHASE** - Purchasing educational materials, services, and equipment including:

- Computers
- Classroom equipment, furniture
- Educational software, assessment materials
- Curriculum materials
- Technology, online curriculum, Student Information Management System

## BUDGET NARRATIVE

### Revenue

**Enrollment** – It is assumed that we will market aggressively to achieve projected enrollment as outlined in this application and will reach and maintain capacity of 275 students by the 5<sup>th</sup> year.

### Charter School Funding

The basis for funding students enrolled in charter schools shall be the sum of the schools District's operating funds from the Florida Education Finance Program as provided in S.1011.62 and General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary mileage levy; divided by total funded weighted full-time equivalent students in the school district, multiplied by the full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds available in the FEFP, including transportation. All eligible students enrolled in charter schools are provided federal funds for the same level of service provided students in the schools operated by the district. Pursuant to provisions of 20 U.S.C. 8061s, 10306, all charters schools receive all federal funding for which the school is eligible, including Title I, II and III funding. Funding for the school is adjusted during the year to reflect the revised calculations by the Florida Department of Education under the Florida Education Finance Program and the actual weighted full-time equivalent students reported by the school during the designated full-time equivalent student survey periods.

**Per Pupil Revenue** – It is assumed that the average gross FEFP funding per pupil amount will be approximately \$6,392 per student counting Basic Student Allowance @\$3,752 + multipliers.

**Additional Funding** – It is recognized that other sources of funding will become available to the School during the five-year period projected here. These sources include, but are not limited to: Capital Outlay Funds (when qualified

for funding), Title I,II and III, and transportation. Due to uncertainties involved in predicting the amount of this funding, Federal Start up Grant has not been included in this analysis.

### **Expenses**

**Initial Cost** – The School will incur start-up related expenses pursuant to the opening of the School. These expenses include but are not limited to: legal fees, accounting fees, occupational license, marketing and advertising, office supplies, utilities, property & liability Insurance, security deposits and employment related costs.

**Employee Salaries** – employee salaries will include, but are not limited to, salaries for Special Education Teacher, Reading Teacher, Classroom Teachers, and Teacher Assistants. The salaries listed on the 5-year projection are base salaries and are subject to change based on tenure, credentials and length of service. We used the District's salary schedule as a guideline for competitive salaries within the industry.

**Employee Benefits** - Employee benefits would include: Vacation, Personal Days, Sick Days, Medical, Dental, Vision, Short & Long Term Disability insurances, Term Life Insurance and 401k retirement plan, tuition reimbursement, annual bonuses and performance-based incentives.

### **Instructional Support Services**

**Supplies and Materials** – It is assumed that office and classroom supplies will be needed for the School including:

**Instructional Materials** - Books, manipulatives, consumables, Saxon Math with On-line Assessments, Aha Math! Aha Science!, Open Court *Imagine It* with On-line Reading and Assessments

**Testing Materials** - SAT 10, ITBS, IXL Math Assessment, NWEA, CELLA/LAS (if applicable)

**Interactive Technology Classroom Equipment** – QUMO, Mimio, Promethean Smart Boards

**Laptop Computer Equipment** - Discounted ACER and Google Chrome Book laptops, 3 Mobile Laptop Carts

**Student Information System** – RenWeb, Lunch Management System

**Computer Software And License** – Apex Learning Curriculum; Microsoft Office Suite; Remixing Education Software

### **Pupil Personnel Services**

Beginning in year one, we will have a part time nurse and beginning in year two we will have part time ESE Counseling Services as needed.

### **Technology Services**

Beginning in year two we will transition into a Google Chrome School and employ the use of IT service consultants for design, maintenance and training for the system and teachers, staff and administration.

### **Curriculum Development**

During year one, AdvancePath will free up the position for Assistant Principal and will work without benefits with the Principal and teachers to provide professional services in implementing the new Socratic Method, 501c3 application, school accreditation, fundraising activities including establishing a non-profit foundation, governance training and other financial resources as they become available. Years 2-5 consultant will provide outsourced services including preparation of School Improvement and Accountability Plan, grant writing, submission of all district reporting requirements and ongoing professional development and training for teachers.

### **Staff Development**

Teachers and staff will be encouraged and required to attend and participate in relevant workshops, seminars and courses to improve their skills.

### **General Support Services**

We will require the one time services for legal assistance to assist in getting the school legally sufficient, i.e., formation of Articles of Incorporation, Bylaws, and 501c application. We will secure the required insurance including the two major coverage, including Liability and Property.

### **General Administration**

**Administrative Fee** - Administrative fees charged by the District are calculated based upon 5 percent of available funds from the FEFP and categorical funding for up to 250 students.

### **School Administration**

Salaries and benefits for Executive Director, Principal, Executive Assistant

### **Facilities Acquisition and Construction**

**Rental of Facilities & Utilities** – space for the School will be leased.

**Capital Improvements** – various improvements will be needed at the site in order for the site to be adapted to the program.

### **Fiscal Services**

We will explore utilization of the services of a financial management firm to assist in financial and personnel related services. We will secure the services of a CPA to perform year end audits as required.

### **Central Services**

**Service Contracts** – various consulting contracts, technical support contracts, advertising, legal fees, and other similar services will be needed.

### **Pupil Transportation Services**

Transportation options will be reviewed for the best plan that fits the needs of the school

### **Operation of Plant**

It is assumed that electric, trash, water, gas and other utilities will be needed.

**Building Security - Rapture Security System**

### **START-UP**

The AAJP anticipates that the following items will constitute the most significant expenditures during the start-up phase of operations:

- Facility Lease and Renovation
- Staffing and Employment
- Furniture, Technology
- Marketing and Student Recruitment
- Training and Professional Development

AAJP will secure 90 day invoicing from vendors including:

- Sixty – day lease abatement for facility
- Principal and one administrative staff hired mid-July and go on payroll on August 1<sup>st</sup>.

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

The School will monitor the budget using separation of duties among staff who have responsibilities and management of the finances for The School.

### **Separation of Duties**

The separation of duties is a powerful internal control. Its objective is to ensure that duties (roles) are assigned to individuals in a manner so that no one individual can control a process from start to finish. Everyone occasionally makes mistakes. Separation of duties provides a complementary check by another individual. It allows an opportunity for someone to catch an error before a transaction is fully executed and/or before a decision is made based on potentially erroneous data. In addition, having adequate separation of duties reduces the “opportunity” factor that might encourage an

employee to commit fraud or to embezzle. The School's procedures to provide separation of duties is mitigated by a monthly review of accounting records by an external accounting firm and by Board oversight. We will work closely with the external accounting and auditing firm as well as the governing board's accounting and auditing firm to ensure the implementation of all customary and appropriate processes, systems, and corresponding controls are fully implemented and documented.

**Contingency Plans for Start-Up Activities:**

In the unlikely event that The School experiences unexpected shortfall for school operations, The School will secure a financial loan from a financial institution, which will purchase the necessary receivables.

- 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.

\*The monthly cash flow projections for the school's start-up will be included in the budget.

Description	Units	Rate	Total
Principal	1 month	\$50,000./12 months	\$4,166.00
Employment related costs	1	\$ 500.00	\$500.00
Professional Services (Legal)	1	\$ 75.00	\$75.00
Instruction Material			
Computer Equipment			
Rent	1 month	\$15,000./12 months	\$15,000.00
Insurance			
Liability	1	\$ 6,000.00	\$6,000 .00
Property Insurance	1	\$ 4,500.00	\$4,500
Printing (includes advertising/marketing)	1	\$ 300.00	\$300.00
Office Supplies	1	\$ 300.00	\$300.00
Utilities	2	\$ 1,800.00	\$3,600.00
<b>Total Budgeted Expenditures</b>			<b>\$34,141.00</b>

- 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.

Currently, The Arts Academy of Jacksonville Preparatory School has not developed a fundraising plan.

## 18. Financial Management and Oversight

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

The School will have a comprehensive list of checks and balances to ensure that the financial resources are properly managed. This will be accomplished through the development and implementation of a Financial Plan, Budgetary Process, Internal Controls and Accountability Process.

A professional financial consultant will be hired to work with the Principal to manage the School's finances and will provide services in:

- financial design, development, planning,
- general accounting and bookkeeping,
- accurate and timely financial reports including all bank reconciliations, monthly, quarterly and annual financial reports and payroll tax reports including W-2s, 1099's, 941s etc.
- personnel, human resources,
- financing and budgeting,
- maintenance,
- operations and general financial oversight of the school.
- reports and records per the requirements of FLDOE and Duval County Public Schools.

The School will use the services of qualified and experienced professionals to prepare and produce accurate and timely financial and personnel reports including all bank reconciliations, monthly, quarterly and annual financial reports and payroll tax reports including W-2's, 1099's, 941's, etc.

- Checking signatures and endorsements
- Investigating checks outstanding for more than 90 days
- Tracing and reviewing bank transfers
- Itemizing outstanding checks

In addition to the financial reporting requirements, the Duval County Public Schools' auditors may request review and inspection of books and records. Also, any inquiries related to accounting information obtained from quarterly reports and year-end audits will be addressed by the school's administration.

- B) Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances. **Include, but do not limit to:**
- Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as **Attachment #7**.

The Arts Academy of Jacksonville Preparatory School will employ a litany of controls, checks and balances to govern the handling of funds and to manage admission trends. These will include many of the controls listed herein. In all cases, however, The Board will provide fiduciary oversight according to the standards prescribed in the *Best Financial Management Practices for Florida School Districts* - a 2002 publication jointly developed by Florida's Auditor General and the Office of Program Policy Analysis and Government Accountability to manage financial matters of the school. Should the District change to a new accounting and reporting system, or a change directed by Florida DOE, the school will adopt these new standards.

#### **Annual Financial Plan:**

The Arts Academy of Jacksonville Preparatory School will develop an annual financial plan for operation of the school. The plan will be yearly in nature and collectively to cover all years of the operating charter. The annual plan will contain at least the following information:

- Anticipated fund balances
- Spending plans based on revenues and expenses
- Control measure to be employed to safeguard finances
- Projection of enrollment trends
- Full accounting of expected assets
- Projection of expected sources expense projection

#### **Personnel and Payroll**

These activities will require a multitude of services including payroll administration, human resources management, compliance reporting, and employee benefits administration. The School will use the services of qualified financial consultants to prepare and produce accurate and timely financial and personnel reports including all bank reconciliations, monthly, quarterly and annual financial reports and payroll tax reports including W-2's, 1099's, 941's.

#### **Financial Statements**

The financial consultant will prepare financial statements on a monthly and quarterly basis for submission to the Executive Director for explanation and submission to the Governing Board for

approval. An annual independent financial audit will be conducted in accordance with generally accepted government auditing standards (GAGAS) and OMB Circular 133.

### **Accounting and Financial Reporting**

The School will maintain an accrual accounting system in accordance with Generally Accepted Accounting Principles (GAAP). The financial records will contain accurate information pertaining to grant awards and authorizations, obligations, unobligated balances, assets, liabilities, expenditures and income. This system will permit the tracing of all transactions to source documents in order to establish that funds have not been used in violation of OMB *Circulars* and District policies.

The school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting.

### **PURCHASING**

The school will establish an effective purchasing system that will allow the school to provide quality materials, supplies, and equipment in the right quantity and in a timely, cost-effective manner. The school will also establish written policies to govern its purchasing practices that are specified by state laws, rules, and regulations whose policies are direct adoption of those laws, rules, and regulations. Careful planning and cost-effective practices such as bulk-purchasing and price/bid solicitation including the resources of US. Communities will be used for the efficient procurement of goods and services.

In addition to the above, the school's policies will also comport with the district's purchasing procedures manual for the school's purchasing operations which details the process steps for each critical purchasing function, and take each function from the beginning to completion of the process.

Examples of procedures will include the:

- requisitioning process, big ticket items - capital improvements, construction will be submitted to the Governing Board for approval to requisition such services;
- bid process - Invitations To Bid (ITB) and Requests For Proposals (RFP);
- purchasing card process with card limits and restrictions - for quick and efficient purchasing and paying for goods.

The AAJP School will establish a monetary threshold for small purchase procedures.

### **Sales Tax**

The school will utilize all tax exemptions allowable under Florida Statute governing non-profit organizations as well as US Internal Revenue exemptions for Section 501(c)(3) organizations, including ad valorem property tax exemptions.

- c) Describe the method by which accounting records will be maintained.

### **Calendar of Financial Deadlines**

Within forty-five (45) days of month's end, the school will provide the School District with reconciliation statements of school bank accounts. A copy of the entire bank statement will be attached to this report.

On or before October 31st, January 31st, and April 30th of each fiscal year, the school will provide the District with applicable school financial statements including a balance sheet, profit and loss statement and cash flow statement. These reports will be prepared in accordance with GASB #34 and as stated in *"Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book)."*

Un-audited year-end school financial statements will be submitted to the School District by July 31st of every year. These school financial statements will be prepared in accordance with GASB #34 and as stated in *"Financial and Program Cost Accounting and Reporting for Florida School (Red Book)."*

The school will undergo an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit will be conducted by an independent certified public accountant and will be delivered to the District within ninety (90) days following the end of the District's fiscal year.

In addition to the financial reporting requirements, the District auditors may request review and inspection of schoolbooks and records. Also, any inquiries related to accounting information obtained from quarterly reports and year-end audits will be addressed by the School's administration.

### **Budget Process:**

The Executive Director of the school will annually submit a detailed budget to the Governing Board for review and approval. The proposed school budget will include all necessary information for the Board's review and consideration. Modification to the school budget will be submitted to the Board when required.

### Summary of Statement No. 39

#### *Determining Whether Certain Organizations Are Component Units—an amendment of GASB Statement No. 14*

An objective of Statement No. 14, *The Financial Reporting Entity*, is that all entities associated with a primary government are potential component units and should be evaluated for inclusion in the financial reporting entity. This Statement amends Statement 14 to provide additional guidance to determine whether certain organizations for which the primary government is not financially accountable should be reported as component units based on the nature and significance of their relationship with the primary government. Generally, it requires reporting, as a component unit, an organization that raises and holds economic resources for the direct benefit of a governmental unit.

Organizations that are legally separate, tax-exempt entities and that meet all of the following criteria should be discretely presented as component units. These criteria are:

- The economic resources received or held by the separate organization are entirely or almost entirely for the direct benefit of the primary government, its component units, or its constituents.
- The primary government, or its component units, is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the separate organization.
- The economic resources received or held by an individual organization that the specific primary government, or its component units, is entitled to, or has the ability to otherwise access, are significant to that primary government.

This Statement continues the requirement in Statement 14 to apply professional judgment in determining whether the relationship between a primary government and other organizations for which the primary government is not financially accountable and that do not meet these criteria is such that exclusion of the organization would render the financial statements of the reporting entity misleading or incomplete. Those component units should be reported based on the existing blending and discrete presentation display requirements of Statement 14. The provisions of this Statement are effective for financial statements for periods beginning after June 15, 2015.

Unless otherwise specified, pronouncements of the GASB apply to financial reports of all state and local governmental entities, including general-purpose governments, public benefit corporations and authorities, public employee retirement systems, and public utilities, hospitals and other healthcare providers, and colleges and universities.

**Schema for charter school (PCU) fiscal accountability and the school district (PG):**

(A). Question: Is the potential component unit (PCU) legally separate from the primary government (PG)?

If "Yes", then:

(B). Question: Does the PG appoint a voting majority of the PCU?

If "No" then:

(C). Question: Does the fiscal dependency of the PU on PG funding criterion apply?

If "Yes" then:

(D). Question: Does the PCU provide services entirely or almost entirely to the PG?

If "Yes" then:

(E). There is a blending presentation of fiscal accountability of PCU and PG.

Given the above schema, and statutory construct depicting historic economic resources received or held by the school are entirely or almost entirely for the direct benefit of the school district which is a government entity, The Arts Academy of Jacksonville Preparatory School is a government unit.

### **INTERNAL CONTROLS**

The school will also maintain a number of internal financial controls and bookkeeping practices. The school will establish a financial system that provides fiscal control and accounting procedure that are in accordance with Generally Accepted Accounting Principles (GAAP). Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. A detailed description of specific internal controls and accounting procedures is presented below.

#### **Fixed Asset Management**

Fixed assets management is an accounting process that seeks to track fixed assets for the purposes of financial accounting, preventive maintenance, and theft deterrence. Fixed assets include all properties, vehicles, equipment, and building contents. Accounting for fixed assets is the long-term tangible and intangible assets of the school and can be a complex balancing act.

The school will establish written policies and procedures and periodically update them to provide for effective management of fixed assets and a physical inventory process to identify and update

property condition and locations. The school will keep and maintain accurate accounting records because:

- Accurate fixed asset records provide the basis for adequate insurance coverage;
- Annual physical inventories of fixed assets allow the school to survey the physical condition of its assets and assess the need for repair, maintenance, or replacement;
- Reliable information about currently owned fixed assets provides assistance when determining future needs and provides a basis for budgeting fixed asset needs; and
- Accurate fixed asset records provide users with documentation of how taxes have been used to carry out the operations of the school.

### **Assets Tracking Software**

The Arts Academy of Jacksonville Preparatory School will face a significant challenge to track the location, quantity, condition, maintenance and depreciation status of its fixed assets. The school will utilize asset tracking software which allows the school to track what assets it owns, where each is located, who has it, when it was checked out, when it is due for return, when it is scheduled for maintenance, and the cost and depreciation of each asset. Periodically, the school will take inventory of its assets using Fixed Assets Tracking System R6 Business (FATS).

All school tangible personal property with a value of \$500 or greater will be inventoried and labeled. The Administrative Assistant will be responsible for maintaining property records and internal control over school property. All disposal of school property will be in accordance with Florida Statute 273 and the Property Rules and regulations issued by the Auditor General.

### **Monthly and Quarterly Statement of Revenue and Expenditures**

A monthly and quarterly school Revenues and Expenditures Report will be maintained. The reports will include the following:

- total amount budget
- expenses for the period
- expenses for the Year
- remaining budget balance

### **Cash Management**

School funds will be deposited in a financial institution with FDIC coverage. Interest earned on funds will be used as program income.

### **Bank Reconciliations**

The school bank accounts will be reconciled to accounting records. The Principal will review and approve all school bank reconciliations. The school bank reconciliations procedures will include:

- Accounting for check numbers used
- Comparing all checks with the statement
- Checking signatures and endorsements
- Investigating checks outstanding for more than 90 days
- Tracing and reviewing bank transfers
- Itemizing outstanding checks

### **Cash Disbursements**

The school will have on-site petty cash disbursements managed by the Administrative Assistant:

### **Cash Receipts**

All school program cash receipts are received, opened, logged in and stamped "For Deposit Only." The original receipt is duplicated and a daily cash receipt form and bank deposit slip is prepared. The daily cash receipt form with attached deposit receipt and any document supplied with the remittance will be maintained in the cash receipt log.

### **Accountability**

The school will be financially viable. An annual audited statement conducted by an independent auditing firm to be reported under *Government Auditing Standards* will be submitted. Should the audit report reveal a deficit, the auditors will notify the School's Board, the School District, and the Department of Education. Such finding will be reported during the exit interview to the Academic Director and the School's Governing Board within seven (7) days. Within fourteen (14) days of the exit interview, the auditors will provide a final report to the School District and the Department of Education.

### **Assets and Liabilities**

The school's assets and liability projections will be developed to be used as points of comparison with information reported in the school's annual report.

### **Oversight**

Detailed school financial statements will be reviewed by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

## **INTERNAL CONTROL CHECKLIST**

### **GENERAL**

1. Are accounting records kept up-to-date and balanced monthly?
2. Is a standard chart of accounts with descriptive titles in use?
3. Are adequate and timely reports prepared to insure control of operations?

- a. Daily reports
  - b. Monthly financial statements
  - c. Comparison of actual results with budget
  - d. Cash and other projections
4. Does the Board take an active interest in the financial affairs and reports available?
  5. Are personal expenses kept separate from business expenses?
  6. Are employees who are in a position of trust bonded?
  7. Are employees required to take annual vacations and are their duties covered by another?
  8. Are monthly bank reconciliations reviewed by Executive Director/Principal?
  9. Are job descriptions prepared?
  10. Is there any separation of duties?
  11. Is there utilization of machine accounting and/or EDP in the preparation of financial reports, accounts receivable, etc.?
  12. Are governmental reporting requirements being complied with in a timely manner?
  13. Is insurance maintained in all major cases and is this coverage reviewed periodically by a qualified individual?

#### **PAYROLL**

1. Is Executive Director/Principal acquainted with all employees and does he or she approve all new hires and changes of pay rates?
2. Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
3. Are there controls to prevent the payroll from being inflated without the knowledge of Executive Director/Principal by fictitious employees or padded hours?
4. Does the Executive Director/Principal sign all payroll checks?
5. Is the payroll bank reconciliation prepared by someone other than the bookkeeper?

#### **CASH RECEIPTS**

1. Does the client have adequate documentation of cash receipts?
2. Are checks immediately endorsed for deposit only, deposited promptly and intact?
3. Are over-the-counter receipts controlled by cash register, prenumbered receipts, etc., and are

these reviewed by Executive Director/Principal?

4. Are checks returned by the bank followed up for subsequent disposition?

### **ACCOUNTS RECEIVABLE**

1. Are work orders, sales orders, shipping documents and invoices prenumbered and controlled?
2. Are sales invoices reviewed for price, terms, extensions and footings?
3. Is an aged trial balance prepared monthly, reconciled to the general ledger and reviewed by the Executive Director/Principal?
4. Are monthly statements:
  - a. Reviewed by Executive Director/Principal?
  - b. Are zero and credit balance statements mailed?
5. Are write-offs, credit memos and special terms approved by the Executive Director/Principal?
6. Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?
7. Are notes and other receivables under separate control?
8. Do adequate controls exist to assure receipts from miscellaneous sales (scrap, fixed assets, rents, vending machines, etc.)?

### **ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS**

1. Are prenumbered purchases orders used and are these approved by Executive Director/Principal?
2. Are competitive bids required above prescribed limits?
3. Are payments made from original invoices?
4. Are supplier statements compared with recorded liabilities?
5. Are all disbursements made by prenumbered checks?
6. Is the Executive Director/Principal's signature required on all checks?
  - a. Does Executive Director/Principal sign checks only when they are accompanied by original supporting documentation?
  - b. Is the documentation adequately cancelled to prevent reuse?
7. Is there evidence that the following items have been checked before invoices are paid?
  - a. Prices, discounts, sales tax
  - b. Extensions and footings

- c. Receipt of goods or services
  - d. Account distribution
8. Are voided checks retained and accounted for?
  9. Is there an impress petty cash fund?
    - a. If so, is there a responsible employee designated as a custodian of the fund?

## **INVESTMENTS**

1. Is there effective utilization of temporary excess funds?
2. Is income from investments accounted for periodically?

## **PROPERTY, PLANT & EQUIPMENT**

1. Are there detailed and updated records to support general ledger totals for assets and accumulated depreciation?
2. Is the Executive Director/Principal acquainted with assets owned, and is approval required for sale or acquisition?
3. Are there physical safeguards against theft or loss of small tools and other highly portable equipment?
4. Is there a policy distinguishing capital and expense items?

### **Governmental Accounting Standards Board, GASB**

In June 1999, Governmental Accounting Standards Board, GASB Statement 34 (or GASB 34) was published requiring state and local governments to begin reporting all financial transactions, including the value of their infrastructure assets in their annual financial reports on an accrual accounting basis. GASB 34 requires charter schools to report their monthly financial and annual statements that include government funds into different groups based on the fact that the School is a component unit of government

Effective June 15, 2010 (GASB 54) Fund Balance Reporting was issued requiring states to follow the new GASB for audited financial statements and provide a clearer hierarchy of fund balance classifications based on constraints, consistency and clarification (reserved and unreserved) of governmental fund types.

This new requirement included the Management Discussion and Analysis or MD&A. The purpose of the MD&A is to provide a narrative explanation, through the eyes of management, how The School has performed in the past year. It also presents the school's financial condition, and its future prospects. In so doing, the MD&A attempts to provide complete and balanced information on the

financial position of the school. Certain sections of this report may include “forward-looking statements” concerning our current views and assumptions including:

- mission and organizational structure
- performance goals, objectives, and results
- financial statements and reporting
- systems, controls, and legal compliance
- expected student enrollment increase or decline
- budget decline and/or expansion
- usage of facility and
- political and economic conditions

Although this section of the report is unaudited, it will be an integrated part of The School's annual financial statements.

The Governing Board will make available quarterly financial statements for The School that will include a statement of revenues and expenditures prepared in accordance with GASB #34. Also, annually audited financial reports as of June 30th of each year, which will include a complete set of financial statements and notes prepared in accordance with GASB #34 will be forwarded to the School Board within ninety (90) days following the end of the fiscal year for inclusion into their financial statements. These statements will be formatted by revenue source and expenditures and detailed by function.

### **Required Maintenance of Accounting Records**

The School Principal is responsible for the financial management of the school. The Principal must ensure that all provisions of Financial and Program Cost Accounting and Reporting for Florida Schools and local board policies and procedures are complied with, that all accounting records are maintained accurately, and that all financial reports are prepared and submitted in a timely manner.

A separate set of accounting records and a separate bank depository account must be maintained for each fund maintained by the school. The School may establish as many separate sub-accounts within each fund as is considered necessary to accurately account for the financial activity of The School.

The following account records must be maintained for each fund:

- Pre-numbered receipt forms which must be issued for all monies received;
- Transaction (receipts and disbursements) Journal;
- Requisition and purchase orders for all transactions;

- Bank Checkbook;
- Bank deposit slips;
- Monthly financial statements; and
- Annual financial statements.

All financial transactions must be completed through the Principal's office. Each student organization will receive a monthly statement of the balance of its account.

Annual financial statements and records will be submitted to the Board of Directors at the end of the school year. Records will be reviewed over the course of the summer months with recommendations, if any, for improvement provided to the Principal at the start of the next school year.

Copies of the school's annual financial statements and audit reports will be retained permanently. The transaction journals, bank statements, and canceled checks will be retained for at least five (5) years, or until all instances of noncompliance are resolved. All other financial records are to be retained for at least three (3) years.

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

Florida Statute 1003.25 requires all Principals to maintain permanent cumulative records for all students enrolled in a public school. The state law also determines what should be in the record and its format.

Federal and state laws as well as policies of the Duval County School Board protect student information. These regulations, determining who can or cannot obtain student information, were enacted to protect the privacy rights of students and parents.

The Arts Academy of Jacksonville Preparatory School will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and access to those records will only be by appropriate personnel. Student IEP's will be stored separately in a fireproof cabinet and again access will only be by authorized persons. Financial records including personnel files will be maintained and kept for those periods required by law.

To do this, all staff will:

- Develop filing, classification, and/or indexing systems for the records that all staff members understand and follow. These systems need not be complex- they only need to enable people to find the appropriate records quickly.

- Know the location of all records.
- Store records in stable environments. For the electronic storage of records this means ensuring that records are stored on stable media and in readable software formats.
- Periodically check the stability of their physical and electronic storage environments.
- Ensure that physical and electronic records storage areas are secure. For electronic records storage areas, ensure that they are complying with the school's IT Policy.
- Determine the confidentiality and privacy status of all records. A variety of internal policies, such as the state's general policy on access to school records, or external laws and regulations, such as FERPA and HIPAA, may help to determine the confidentiality and privacy status of records.
- Know who has the proper authority to view records.
- Ensure that records storage security measures meet the confidentiality and privacy needs of records.
- Document the records organization system, storage locations, and security procedures in policies and procedures.

## **RECORDS DISPOSITION**

All employees must know what they need to do with school records once they no longer actively use them. The SBE has the authority and responsibility to articulate these disposition decisions in records retention schedules. In order to determine and properly undertake the disposition of the records and comply with the SBE and school Records Policy, AAJP will:

- Consult with the school's records retention schedules to determine the disposition of its records.
- Contact the SBE for assistance in interpreting the records schedules or creating new schedules if needed.
- Ensure that staff will not destroy records that are currently part of, or are likely to be part of, any legal action or proceeding, litigation, audit, investigation, or review, even if the records retention schedules or other policies or procedures indicate that the records are eligible for destruction.

Florida Statute 1003.25 requires all Principals to maintain permanent cumulative records for all students enrolled in a public school. The state law also determines what should be in the record and its format.

Federal and state laws as well as policies of the Duval County School Board protect student information. These regulations, determining who can or cannot obtain student information, were enacted to protect the privacy rights of students and parents.

**How do parents find out about these rights?**

This information brochure is distributed at the beginning of each year to every student in the Duval County Public Schools. Copies of the district's student record policy are available at the school.

Parents can request to review student records. Schools must comply with that request within a 30-day period. If a parent feels that the record contains information that is inaccurate, misleading, or in violation of the student's rights to privacy, the parent will contact the Principal of the responsible school. Requests for a correction, deletion, or expunction of the record must be made to the appropriate Principal in writing.

Parents who do not want their student's information disclosed must sign and return a release indicating that the school is not authorized to release such information.

**Parents have the right to:**

- Inspect and review the education record maintained by a school on their child.
- Waive their right to access, if they wish.
- Receive a copy of the record (at a charge of 20 cents a page to cover the cost of printing).
- Challenge the information contained in the record if they believe it is misleading, inaccurate, or that it violates the student's right to privacy.
- Participate in a hearing.  
File a complaint if the school system fails to abide by the law.

- E) Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth by the District. The School will provide evidence of such insurance in the following manner:

**Time to Submit:** The school will furnish the district with fully completed certificates(s) of insurance, signed by an authorized representative of the insurer(s) providing the coverage, before the initial opening

day of classes. The insurance will be maintained in force, without interruption, until the school is terminated and thereafter if provided for in the policy or policies.

**Indemnification of District:** The School will agree to indemnify, defend, and hold the District, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

- the negligence, intentional wrongful act, misconduct or culpability of the School's employees or other agents in connection with and arising out of their services within the scope of the charter application;
- the School's material breach of this charter application or law;
- any failure by the School to pay its employees, contractors, suppliers or any subcontractors; and/or
- the failure of the School's officers, Directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the school or the providing of educational services set forth in this charter application. However, the School shall not be obligated to indemnify the district against claims, damages, expenses or liabilities to the extent these may result from the negligence of the district, its members, officers, employees, subcontractors or others acting on its behalf.

The duty to indemnify for professional liability as insured by the school's Leader's Errors and Omissions policy described in this charter application will continue in full force and effect notwithstanding the expiration or early termination of the charter school with respect to any claims based on facts or conditions which occurred prior to termination.

The school Leader's Errors and Omissions will not place a limitation on post-termination claims of professional liability that will impair the district's claims to indemnification with respect to a claim for which the school is insured or for which the school should have been insured under Commercial General Liability Insurance, and Employer's Liability Insurance. The school will also indemnify, defend and protect and hold harmless against all claims and actions brought against the district by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the school.

**Limitation of Liability:** The school acknowledges the following principles codified in s. 1002.33(5), Florida Statutes (2006):

- District shall not be liable for civil damages under state law for personal injury, property damage, or death resulting from an act or omission of an officer, employee, agent, or governing body of the charter school;
- District shall not be liable for civil damages under state law for any employment actions taken by an officer, employee, agent, or governing body of the charter school and
- District's duties to monitor the charter school shall not constitute the basis for a private cause of action.

**Sovereign Immunity/Limitations of Liability:** Neither party will waive any of its sovereign immunity nor consents to be sued by any third party. Only the district and School will be subject to liability under this agreement. No member of either district's school board or the School's Board of Directors shall have any personal liability pursuant to or under this Charter application, except as permitted or required under Chapter 617 Florida Statutes (2006).

**Notice of Claims:** The school and the district shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this provision (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same as its own expense and with its own counsel, provided that if the school or district shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the school or district, which they agree to assume. The School and district will make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a Third Party Claim.

**Notice of Cancellation:** Each certificate of insurance will provide and require that the District be given no less than thirty (30) days written notice prior to cancellation, except when notice of cancellation of one policy is accompanied by notice of a replacement policy, without interruption of coverage.

**Renewal/Replacement:** Until such time as the insurance is no longer required to be maintained by the school, the school will provide the district with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided.

**Acceptable Insurers:** Insurers providing the insurance required of the school by this charter application must meet the following minimum requirements:

**Insurer's Ratings:** Be authorized by certificates of authority from the Department of Insurance of the State of Florida, or an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must

have a Best's Rating of "A" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.

**Replacement Insurance:** If, during the period when an insurer is providing insurance required by this charter application, an insurer shall fail to comply with the foregoing minimum requirements, the school will, as soon as it has knowledge of any such failure, immediately notify the district and immediately replace the insurance with new insurance from an insurer meeting the requirements.

**Commercial General Liability Insurance:** The school will maintain and keep in force Commercial General Liability insurance which shall conform to the following requirements:

- **Liabilities Covered:** The School's insurance will cover the school for those sources of liability (including, but not limited to, coverage for operations, Products/Completed Operations, independent contractors, and liability contractually assumed) that would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage Form (ISO form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.
- **Minimum Limits:** The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) will be one million (\$1,000,000) dollars per occurrence/two million (\$2,000,000) dollars annual aggregate.
- **Deductible/Retention:** Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of One Thousand (\$1,000) Dollars per occurrence.
- **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims-made basis, the School will maintain, without interruption, the Liability insurance until four (4) years after expiration or termination of the charter school.
- **Additional Insureds:** The school will include the district and its members, officers, and employees and agents as "Additional insured" on the required Liability Insurance. The coverage afforded such Additional Insured will be no more restrictive than that which would be afforded by adding the district as Additional Insured using the latest Additional Insured - Owners, Lessees

- **Contractors (Form B) Endorsement (ISO Form CG2010):** The certificate of insurance shall be clearly marked to reflect "The district, its members, officers, employees and agents as additional insured."

**Worker's Compensation/Employer's Liability:** The school will provide, maintain and keep in force Worker's Compensation Employer's Liability Insurance, which shall conform to the following requirements:

**Coverage:** The school's insurance will cover the school (and to the extent its subcontractors and its sub-subcontractors are not otherwise insured, its subcontractors and sub-subcontractors) for those sources of liability which would be covered by the latest edition of the Standard Worker's Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Worker's Compensation Act, where appropriate, coverage is to be included for the Federal Employer's Liability Act and any other applicable federal and state law.

**Minimum Limits:** Subject to restrictions found in the standard Worker's Compensation Policy, there will be no maximum limit on the amount of coverage for liability imposed by the Florida Worker's Compensation Act or any other coverage customarily insured under part One of the standard Worker's Compensation Policy. The minimum amount of coverage for those customarily insured under Part Two of the standard Worker's Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) will be One Million (\$1,000,000.00) Dollars per occurrence/Two Million (\$2,000,000.00) Dollars annual aggregate.

**School Leader's Error and Omission Insurance:** Subject to reasonable commercial availability, the School will maintain and keep in force the school Leader's Errors and Omissions Liability Insurance which shall conform to the following requirements:

**Form of Coverage:** The School Leader's Errors and Omissions Liability Insurance will be on a form acceptable to the district and will cover the school for those sources of liability arising out of the rendering of or failure to render professional services in the performance of this Charter application, including all provisions of indemnification which are part of this application.

**Coverage Limits:** The insurance will be subject to a maximum deductible not to exceed Five Thousand (\$5,000.00) Dollars per claim. The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be one million (\$1,000,000) dollars per claim/two million (\$2,000,000) dollars annual aggregate.

**Occurrence/Claims:** Subject to reasonable commercial availability, coverage will be on an occurrence basis. If on a claims-made basis, the school will maintain, without interruption, the Liability insurance until four (4) years after expiration or termination of the school.

**Alternative:** If the School Leader's Errors and Omissions liability insurance is not commercially available, the School will provide Officers, Directors and Employees Errors and Omissions liability insurance in lieu thereof, with the same minimum limits of coverage as set forth above. Subject to commercial availability, coverage will be on an occurrence basis. If such insurance is on a claims-made basis, the School will maintain, without interruption, the insurance until four (4) years after termination of the school.

**Property Insurance:** The School will maintain hazard insurance on its own buildings and property during the term of the charter. The school will provide proof of such insurance and its renewals to district if requested.

**Applicable to all Coverage:** The following provisions will apply to all insurance coverage required in this charter application.

**Other Coverage:** The insurance provided by the school will apply on a primary basis, and any other insurance or self-insurance maintained by the district or its members, officers, employees or agents shall be in excess of the insurance provided by or on behalf of the school.

**Deductibles/Retention:** Liability and Worker's Compensation Insurance required by this Charter will apply on a first-dollar basis, without the application of a deductible or self-insurance retention. Reasonable deductibles of self-insurance retention may be allowed on property or other insurance not to exceed one thousand (\$1,000) dollars. The school may provide liability insurance by means of a base policy in one or more umbrella policies.

**Liability and Remedies:** Compliance with the insurance requirements of this charter application will not limit the liability of the school, its subcontractors, its sub-subcontractors, its employees or its agents to the district or others. Any remedy provided to the district or its members, officers, employees or agents by the insurance will be in addition to and not in lieu of any other remedy available under this charter application or otherwise.

**Subcontractors:** The school will require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this charter application does not establish minimum insurance requirements for subcontractors or sub-subcontractors.

## Section 19: Action Plan

### TIMELINE FOR IMPLEMENTING CHARTER SCHOOL

Activity	Responsible Party	Date
School District makes Approval	Duval County School Board	October 2014
Begin Planning - Community Marketing	Board of Directors	November 2014
Begin Planning - Curriculum Development	Board of Directors	December, 2014
Continue Marketing - Curriculum Development	Board of Directors	January/May 2015
Facility/Site Acquisition	Board of Directors	March/April, 2015
Facility Renovation Begins (if needed)	Board of Directors	May/July 2015
Student Enrollment	Board of Directors	April, 2015
Recruit Principal	Board of Directors	April 2015
Continue Program Planning	Principal/ Board	July 2015
Recruit Teachers and Staff	Principal/ Board	June, 2015
Teacher staff training	Consulting Firm (TBD)	June – on-going
Review Student Referral Process with District	Principal	June, 2015
Finalize School Calendar	All Staff	June 2015
Student -Parent Orientation	Principal/Staff/Bd	July, 2015
The Charter School Opens		August, 2015

### **Approved Applicant Deferral**

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

# Stand-Alone Documents

## Required Application Attachments:

1. Curriculum Plan aligned with the Next Generation Sunshine State Standards or Next Generation Sunshine State Standards

2. Technology Plan

3. Student Progression Plan

Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Duval County School Board. A copy of the District's Student Progression Plan can be viewed at <http://www.duvalschools.org>

4. Instructional Assessment Profile Form

5. Dropout Prevention Plan

6. LEP Plan

7. School's Code of Student Conduct

A copy of the District's Student Code of Conduct can be viewed at <http://www.duvalschools.org>

8. Safety Preparedness Plan

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

10. Student Application/Family Contracts

11. Safe Driver Plan (if applicable)

12. Safe Rider Plan.

13. Finance/Accounting Policy and Procedure Manual

14. Sections 1002.32, 1002.33, 1003.62, 1013.62, Florida Statutes

#### IV. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for \_\_\_\_\_ 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 \_\_\_\_\_ (name),  
\_\_\_\_\_ (title) to sign as the legal correspondent for the school.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Printed Name \_\_\_\_\_

## **Appendix A**

### *Transportation*

#### Level of service to be provided:

- What provisions will be made to ensure that transportation is not a barrier to equal access, as required by section 1002.33, F.S.?
- Will courtesy transportation be provided for students whose homes are less than two miles walking distance from the school?
- How far will school bus stops be (maximum) from students' homes?
- What will the school establish as a reasonable distance beyond which transportation will not be provided, as required by section 1002.33, F.S.?
- What special transportation services (for example, provision of wheelchair lift-equipped or air conditioned buses, special stops) will be required for students with disabilities (if applicable) pursuant to their Individual Education Plans (IEP)?
- What provisions will be made to accommodate elementary students who are subject to specified hazardous walking conditions and, therefore, must be provided transportation, regardless of distance from the school?

#### Transportation service providers:

- Will the charter school own and operate school buses?
- Will the district provide transportation in district-owned school buses?
- Will private contractors provide transportation in their school buses?

#### School bus fleet acquisition, specifications, inspection, and maintenance:

- How will the charter school acquire buses that are not owned by the school district?
- How will the school ensure that the buses are fully compliant with Florida School Bus Specifications and federal requirements for school buses?
- How will the school ensure that buses are inspected at least each 30 school days by inspectors who have been certified by the Florida Department of Education?
- What entity will be performing preventative maintenance, repairs, and diagnosis of the buses?

#### School transportation operation and logistics:

- When will transportation service be needed? The school district may need six months to one year in lead time if additional equipment and/or operators must be acquired.
- What is the location of the charter school facility?
- Where do the students live? The school district may require a specific list of student addresses or at least the estimated number of students from specific neighborhoods or areas of the district who are expected to attend the charter school.
- What are the desired opening and closing (bell) times of the charter school? Will the school district be granted the authority to establish the bell times to improve bus utilization and efficiency? Coordinating bell times with other schools and

transportation schedules allows districts to dedicate routes using existing buses (i.e., use buses on multiple runs) or incorporate charter school students into existing routes.

- How many and on which days will the school operate?
- Will transportation be provided following after-school activities?
- Is the school offering a breakfast program that would necessitate early transportation?
- May all students from the same area be transported simultaneously; for example, will elementary and middle school students be transported on the same bus to a multigrade school?
- May the charter school students be integrated into existing routes with other public school students?
- Will transportation be expected on days when the regular district schools are not in session?
- How will school bus routes and stops be established to ensure safety, prevent overloading, etc.?
- How will the school recruit and retain an adequate pool of school bus operators?
- How will the school ensure that all school bus operators receive the required training and licensure?
- How will the school ensure school bus rider safety instruction and evacuations are provided?
- How will the school ensure the safety of its school bus and parent pickup loading zone and procedures?
- Who will be responsible for handling student discipline on school buses?
- How will inquiries from parents and others about bus service, discipline, and other issues be handled?
- How will field and activity trips be handled (logistics, cost accounting)?
- How will insurance and risk management relating to transportation be provided?

#### Transportation finance, funding claims, and reimbursement:

- If transportation is to be provided on charter school operated or contracted school buses, how will all aspects of the required student ridership surveys and transportation database reporting be handled (i.e., describe the process that will be used to claim state transportation funding).
- Describe the process being used to estimate state transportation reimbursement.
- If transportation will be provided by the school district, how will the charter school and the district sponsor establish the per-student or other charges by the district and the related payment and accounting schedule and procedures?
- How will charges and reimbursement for other services that may be provided by the district (for example, bus inspections and maintenance) be handled?

#### Compliance:

- Describe the process to be used by the charter school and the district to ensure scheduled monitoring of compliance with statutes and rules pertaining to the safety of transported students.

*Appendix B*

**Duval County Expenditure and Revenue Sheets**

Please visit our website at: [www.duvalchoice.com](http://www.duvalchoice.com) under the Charter School tab

Or contact:

Susan Biehler at [biehlers@duvalschools.org](mailto:biehlers@duvalschools.org),  
Erin Kupferberg at [kupferbere@duvalschools.org](mailto:kupferbere@duvalschools.org)  
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## *Appendix C*

### CHARTER SCHOOL TECHNOLOGY PLAN: ESSENTIAL COMPONENTS

#### 1. **MISSION STATEMENT**

- Describe your School Technology Mission/Vision

#### 2. **GENERAL INTRODUCTION/BACKGROUND**

- Describe your School's Profile and detail how you intend to integrate Technology in support of the School Mission/Vision

#### 3. **TECHNOLOGY NEEDS ASSESSMENT/GOALS**

- Describe how you went about identifying your Key Needs and Services for:
  - Instructional and Professional Development Technology
  - Instructional Software
  - IT Technical Services
    - Infrastructure and Telecommunication Services
    - Support Services
  - Information Management
- Describe your technology goals for:
  - Instructional Software
  - IT Technical Services
    - Infrastructure and Telecommunication Services
    - Support Services
  - Information Management

#### 4. **TECHNOLOGY ACQUISITION PLAN**

- Describe your plan for acquiring the appropriate Technologies to support your technology vision to include:
  - Infrastructure for Teaching and Learning
  - Instructional Technology Software
  - Data Management for Teaching, Learning and Leading
- Describe your proposed Sources for Funding technology (Capital and Operating Funds) Academic Performance
- Describe the Planning Process and timeline for the implementation of your technology plan (Hardware and Software Deployment Timetables)

#### 5. **ACCESS**

- Explain how you intend to allow and/or control access to your deployed instructional and information technology including areas such as equitable and effective access, acceptable use policy, and Technology protection measures (i.e. CIPA compliance, internet content filtering and monitoring of students/adults).

#### 6. **USER SUPPORT PLAN**

- Describe the level and type of technical support that will be provided for those who will be using the hardware and software you are implementing.

**7. PROFESSIONAL DEVELOPMENT PLAN**

- Describe your plan for Training your Teachers and Administrators in the technology systems (instructional and administrative) that you will be implementing.

**8. PROGRAM EVALUATION**

- Describe how you intend to evaluate the effectiveness of your Technology program.

## Apex Learning Catalog and Course Descriptions

### ENGLISH COURSE DESCRIPTIONS

#### **English 9**

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

#### **Course Materials**

##### **Semester 1: Optional**

*The Metamorphosis*. Fraz Kafka. David Wylie, translator. (Classix Press, 2009). ISBN-10: 1557427666 / ISBN-13: 9781557427663. Other editions acceptable. NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

##### **Semester 2: Optional**

*Macbeth*. William Shakespeare. Barbara A. Mowat and Paul Werstine, eds. (Simon & Schuster, 2003). ISBN-10: 074377103 / ISBN-13: 8780743477109 Other editions acceptable. NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

#### **English 10**

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

### **Course Materials**

#### **Semester 1: Required**

*American Born Chinese*. Gene Luen Yang. (Suare Fish, 2008). ISBN-10: 0312384483 / ISBN-13: 9780312384487. Other editions acceptable.

*Fast Food Nation*. Eric Schlosser. (Mariner Books, 2012). ISBN-10: 0547750331 / ISBN-13: 9780547750330. Other editions acceptable.

#### **English 11**

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

English 11 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

## **English 12**

English 12 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other – historically, socially, and otherwise – and examine the complexities of cultural identity in our global and fast-changing world.

English 12 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

## **Creative Writing**

### **Core**

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and

polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

All English elective content is based on the National Council of Teachers of English (NCTE) standards.

## **Reading Skills and Strategies**

### **Core**

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the

student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **Writing Skills and Strategies**

#### **Core**

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

### **Florida English IV: College Prep**

#### **Core**

Florida English IV: College Prep provides a fourth-year English curriculum focusing on developing the mastery of skills identified as critical to postsecondary readiness in reading and writing. This full-year course aligns to Florida's Postsecondary Readiness Competencies in reading and writing and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include vocabulary acquisition and use; use of academic and domain-specific words; reading for key ideas and details; reading non-fiction; persuasive, informative and narrative writing; and research.

Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets

support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to Florida Postsecondary Readiness Competencies.

### **Florida Reading for College Success**

#### **Core**

Florida Reading for College Success provides an English curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in reading. This single semester elective aligns to Florida's Postsecondary Readiness Competencies in reading and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include vocabulary acquisition and use; use of academic and domain-specific words; reading for key ideas and details; reading non-fiction; and research.

Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to Florida Postsecondary Readiness Competencies.

### **Florida Writing for College Success**

#### **Core**

Florida Writing for College Success provides an English curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in writing. This single semester elective aligns to Florida's Postsecondary Readiness Competencies in writing and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include grammar and usage; essential writing skills; persuasive, informative and narrative writing; and research.

Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to the Florida Postsecondary Readiness Competencies.

## **English Foundations I**

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling.

Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text.

Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance.

Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

This course guides students through the reading, writing, and basic academic skills needed to prepare for success in academic coursework. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

## **English Foundations II**

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help

struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

The reading program content is based on the National Council of Teachers of English (NCTE), International Reading Association (IRA), National Reading Program (NRP), and McREL, standards and aligned to state standards. The writing program is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

## **MATHEMATICS COURSE DESCRIPTIONS**

### **Algebra I**

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity

of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Geometry**

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Algebra II**

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and

sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

### **Math Foundations I**

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress in acquiring 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies for honing their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*, and is aligned with state standards.

### **Math Foundations II**

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to

expedite student progress in acquiring 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as middle school curriculum. The program simultaneously builds the computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

The course's carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies for honing their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*, and is aligned with state standards.

## **SCIENCE COURSE DESCRIPTIONS**

### **Earth Science**

#### **Core Honors**

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

#### **Physical Science**

#### **Core**

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an

introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

## **Biology**

### **Core**

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

## **Chemistry**

### **Core**

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students

learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

## **Physics**

### **Core**

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

## **Psychology**

### **Core**

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

### **Science Foundations**

Science Foundations provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as remediation at the high school level or as a bridge to high school.

Science Foundations is a two-semester course, with each semester containing 10 mini-units. Each mini-unit is composed of three lessons. The first lesson focuses on key concepts found in Earth science, physical science, and life science. The second lesson reinforces reading and math skills students need to be successful with the content introduced in the first lesson. The third lesson introduces scientific inquiry and critical thinking skills that will help students thrive in science as well as other disciplines. Carefully paced, guided instruction is accompanied by engaging and accessible interactive practice. Checkup activities provide an opportunity to review content prior to assessment. Practice activities offer an opportunity to apply concepts that were presented in Study activities.

The course is based on the National Science Education Standards (NSES) for middle school science.

## **HISTORY COURSE DESCRIPTIONS**

### **World History**

#### **Core**

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, travelling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

Students build and practice historical thinking skills, learning to connect specific people, places, events and ideas to the larger trends of world history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills. This course is aligned to state standards and the Common Core State Standards for Literacy in Social Studies.

## **U.S. History**

### **Core**

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

## **ELECTIVE COURSE DESCRIPTIONS**

### **Multicultural Studies**

#### **Core**

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

### **Sociology**

#### **Core**

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students

can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

## **FOREIGN LANGUAGE COURSE DESCRIPTIONS**

### **French I**

#### **Core**

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **French II**

#### **Core**

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Spanish I**

### **Core**

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Spanish II**

### **Core**

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## **Spanish III**

### **Core**

In Spanish III, students build upon the skills and knowledge they acquired in

Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

### **Health Opportunities through Physical Education (HOPE)**

#### **Core**

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and social health; physical activity; nutrition; substance prevention; disease and disorders; injury prevention and safety; and personal

health. HOPE requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

This course is based on and aligns to the National Science Teachers Association (NSTA) standards and the Florida Next Generation Sunshine State Standards for health and physical education

## **Physical Education**

### **Core**

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

## **Financial Literacy**

### **Core**

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help

students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English.

This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

## **Art Appreciation**

### **Core**

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

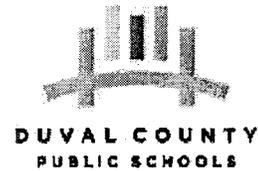
## **Music Appreciation**

### **Core**

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

# Exhibit 2



Via Email and US Mail

November 14, 2014

Ms. DeVondalyn Hughes  
1584 West 12<sup>th</sup> Street  
Jacksonville, Florida 32209

Re: Denial of Charter Application of The Arts Academy of Jacksonville Preparatory School, Inc., by the School Board of Duval County, Florida

Dear Ms. Hughes:

The School Board of Duval County wishes to thank The Arts Academy of Jacksonville Preparatory School, Inc., for applying to become a charter school. We regret to inform you that on November 4, 2014 the School Board of Duval County, Florida, voted to deny your charter application for The Arts Academy of Jacksonville Preparatory School.

Section 1002.33, *Florida Statutes* (2014), requires the School Board to articulate in writing the specific reasons, based on good cause, supporting a denial of a charter application and to provide the letter of denial and supporting documents to you and the Department of Education. This letter and its attachment, which is incorporated by reference as it fully set forth herein, will serve as this required notification.

The concerns regarding the application are set forth fully in the attached Board agenda item (which included the Evaluation instrument). The concerns are based on good cause and include but are not limited to the following:

**Part I - Education Plan**

Section 1 – Mission, Guiding Principles and Purpose: (Statutory References: s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s.1002.33 (6)(a)(1); s.1002.33 (7)(a)(1), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A. – The mission statement explains the purpose of the school, that is but the mission statement fails to articulate how components of the statement such “intrinsic motivation, truest potential, obliterate defeat, and rise to the occasion” (p. 4) will be measured and managed.
- Question B.1. - The application lacks specific and detailed information about how students will meet high standards of student achievement. The application references using research-based instruction but fails to identify what research they used as a guide to assist with meeting a

standard of high achievement .The application states that students “are expected to maintain a B average” (p. 5) and “At the AAJP School, we intend to start student just above the State average...” (p. 5) but does not outline how this will be managed.

- Question B.2. – The responses in this section are vague, lack detail, and do not fully address the financial efficiency portion of this question. For example, the application references the use of an outside consultant but does not detail the qualifications of the consultant or provide details as to the professional credentials of this outside consultant.

The application states, “real time data will be shared with students and parents through a management system...” (p.6); the response does not provide what type of data will be gathered and does not provide any details as to what type of management system will be used to share this information with students and parents. The application notes that it will use software systems to manage financial reporting but does not provide any information as to which software systems will be used and does not explain how this will specifically align with financial accountability.

- Question B.3. - The application states that the school will communicate student progress to parents via web based portal; however, application references outdated metrics such as FCAT and Adequate Yearly Progress. The section fails to meet s. 1002.33 (2)(b)4.,F.S., “Require the measurement of learning outcomes.”
- Question C.1. - Although the application references multiple learning paths, the application does not provide details as to how this will promote improved student learning and academic achievement.
- Question C.2. – The following “activities” are outlined in this section of the application: a) “...mentors and additional tutoring...”, b) “...attendance will be leveled...”, c) “...teachers will be available to regularly conference with students...”, and d) “...regular staff meetings will be held..” (see p.10). The response fails to connect to the Florida Standards and fails to target low performing students and reading. The response does not align with s. 1002.33(2)(b)2.,F.S. (“Increase learning opportunities for all students, with special emphasis on low-performing students and reading”) and fails to respond to the question.
- Question C.3. - The applicant references the use of several innovative learning methods such as a music production curricula and use of technology and includes the ways in which students will be exposed to these methods but speculates that exposure to these methods will academically motivate students. The applicant states, “...if students are directly exposed to what ultimately drives them; then they will have an incentive to perform better academically.” (p. 11). The applicant fails to provide research to validate this supposition.
- Question C.4. - The measurement tool for learning gains referenced in the application, the “value-added approach” (p.12), does not contain any specific measurement criteria. The application lacks information that shows how the referenced approaches will be with aligned with the Florida Standards. Therefore, this response fails to fulfill the requirement set forth in s. 1002.33(2)(b)4.,F.S. (“Require the measurement of learning outcomes”).

Section 2 – Target Population and Student Body: (Statutory References: s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03, F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A – The application indicates that it will target students that have a G.P.A. of 2.0 or higher; however, this does not align with state statute or the school’s mission statement, which purports to “...raising student academic expectation while ultimately realizing their truest potential” (p.4). The applicant omitted details for a targeted geographic areas but states that it will recruit student who reside in the areas with “the greatest historical dropout student population” (p. 13).
- Question B - Projections were provided that outlined the grades, the number of students expected for each class, and the total numbers of students enrolled; however, because the applicant failed to include the targeted geographic region, it is unclear which students will be served in the proposed charter.
- Question C – Although the application outlines how the student projections were developed, the application states that “The School intends to initially serve a small number of 9th graders as well as serving dropout or credit deficient students...” (p. 14). There is no previous mention of serving a dropout prevention population in the mission statement.

Section 3 – Educational Program Design: (Statutory Reference s. 1002.33(7)(a)(2), F.S). The application “Does Not Meet the Standard” in this section because:

- Question A – The overall structure of the school day is unclear and the applicant fails to provide a school calendar and an example of a student’s day (Student Class Schedule).

The “alternate schedule” does not fit into the school’s operational time of 7:15-2:15 therefore anything after 2:15 would not be FEFP funded. Also, it is unclear as to what the AdvancePath program is and what (if any) curriculum aligns with this program. If there are courses associated with the program then those courses must be approved by the Florida Course Code Directory. Any course not approved by the Florida Course Code Directory would not be FEFP-funded.

The applicant also references a block schedule but fails to provide details and a description of a block schedule. There is no adequate clarification of what the three screen approach is; therefore, it is questionable that it would be FEFP funded. Finally, the applicant fails to provide a course number that would be attached to the “consultant” for the last hour of the day; therefore, it is questionable that it would be FEFP funded. The confusion concerning the courses and student schedule set forth in this section would also adversely affect the revenue available to the school, and further calls into question the financial viability of the school (see section 17 Budget concerns noted below).

- Question B – The applicant states, “... the curriculum juxtaposes the three-blended model for The Arts Academy of Jacksonville Preparatory intends to follow” (p.17). The response lacks clarity, lacks a cohesive focus, and fails to indicate how this model (or models) will align the Florida Standards. The response fails to clarify how this educational program/s will meet s.1002.33 (2)(a)1.,F.S., “Meet high standards of student achievement.”
- Question C - Although multiple research sources are cited, the applicant fails to articulate how the research for these proposed educational program/s will improve student learning for the school’s population of students who are “expected to maintain an overall ‘B’ average, or 2.8-3.0 on a 4.0 average” as was stated on page 5 of the application. In addition, the applicant cites the names of multiple authors dated from the years 1983 to 2009 but fails to include the titles of

the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these sources cannot be validated.

- Question D – The applicant cites that the AdvancePath Model as one of the educational programs that will be offered. The applicant further describes the AdvancePath Model as “a ‘model program’ with which Districts in California should consider partnering to establish programs for at-risk youth.” (p.22). However, at-risk populations are not included in the mission statement section of the application.
- Question E - The application states, “...the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat but an understanding” (see p.24). This response fails to provide an explanation as how the school will assist students in attaining Next Generation Sunshine State-Common Core Standards. The response fails to align with s.1002.33 (2)(a)1., F.S., “Meet high standards of student achievement,” and fails to align with the requirement in s. 1002.33(6)(a)2., F.S.

Section 4 – Curriculum Plan: (Statutory References: s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A - The application did not include a description of the core curriculum areas and instead the response concentrates on electives. (p 27). The applicant provided curriculum samples for Apex, School Beats, and Paideia, but failed to provide a plan that aligns with the Next Generation Sunshine State Standards. The application fails to align with s.1002.33 (6)(a) 2., F.S., “Provides a detailed curriculum plan that illustrates how students will be provided services to attain Sunshine State Standards.”
- Question B - The applicant does not offer a “research-base” but rather the opinions of educators and lawmakers. For example, the application states, “The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment.” (p. 33). As noted in section 3 C, the applicant cites the names of multiple authors but does not include the titles of the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these statements and sources cannot be validated.
- Question C - The application fails to provide any evidence that reading is a *primary* focus of the school (as required by s. 1002.33(7)(a)2.a., F.S.). Although the application states that the school will use the APEX Reading Program, the application fails to provide any evidence that the proposed reading strategies are effective. For example, the application states on page 39 that: “Intervention for struggling reader will occur for students scoring at Level I on the FCAT”; however, the FCAT is no longer in use.
- Question D – The applicant does identify various strategies to assist students who enter the school below grade level; however, the application does not articulate how these strategies will benefit the students. The applicant again references the use of FCAT as a means of collecting data.
- Question E - Although the applicant describes other academic courses other than core areas such as the Remixing Education STEAM (Science, Technology, Arts, and Math) curriculum, the curriculum choices are limited. For example, under the tab for the Curriculum Plan, pg. 16, APEX Elective Course Descriptions as follows: Multicultural Studies and Sociology.
- Question F - The applicant provides a plan that includes the use of team collaboration, but fails to provide a connection of how this process will be implemented and followed. The applicant

also fails to provide how data will be collected whereby the effectiveness of the curriculum can be evaluated.

Section 5 – Student Performance, Assessment and Evaluation: (Statutory References: s.1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A – The applicant has adequately described its plan for the establishment and use of a baseline and subsequent assessments but did not quantify progress expectations. While the application states the adoption of the Duval County Public Schools Student Progression Plan (DCPS SPP), The Arts Academy of Jacksonville Preparatory School also adds “*In addition to the GPA and assessment requirements, students who attend The Arts Academy of Jacksonville Preparatory School will be required to obtain 25 hours of community service each school year (page 50).*” Community service is not a DCPS SPP requirement. Such additional activity may not have a course code associated with it, and therefore would not be funded.
- Question C – The applicant has indicated its intention to comply with all graduation requirements in s.1003.43, F.S.; however, the following outlines discrepancies among the application, the DCPS SPP, and the graduation requirements in statute:
  - Scholar Diploma and Merit Diploma Designations are not courses of study and are not graduation options. (p. 49)
  - Grade weighting set forth in the application does not follow DCPS SPP (p.50).
  - Core academic requirements: science listed as two labs not as 1 Biology, 1 physical science, 1 additional. This does not align with DCPS SPP (p. 51).
  - The application does not designate specific science requirements as listed in DCPS SPP, and does not require Geometry (p. 51)
  - Requires 4 credits in a major area of interest- not a DCPS or state requirement, references only FCAT for certificates of completion (p. 51-52)
  - It is unclear what this sentence means: “A student is exempt from the Biology I of U.S. History assessment...” (p 53).
  - Requires the passing of an exit interview to graduate, not a DCPS or state requirement (p.54).
  - Does not identify “Economics with Financial Literacy” as a course required for graduation
- Question D– The methods to be used as well as how baseline rates will be used to track academic progress were not sufficiently communicated.
- Question E - A few types of assessments to be used in the future were mentioned but frequency was not addressed. The applicant mentions the administration of PARCC (page 58, etc.); however, Florida is not utilizing PARCC. Therefore it is unclear if the applicant is nonetheless moving forward with PARCC as an assessment for the school (and paying for the assessment and administration within its budget).
- Question F - The “continuous improvement model” was mentioned but no specific information was provided on how data would actually be used to inform instruction. The applicant intends to use assessments created by Duval County Public Schools. It is unclear if this has been approved. Also, FCAT 2.0 and PARCC will not be used in the State of Florida and it is unclear if the applicant is moving forward with assessments that will be required to be used in the state

and/or whether the application will nonetheless use these other assessments funded from its school budget.

Section 6 – Exceptional Students: (Statutory Reference: s.1002.33 (16)(a)(3) , F.S.). The application “Partially Meets the Standard” in this section because:

- Question F - The applicant did not include utilization of strategies that align to the students’ academic needs to ensure mastery/success.
- Question H - The application provides a general plan but lacks a specific ESE staffing plan. For example, the applicant states regarding ESE staffing, “a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School...” (p. 76). The applicant fails to provide the specifics about the position, such as whether or not the ESE Coordinator is a full or part time position and the amount of students that will be served by the ESE Coordinator, In addition, the applicant states, “Core teachers and ESE teachers will have regularly scheduled weekly meetings during schools hours...”(p.77). The applicant references ESE teachers, but fails to identify the amount of ESE teachers that will be staffed at the school.

## Part II - Organizational Plan

Section 9 – Governance: (Statutory References: s. 1002.33(7)(a)(15); s. 1002.33(9), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A - This Section 9A provides a brief description that the applicant has organized as a Florida nonprofit corporation, and will apply and obtain the 501(c)3 designation from the IRS within 2 years. The applicant made general references to the State Board of Education, and the Florida Department of Education, but did not mention the School Board as the contract sponsor. The applicant introduced the concept of an Executive Director and a Principal (which will be discussed below in this evaluation). The applicant also mentions an Advisory Board, which is not clearly defined in this section or elsewhere in the application.

The Articles of Incorporation lists three directors: DeVondalyn C. Hughes, English Bradshaw, and Genell Mills. The applicant did not submit its bylaws for review (noting that in the prior application last year, there were numerous material inconsistencies with the application and the applicant’s corporate bylaws throughout this section 9).

As of October 10, 2014, the applicant has not filed its annual report (due May 1 each year) with the Florida Division of Corporations as noted by a review of the corporation’s status on [www.sunbiz.org](http://www.sunbiz.org). Failure to file the annual report will lead to the corporation being administratively dissolved until all of the filing fees are paid and the annual report is filed. In fact, the Florida Division of Corporation administratively dissolved this corporation on September 26, 2014, as noted on [www.sunbiz.org](http://www.sunbiz.org). This failure to timely file the required annual report is an indication that the applicant does not implement the requirements to maintain the legal entity as an active corporation in good standing under the laws of Florida.

- Question B – The organizational chart is set forth on page 89. The application mentions an “advisory committee,” but does not provide information on this body’s role and functions. The application states that the Principal is the Chief Administrative Officer who is responsible for all aspects of student instruction and staff oversight. Pages 89-90 state that the Executive Director supervises guidance services, and works as a conduit with the Governing Board and the Principal by supervising non-academic and support staff, and works with external organizations. However on page 90, in section 9C, the application states that the Principal is responsible for the daily school operations and keeps the Board fully informed. It is unclear whether the Principal has any authority over the Executive Director (who has authority over non-academic and support staff) even though the applicant also states that the Principal is fully responsible for the daily operations of the School.
- Question C - On page 90, the applicant refers to a third executive position entitled “CAO,” however, there is no explanation concerning this position, nor is a “CAO” on the organizational chart provided by the applicant. The applicant failed to mention the required duties of the Board set forth in s. 1002.33(9)(h)(i)(j)&(k), F.S. The applicant lists general responsibilities of the Board on page 91, which includes the Board hiring the principal, the Executive Director, and the CAO.

Pages 91-92 describes the Board’s election of four corporate officers (Chairperson, Vice Chair, Treasurer, and Secretary) and then provides general descriptions of each officer’s duties. Page 92 describes the duties of a “Clerk,” and it is unclear whether this is an incorrect reference to the Secretary or whether this is another position.

- Question D – On page 93, the applicant describes general board powers on page 93 (but does not reference the statutorily required board functions in s. 1002.33(9), F.S.). The applicant stated that meetings will be held monthly (page 93). The applicant did not provide a copy of its bylaws for review, and instead the applicant discussed board member selection (for 3 board member positions, which is inconsistent with other references to the governing board having more members), removal, and term limits on pages 93-94. The applicant set forth its code of ethics and conflict of interest policies. The applicant recites the provisions of s. 1002.33(24), F.S., concerning the restriction of employment of relatives but fails to provide for policies to implement this statutory requirement, and failed to mention the required reporting of relatives to the sponsor (the district) required by the charter school statute.

On page 95, the applicant recites sections of s. 112.311, F.S., and states it will seek clarification from the Auditor General to determine the meaning of “substantive conflict.” This statement demonstrates a lack of understanding of the requirements of the ethics laws for charter schools set forth in s. 1002.33(26), F.S. Further, the Auditor General would not advise a charter school concerning compliance with these statutory requirements; rather an Auditor General would issue a report of its findings if the Auditor General audited a charter school and noted issues of noncompliance. The general ethics policies on pages 95-96 fail to align with s. 1002.33(26), F.S., which incorporates the following statutory requirements: 112.313(2)(3)(7)&(12), and 112.3143(3), F.S.

In summary, the governance and ethics provisions remain confusing and fail to provide for the policies to implement the ethics requirements set forth in statute.

- Question E – Page 96 of the application states that the initial board members (see the three persons noted in section 9A above) are the founding board, and that once the application is approved, the founding board will elect the governing board. Accordingly, it is unknown who will populate the governing board if the school opened. The applicant confuses the founding/governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Secretary) in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. The list of board duties in this section does not track the requirements of the board in s. 1002.33(9)(h)(i)(j)&(k), F.S.
- Question F - On page 97, the applicant states that new board members are added by a “two-thirds majority” of the directors. The applicant failed to include its bylaws in its application to confirm this statement (noting that this was an error in the application submitted last year).
- Question G - On page 98, the applicant states that the initial board members are the founding board, and that once the application is approved, the founding board elects the new governing board and dissolves. The applicant confuses the governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Clerk -not Secretary as noted in section 9E on page 96), and the statutory parent representative in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. See also the evaluation in section 9E above.

The applicant did not identify who would be the governing board members after any application is approved. However, the following information is provided as to the applicant’s initial board of directors concerning their prior history of operating charter schools in Duval County: See attached materials concerning Ms. Hughes (presently listed as the registered agent, Board member, and President of the applicant), which are incorporated herein by this reference:

- Division of Corporations (Sunbiz) report for Patterson Academy for the Arts, Inc., where Ms. Hughes was a board member and executive director of that nonprofit corporation
- April 7, 2009 agenda item where the School Board approved a charter school contract for Patterson Academy for the Arts to open July 1, 2009
- November 23, 2009 School Board agenda item (without exhibits) to terminate for cause the charter school contract for the Patterson Academy for the Arts for the reasons set forth therein; and
- Minutes of the November 23, 2009 School Board meeting where the Board approved the termination of this charter school contract.

Genell Mills has been the principal and then the Executive Director (responsible for the academic personnel and instruction) at School of Success Academy Middle School (charter), and the school grade history on the FDOE School Grades report is incorporated herein by this reference. Further information concerning the operations of this charter school is on file at the Districts’ charter school office, and is incorporated herein by this reference.

- Question H - The applicant described its proposed dispute resolution on page 99: the principal’s designee undertakes the first step in dispute resolution, and if unresolved then the dispute moves to the Principal, then moves to the Principal and Executive Director, then moves to the Governing Board, then moves to nonbinding mediation, then moves to declaratory decree from a judge. In the last step noted in this process, it is not clear how a court would take jurisdiction of such matter; therefore, this last step cannot be validated.

Section 10 – Management: (Statutory References: s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14), F.S). The application “Partially Meets the Standard” in this section because:

- Question C – Page 102 of the application, the plan provided would only meet class size guidelines for Year 1 and 3 of the staffing plan.
- Question D - There is no explanation of planning for recruitment, selection and development. The plan fails to identify who will screen, interview, and make the final hiring decisions. There is no explanation on the school’s plan for development of staff.

Section 12 – Human Resources and Employment: (Statutory References: s. 1002.33(7)(a) (14); s. 1002.33(12), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A - The application states, “All staff will be funded from public funds” (p.104). The application is unclear as to what this statement means and exactly which staff is included in this reference.
- Question B - The only policy or procedure explained was the termination of staff. There was no mention of a professional development program, nor a plan or timeline for developing policies and procedures.

Section 13 – Student Recruitment and Enrollment: (Statutory References: s. 1002.33(7)(a)(7); s. 1002.33. (7)(a)(8); s. 1002.33(10), F.S.) . The application “Does Not Meet the Standard” in this section because:

- Question A – The applicant outlines several strategies to recruit students; however, it is unclear as to the effectiveness of these strategies due to the fact that the targeted populations for which the school plans to recruit are vague and unclear. For example, page 12 of the application states, “Admission will be offered to lower performing, ‘average’, and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher.” The application further states on page 13, “The AAJP School will accept any student who resides in the School district; however, the School will use direct marketing and recruitment efforts with the intent to target at-risk, urban high school students residing in the area of the district with the greatest historical dropout student population.” Due to the lack of clarity as to which community the school intends to serve; the application fails to be aligned with s. 1002.33 (7) (a) 8., F.S., “The ways by which the school will achieve racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same district.”
- Question C – The applicant fails to provide a specific timeline that outlines and explains the enrollment process. The applicant indicates that applications will be received prior to the opening of the school but does not plan on sending out acceptance letters until mid –July. This lag in processes could negatively affect the overall enrollment process and hinder students from enrolling in a timely manner (which in turn negatively affects the revenue necessary to pay for the operations of the school). Therefore, the application fails to align with s. 1002.33 (10)(b), F.S., which states, “ The charter school shall enroll a student who submits a timely application, unless the numbers of applications exceeds the capacity of a program, class, grade level, or

building. In such a case all applicants shall have an equal chance of being admitted through a random selection process.”

- Question D - The applicant states that, “Each student enrolled at AAJP will receive a copy of the Duval County Student Handbook.” (p.108); however, the application did not include a copy of the handbook. The applicant does include a parent contract but failed to explain how this contract will be enforced. In addition, the parent contract includes language that would allow the school to suspend or withdrawal a student if the contract is not fulfilled. This language directly violates the Duval County Code of Conduct, which the school includes as part of their application.
- Question E - The applicant plans on holding parent nights and keeping parents informed via various forms of media; however, the applicant indicates a heavy reliance upon the sponsor for encouraging parental involvement. For example, the applicant states, “The Arts Academy of Jacksonville Preparatory School intends to uphold Dr. Vitti’s positive intentions with the Parent School.” (p.108).The application also, states, “The Arts Academy of Jacksonville Preparatory School will cooperate with the Sponsor in the efforts to encourage parental involvements” (p. 108). These responses suggest that the school will seek a partnership with the district; however, it should be noted that a charter school is an independent contractor.

### **Part III – Business Plan**

Section 14 – **Facilities:** (Statutory References: s. 1002.33(7)(a)(13); s. 1002.33(18), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question F - On page 110 of the application, there were no details provided in the response. No location, area of town, description of a site, or a building layout and space requirements included.
- Question G – On page 111 of the application, a cost is presented, based on an assumed square footage of space per student and an average Duval County office leasing rate. However, the total estimate is based only on the initial enrollment in the first year of operation. No details are included beyond an assumed lease cost per square foot, which appears to be unrealistically low (\$6/SF as opposed to \$10-\$14/SF used by others).
- Question H - The application does not include a comprehensive timeline or strategy.
- Question J - The application states AAJP will comply with the statutory limit of 25 students per high school classroom, but offers no further plan or strategy to do so.

Section 16 – **Food Service:** (Statutory Reference: s.1002.33 (20)(a)(1), F.S.). The application “Partially Meets the Standard” in this section because:

- Question A – On page 113 of the application, the applicant indicates they plan to apply to be a participant in the National School Lunch Program (NSLP), and fails to provide information on the program the school intends to implement. Furthermore, the applicant fails to address the requirements of the Healthy, Hunger-Free Kids Act of 2010.

Section 17 – **Budget:** (Statutory References: s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question B - There is reference to the start-up budget in the applicant's Business Plan, there is nothing detailed in the Budget section in the way of start-up expenses, nor is there a balance sheet or presentation of an anticipated fund balance from start-up. Start-up costs are limited to a one to three month period at a total of \$36,706, but there is an apparent mistake in the calculation of rent expense. No amount of start-up funding is listed in either the Budget or the Business Plan.
- Question D - On page 119 of the application, the applicant only provides a very superficial discussion of separation of duties. The narrative does reference the utilization of external accounting firms and auditors, implying that both the school and the board will engage different firms for these services. No specific detail is provided for a strategic approach to addressing revenue shortfalls other than the assertion that the board will use accounts receivable as collateral for a loan.
- Question E - A cash flow projection for Year One is provided in the Budget section, but not for the start-up period. Furthermore, it does not exactly correspond with the projected revenue stream, and makes no provision for any carry forward of cash balances at month end.
- Question F - There is no concrete fundraising plan in place. The narrative implies that the board will attempt to obtain donations of \$6000 to help defray school expenses. There is, however, an expectation that the school will generate nominal income from donations and fundraisers for every year of operation.

Section 19 – Action Plan: (Statutory Reference: s .1002.33(7)(a)(16), F.S.). The application “Partially Meets the Standard” in this section because:

- Question A - On page 141 of the application, the applicant provided a timeline that did not include a projected date for Governing Board training; other items are properly identified in the timeline, but are not in alignment with a start-up budget.

In conclusion, please see the November 4, 2014 Board agenda item (including the Evaluation of your application and additional materials), which are enclosed and incorporated herein by this reference, for additional clarification. The foregoing items provide good cause for the denial of this application.

If you have any questions regarding this matter, please do not hesitate to contact me. We appreciate your interest in opening a charter school, and we hope this information is helpful.

Sincerely,

  
Anita Henry-Smith, Supervisor  
Charter Schools/School Choice

Encl.

CC: Adam Emerson, FDOE (w/ encl.)

Addison Davis (w/o encl.)

Karen Chastain (w/o encl.)

Pearl Roziers (w/o encl.)

Shanita Roper (w/o encl.)

Gina Knight (w/o encl.)

Attachments: November 4, 2014 Agenda Item (including the Evaluation Instrument and additional materials)

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# **2014 Charter School Application Evaluation Instrument (to open 2015-2016)**

**Applicant: ARTS ACADEMY OF  
JACKSONVILLE PREPARATORY SCHOOL**

Revised February 2014

## **Florida Charter School Application Evaluation Instrument Duval County Public Schools Scoring Matrix**

Duval County Public Schools has aligned the Florida Model Charter School Application questions to a scoring matrix to provide the applicant with as much objectivity in the scoring process as possible. The application is separated in three parts:

- Part I-Educational Plan
- Part II-Organizational Plan
- Part III-Business Plan

and further separated into sections. For an application to be recommended for approval, all nineteen (19) sections must attain a minimum score of "Meets the Standard," unless a section is not applicable to the application.

**The nineteen (19) sections which must "Meet the Standard" for an application to be recommended for approval are as follows:**

### **Part I-Educational Plan**

1. Mission, Guiding Principles and Purpose
2. Target Population and Student Body
3. Educational Program
4. Curriculum Plan
5. Student Performance, Assessment and Evaluation
6. Exceptional Students
7. English Language Learners
8. School Climate and Discipline

### **Part II-Organizational Plan**

9. Governance
10. Management
11. Educational Service Providers
12. Human Resources and Employment
13. Student Recruitment and Enrollment

### **Part III- Business Plan**

14. Facilities
15. Transportation
16. Food Service
17. Budget
18. Financial Management and Oversight
19. Action Plan

**Florida Charter School Application Evaluation Instrument  
Duval County Public Schools Scoring Matrix**

Component	Section	Meets the Standard (MS), Partially Meets the Standard (PM), or Does Not Meet the Standard (NMS)  (Circle ONE)		
<b>Part I – Educational Plan</b>	1. Mission, Guiding Principles, and Purpose	MS	PM	<input type="radio"/> NMS
	2. Target Population and Student Body	MS	PM	<input type="radio"/> NMS
	3. Educational Program Design	MS	PM	<input type="radio"/> NMS
	4. Curriculum Plan	MS	PM	<input type="radio"/> NMS
	5. Student Performance, Assessment and Evaluation	MS	PM	<input type="radio"/> NMS
	6. Exceptional Students	MS	<input type="radio"/> PM	NMS
	7. English Language Learners	<input type="radio"/> MS	PM	NMS
	8. School Climate and Discipline	<input type="radio"/> MS	PM	NMS
<b>Part II – Organizational Plan</b>	9. Governance	MS	PM	<input type="radio"/> NMS
	10. Management	MS	<input type="radio"/> PM	NMS
	11. Educational Service Providers	N/A MS	PM	NMS

	12. Human Resources and Employment	MS	PM	<input type="checkbox"/> NMS
	13. Student Recruitment and Enrollment	MS	PM	<input type="checkbox"/> NMS
<b>Part III – Business Plan</b>	14. Facilities	MS	PM	<input type="checkbox"/> NMS
	15. Transportation	<input type="checkbox"/> MS	PM	NMS
	16. Food Service	MS	<input type="checkbox"/> PM	NMS
	17. Budget	MS	PM	<input type="checkbox"/> NMS
	18. Financial Management and Oversight	<input type="checkbox"/> MS	PM	NMS
	19. Action Plan	MS	<input type="checkbox"/> PM	NMS

**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

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

DENY	APPROVE
<input checked="" type="checkbox"/>	<input type="checkbox"/>

# I. Educational Plan

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

## 1. Mission, Guiding Principles and Purpose

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

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

The response "Does Not Meet the Standard". The mission statement explains the purpose of the school, that is but the mission statement fails to articulate how components of the statement such "intrinsic motivation, truest potential, obliterate defeat, and rise to the occasion" (p. 4) will be measured and managed.

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

**B1** Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

The response "Does Not Meet the Standard". The application lacks specific and detailed information about how students will meet high standards of student achievement. The application references using research-based instruction but fails to identify what research they used as a guide to assist with meeting a standard of high achievement. The application states that students "are expected to maintain a B average" (p. 5) and "At the AAJP School, we intend to start student just above the State average..." (p. 5) but does not outline how this will be managed.

**B2** Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

The response "Does Not Meet the Standard". The responses in this section are vague, lack detail, and do not fully address the financial efficiency portion of this question. For example, the application references the use of an outside consultant but does not detail the qualifications of the consultant or provide details as to the professional credentials of this outside consultant.

The application states, "real time data will be shared with students and parents through a management system..." (p.6); the response does not provide what type of data will be gathered and does not provide any details as to what type of management system will be used to share this information with students and parents. The application notes that it will use software systems to manage financial reporting but does not provide any information as to which software systems will be used and does not explain how this will specifically align with financial accountability.

**B3** 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 response "Does Not Meet the Standard." The application states that the school will communicate student progress to parents via web based portal; however, application references outdated metrics such as FCAT and Adequate Yearly Progress. The section fails to meet s.1002.33 (2)(b)4.,F.S., "Require the measurement of learning outcomes."

**Describe how the school will meet the prescribed purposes for charter schools found in 1002.33(2)(b)**

**C1** Improve student learning and academic achievement.

The response "Partially Meets the Standard". Although the application references multiple learning paths, the application does not provide details as to how this will promote improved student learning and academic achievement.

**C2** Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

The response "Does Not Meet the Standard". The following "activities" are outlined in this section of the application: a) "...mentors and additional tutoring...", b) "...attendance will be leveled...", c) "...teachers will be available to regularly conference with students...", and d) "...regular staff meetings will be held.." (see p.10). The response fails to connect to the Florida Standards and fails to target low performing students and reading. The response does not align with s.1002.33(2)(b)2.,F.S. ("Increase learning opportunities for all students, with special emphasis on low-performing students and reading") and fails to respond to the question.

**C3** Encourage the use of innovative learning methods.

The response "Partially Meets the Standard". The school references the use of several innovative learning methods such as a music production curricula and use of technology and includes the ways in which students will be exposed to these methods but speculates that exposure to these methods will academically motivate students. The applicant states, "...if students are directly exposed to what ultimately drives them; then they will have an incentive to perform better academically." (p. 11). The applicant fails to provide research to validate this supposition.

**C4** Require the measurement of learning outcomes.

The response "Does Not Meet the Standard". The measurement tool for learning gains referenced in the application, the "value-added approach" (p.12), does not contain any specific measurement criteria. The application lacks information that shows how the referenced approaches will be with aligned with the Florida Standards. Therefore, this response fails to fulfill the requirement set forth in s. 1002.33(2)(b)4.,F.S. ("Require the measurement of learning outcomes").

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

**D1** Create innovative measurement tools.

Not applicable, no response provided to evaluate.

**D2** Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

Not applicable, no response provided to evaluate.

**D3** Expand the capacity of the public school system.

Not applicable, no response provided to evaluate.

**D4** Mitigate the educational impact created by the development of new residential dwelling units.

Not applicable, no response provided to evaluate.

**D5** Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Not applicable, no response provided to evaluate.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## 2. Target Population and Student Body

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**A** Describe the anticipated target population to be served.

The response "Does Not Meet the Standard". The application indicates that it will target students that have a G.P.A. of 2.0 or higher; however, this does not align with state statute or the school's mission statement, which purports to "...raising student academic expectation while ultimately realizing their truest potential" (p.4). The applicant omitted details for a targeted geographic areas but states that is will recruit student who reside in the areas with "the greatest historical dropout student population" (p. 13).

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

The response "Does Not Meet the Standard". Projections were provided that outlined the grades, the number of students expected for each class, and the total numbers of students enrolled; however, because the applicant failed to include the targeted geographic region, it is unclear which students will be served in the proposed charter.

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

The response "Partially Meets the Standard". Although the application outlines how the student projections were developed, the application states that "The School intends to initially serve a small number of 9<sup>th</sup> graders as well as serving dropout or credit deficient students..." (p. 14). There is no previous mention of serving a dropout prevention population in the mission statement.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
☐	☐	■

### **3. Educational Program Design**

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

**Evaluation Criteria:**

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

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

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

<b>A</b>	Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
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The response "Does Not Meet the Standard". The overall structure of the school day is unclear and the applicant fails to provide a school calendar and an example of a student's day (Student Class Schedule). The application has the following inconsistencies:

- a) the school will open operationally from 7:15 to 2:15.
- b) dropout prevention students from the AdvancePath program will "run on an alternate schedule." (p. 15) and will attend two, (4) hour sessions that will run from 7:45-11:45 and 12:30-4:30.
- c) the school will run on a block schedule.
- d) a three screen model (p.15)—student driven instruction, online instruction, and teacher led instruction.
- e) "the last hour of the day is given to students for both college and vocational preparation.....and will meet with a college career consultant" (p.15).

The "alternate schedule" does not fit into the school's operational time of 7:15-2:15 therefore anything after 2:15 would not be FEFP funded. Also, it unclear as to what the AdvancePath program is and what (if any) curriculum aligns with this program. If there are courses associated with the program then those courses must approved by the Florida Course Code Directory. Any course not approved by the Florida Course Code Directory would not be FEFP-funded.

The applicant also references a block schedule but fails to provide details and a description of a block schedule. There is no adequate clarification of what the three screen approach is; therefore, it is questionable that it would be FEFP funded. Finally, the applicant fails to provide a course number that would be attached to the "consultant" for the last hour of the day; therefore, it is questionable that it would be FEFP funded. The confusion concerning the courses and student schedule set forth in this section would also adversely affect the revenue available to the school, and further calls into question the financial viability of the school (see section 17 Budget concerns noted below).

<b>B</b>	Describe the proposed charter school's educational program.
<p>The response "Does Not Meet the Standard". The applicant states, "... the curriculum juxtaposes the three-blended model for The Arts Academy of Jacksonville Preparatory intends to follow" (p.17). The response lacks clarity, lacks a cohesive focus, and fails to indicate how this model (or models) will align the Florida Standards. The response fails to clarify how this educational program/s will meet s.1002.33 (2)(a)1.,F.S., "Meet high standards of student achievement."</p>	
<b>C</b>	Describe the research base for the educational program.
<p>The response "Does Not Meet the Standard". Although multiple research sources are cited, the applicant fails to articulate how the research for these proposed educational program/s will improve student learning for the school's population of students who are "expected to maintain an overall 'B' average, or 2.8-3.0 on a 4.0 average" as was stated on page 5 of the application.</p> <p>In addition, the applicant cites the names of multiple authors dated from the years 1983 to 2009 but fails to include the titles of the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these sources cannot be validated.</p>	
<b>D</b>	Explain how the educational program aligns with the school's mission.
<p>The response "Partially Meets the Standard". The applicant cites that the AdvancePath Model as one of the educational programs that will be offered. The applicant further describes the AdvancePath Model as "a 'model program' with which Districts in California should consider partnering to establish programs for at-risk youth." (p.22). However, at-risk populations are not included in the mission statement section of the application.</p>	
<b>E</b>	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.
<p>The response "Does Not Meet the Standard". The application states, "...the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat but an understanding" (see p.24). This response fails to provide an explanation as how the school will assist students in attaining Next Generation Sunshine State-Common Core Standards. The response fails to align with s.1002.33 (2)(a)1.,F.S., "Meet high standards of student achievement," and fails to align with the requirement in s. 1002.33(6)(a)2., F.S.</p>	
<p><b>If the school intends to replicate an existing school design.</b></p>	
<b>F</b>	<p>Provide evidence that the existing design has been effective and successful in raising student achievement.</p> <p><i>The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.</i></p>
<p>Not applicable.</p>	
<b>G</b>	<p>Describe the applicant's capacity to replicate an existing school design.</p> <p><i>The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design</i></p>
<p>Not applicable.</p>	

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **4. Curriculum Plan**

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

**Evaluation Criteria:**

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

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

**Statutory Reference(s):** s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

<b>A</b>	Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.  Provide Curriculum Plan aligned with the Next Generation Sunshine State Standards as <b>Attachment #1</b>
	The response "Does Not Meet the Standard". The application did not include a description of the core curriculum areas and instead the response concentrates on electives. (p 27). The applicant provided curriculum samples for Apex, School Beats, and Paideia, but failed to provide a plan that aligns with the Next Generation Sunshine State Standards. The application fails to align with s.1002.33 (6)(a) 2., F.S., "Provides a detailed curriculum plan that illustrates how students will be provided services to attain Sunshine State Standards."
<b>B</b>	Describe the research base and foundation materials that were used <i>or will be used</i> to develop the curriculum.
	The response "Does Not Meet Standard". The applicant does not offer a "research-base" but rather the opinions of educators and lawmakers. For example, the application states, "The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment." (p. 33). As noted in section 3 C, the applicant cites the names of multiple authors but does not include the titles of the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these statements and sources cannot be validated.
<b>C</b>	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. <i>The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.</i>

The response "Does Not Meet the Standard". The application fails to provide any evidence that reading is a *primary* focus of the school (as required by s. 1002.33(7)(a)2.a., F.S.). Although the application states that the school will use the APEX Reading Program, the application fails to provide any evidence that the proposed reading strategies are effective. For example, the application states on page 39 that: "Intervention for struggling reader will occur for students scoring at Level I on the FCAT"; however, the FCAT is no longer in use.

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

The response "Partially Meets the Standard". The applicant does identify various strategies to assist students who enter the school below grade level; however, the application does not articulate how these strategies will benefit the students. The applicant again references the use of FCAT as a means of collecting data.

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

The response "Partially Meets the Standard". Although the applicant describes other academic courses other than core areas such as the Remixing Education STEAM (Science, Technology, Arts, and Math) curriculum, the curriculum choices are limited. For example, under the tab for the Curriculum Plan, pg. 16, APEX Elective Course Descriptions as follows: Multicultural Studies and Sociology.

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

The response "Does Not Meet the Standard". The applicant provides a plan that includes the use of team collaboration, but fails to provide a connection of how this process will be implemented and followed. The applicant also fails to provide how data will be collected whereby the effectiveness of the curriculum can be evaluated.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **5. Student Performance, Assessment and Evaluation**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	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.
<p>The response "Partially Meets the Standard." The applicant has adequately described its plan for the establishment and use of a baseline and subsequent assessments but did not quantify progress expectations. While the application states the adoption of the Sponsor's SSP, The Arts Academy of Jacksonville Preparatory School also adds <i>"In addition to the GPA and assessment requirements, students who attend The Arts Academy of Jacksonville Preparatory School will be required to obtain 25 hours of community service each school year (page 50).</i> Community service is not a DCPS SPP requirement. Such additional activity may not have a course code associated with it, and therefore would not be funded.</p>	
<b>B</b>	<p>Describe the school's student placement procedures and promotion standards.</p> <p>Provide a Student Progression Plan. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Duval County School Board. A copy of the District's Student Progression Plan can be viewed at <a href="http://www.duvalschools.org">http://www.duvalschools.org</a> . Submit a copy of the charter school Student Progression Plan as <b>Attachment #2</b>.</p>
<p>The response "Partially Meets the Standard." The applicant intends to adopt the district's Student Progression Plan; however as noted in the above 5 B response above, community service is not a DCPS SPP requirement.</p>	
<b>C</b>	<p>If the school will serve high school students, <i>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.</i></p>
<p>The response "Does Not Meets the Standard." The applicant has indicated its intention to comply with all graduation requirements in s.1003.43 , F.S.; however, the following outlines discrepancies among the application, the DCPS SPP, and the graduation requirements in statute:</p> <ul style="list-style-type: none"> <li>• Scholar Diploma and Merit Diploma Designations are not courses of study and are not graduation options. (p. 49)</li> <li>• Grade weighting set forth in the application does not follow DCPS SPP (p.50).</li> <li>• Core academic requirements: science listed as two labs <u>not</u> as 1 Biology, 1 physical science, 1 additional. This does not align with DCPS SPP (p. 51).</li> <li>• The application does not designate specific science requirements as listed in DCPS SPP, and does not require Geometry (p. 51)</li> <li>• Requires 4 credits in a major area of interest- not a DCPS or state requirement, references only FCAT for certificates of completion (p. 51-52)</li> <li>• It is unclear what this sentence means: "A student is exempt from the Biology I of U.S. History assessment..." (p 53).</li> <li>• Requires the passing of an exit interview to graduate, not a DCPS or state requirement (p.54).</li> <li>• Does not identify "Economics with Financial Literacy" as a course required for graduation.</li> </ul>	
<b>D</b>	<p>Describe how baseline achievement data will be established, collected, and used. <i>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.</i></p>

The response "Does Not Meet the Standard." The methods to be used as well as how baseline rates will be used to track academic progress were not sufficiently communicated.

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

The response "Does Not Meet the Standard." A few types of assessments to be used in the future were mentioned but frequency was not addressed. The applicant mentions the administration of PARCC (page 58, etc.); however, Florida is not utilizing PARCC. Therefore it is unclear if the applicant is nonetheless moving forward with PARCC as an assessment for the school (and paying for the assessment and administration within its budget).

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

The response "Does Not Meet the Standard." The "continuous improvement model" was mentioned but no specific information was provided on how data would actually be used to inform instruction. The applicant intends to use assessments created by Duval County Public Schools. It is unclear if this has been approved. Also, FCAT 2.0 and PARCC will not be used in the State of Florida and it is unclear if the applicant is moving forward with assessments that will be required to be used in the state and/or whether the application will nonetheless use these other assessments funded from its school budget.

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

The response "Partially Meets the Standard." Means of communications listed include: 20 hours of family volunteer time at school, email and website communications, conferences, community service activities, newsletters, and an online grade portal; however the overall description of assessment and performance lacks details.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **6. Exceptional Students**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	<p>Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.</li> </ul> <p>The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).</p>
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The school will serve students whose needs can be met in a regular classroom environment (at least 80% of schedule with reasonable accommodations, services, and supports).

<b>B</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.
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Solid school plan that provides for equal opportunity in the student selection process.

<b>C</b>	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.
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This proposal indicates a commitment to follow the district's policies to provide FAPE and LRE including procedures for identifying students with special needs via RTI, IDEA and Section 504.

<b>D</b>	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.
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The plan indicates that the school will make adaptations to the facility within the scope of federal mandates.		
<b>E</b>	Describe how the school's effectiveness in serving exceptional education students will be evaluated.	
The plan calls for evaluation to occur pertinent to the student learning gains, information gathered from concerns from all constituents to principal, survey information, and analysis of testing scores.		
<b>F</b>	Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.	
This section "Partially Meets the Standard". The response did not include utilization of strategies that align to the students' academic needs to ensure mastery/success.		
<b>G</b>	Provide the school's projected population of students with disabilities and describe how the projection was made.	
Projection of students with disabilities was based on a local charter school enrollment serving the same community at 5-10%.		
<b>H</b>	Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.	
This section "Partially Meets the Standard." The response provides a general plan but lacks a specific ESE staffing plan. For example, the applicant states regarding ESE staffing, "a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School..." (p. 76). The applicant fails to provide the specifics about the position, such as whether or not the ESE Coordinator is a full or part time position and the amount of students that will be served by the ESE Coordinator, In addition, the applicant states, "Core teachers and ESE teachers will have regularly scheduled weekly meetings during schools hours...."(p.77). The applicant references ESE teachers, but fails to identify the amount of ESE teachers that will be staffed at the school.		
<b>I</b>	Describe how the school will serve gifted and talented students.	
The plan indicates an advanced placement/dual enrollment schedule in order to meet student needs.		
<b>MEETS THE STANDARD</b>	<b>PARTIALLY MEETS THE STANDARD</b>	<b>DOES NOT MEET THE STANDARD</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 7. English Language Learners

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	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.  Submit the LEP Plan as <b>Attachment #3</b> .	
Will adhere to the district ELL Plan.		
<b>B</b>	Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.	
Will follow state plan for endorsement and certification requirements.		
<b>C</b>	Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.	
The school will establish an ELL System of Support that will review and make recommendations for interventions on an ongoing basis utilizing the MTSS model.		
<b>MEETS THE STANDARD</b>	<b>PARTIALLY MEETS THE STANDARD</b>	<b>DOES NOT MEET THE STANDARD</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 8. School Climate and Discipline

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal, including the school's code of conduct.

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

<b>A</b>	Describe the school's planned approach to classroom management and student discipline.
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The school will adopt the district's Code of Student Conduct.

<b>B</b>	Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.
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Submit the school's Code of Student Conduct as **Attachment #4**. The school fails to show understanding that a charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Duval County School Board Policy (See Section 13, D; Attachment 6). Duval County School Board will have the ultimate discretion to expel a student. A copy of the District's Student Code of Conduct can be viewed at <http://www.duvalschools.org>.

The school will adopt the district's Code of Student Conduct.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## II. Organizational Plan

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

### 9. Governance

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Describe how the school will organize or be operated by a non-profit organization.
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This section "Does Not Meet the Standard."

This Section 9A provides a brief description that the applicant has organized as a Florida nonprofit corporation, and will apply and obtain the 501(c)3 designation from the IRS within 2 years. The applicant made general references to the State Board of Education, and the Florida Department of Education, but did not mention the School Board as the contract sponsor. The applicant introduced the concept of an Executive Director and a Principal (which will be discussed below in this evaluation). The applicant also mentions an Advisory Board, which is not clearly defined in this section or elsewhere in the application.

The Articles of Incorporation lists three directors: DeVondalyn C. Hughes, English Bradshaw, and Genell Mills. The applicant did not submit its bylaws for review (noting that in the prior application last year, there were numerous material inconsistencies with the application and the applicant's corporate bylaws throughout this section 9).

As of October 10, 2014, the applicant has not filed its annual report (due May 1 each year) with the Florida Division of Corporations as noted by a review of the corporation's status on [www.sunbiz.org](http://www.sunbiz.org). Failure to file the annual report will lead to the corporation being administratively dissolved until all of the filing fees are paid and the annual report is filed. In fact, the Florida Division of Corporation administratively dissolved this corporation on September 26, 2014, as noted on [www.sunbiz.org](http://www.sunbiz.org). This failure to timely file the required annual report is an indication that the applicant does not implement the requirements to maintain the legal entity as an active corporation in good standing under the laws of Florida.

**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.

This section "Partially Meets the Standard." The organizational chart is set forth on page 89. The application mentions an "advisory committee," but does not provide information on this body's role and functions. The application states that the Principal is the Chief Administrative Officer who is responsible for all aspects of student instruction and staff oversight. Pages 89-90 state that the Executive Director supervises guidance services, and works as a conduit with the Governing Board and the Principal by supervising non-academic and support staff, and works with external organizations. However on page 90, in section 9C, the application states that the Principal is responsible for the daily school operations and keeps the Board fully informed. It is unclear whether the Principal has any authority over the Executive Director (who has authority over non-academic and support staff) even though the applicant also states that the Principal is fully responsible for the daily operations of the School.

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

- Adoption of annual budget

Continuing oversight over charter school operations

This section "Partially Meets the Standard."

See the evaluation in section 9B above, which is incorporated in this section. On page 90, the applicant refers to a third executive position entitled "CAO," however, there is no explanation concerning this position, nor is a "CAO" on the organizational chart provided by the applicant. The applicant failed to mention the required duties of the Board set forth in s. 1002.33(9)(h)(i)(j)&(k), F.S. The applicant lists general responsibilities of the Board on page 91, which includes the Board hiring the principal, the Executive Director, and the CAO.

Pages 91-92 describes the Board's election of four corporate officers (Chairperson, Vice Chair, Treasurer, and Secretary) and then provides general descriptions of each officer's duties. Page 92 describes the duties of a "Clerk," and it is unclear whether this is an incorrect reference to the Secretary or whether this is another position.

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

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

Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5**.

This section "Does Not Meet the Standard."

On page 93, the applicant describes general board powers on page 93 (but does not reference the statutorily required board functions in s. 1002.33(9), F.S.). The applicant stated that meetings will be held monthly (page 93). The applicant did not provide a copy of its bylaws for review, and instead the applicant discussed board member selection (for 3 board member positions, which is inconsistent with other references to the governing board having more members), removal, and term limits on pages 93-94. The applicant set forth its code of ethics and conflict of interest policies. The applicant recites the provisions of s. 1002.33(24), F.S., concerning the restriction of employment of relatives but fails to provide for policies to implement this statutory requirement, and failed to mention the required reporting of relatives to the sponsor (the district) required by the charter school statute.

On page 95, the applicant recites sections of s. 112.311, F.S., and states it will seek clarification from the Auditor General to determine the meaning of "substantive conflict." This statement demonstrates a lack of understanding of the requirements of the ethics laws for charter schools set forth in s. 1002.33(26), F.S. Further, the Auditor General would not advise a charter school concerning compliance with these statutory requirements; rather an Auditor General would issue a report of its findings if the Auditor General audited a charter school and noted issues of noncompliance. The general ethics policies on pages 95-96 fail to align with s. 1002.33(26), F.S., which incorporates the following statutory requirements: 112.313(2)(3)(7)&(12), and 112.3143(3), F.S.

In summary, the governance and ethics provisions remain confusing and fail to provide for the policies to implement the ethics requirements set forth in statute.

<b>E</b>	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.)
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This section "Does Not Meet the Standard."

Page 96 of the application states that the initial board members (see the three persons noted in section 9A above) are the founding board, and that once the application is approved, the founding board will elect the governing board. Accordingly, it is unknown who will populate the governing board if the school opened. The applicant confuses the founding/governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Secretary) in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. The list of board duties in this section does not track the requirements of the board in s.1002.33(9)(h)(i)(j)&(k), F.S.

<b>F</b>	Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.
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This section "Partially Meets the Standard."

On page 97, the applicant states that new board members are added by a "two-thirds majority" of the directors. The applicant failed to include its bylaws in its application to confirm this statement (noting that this was an error in the application submitted last year). The applicant mentioned the statutorily required governance training on page 97.

**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.

This section "Does Not Meet the Standard."

On page 98, the applicant states that the initial board members are the founding board, and that once the application is approved, the founding board elects the new governing board and dissolves. The applicant confuses the governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Clerk -not Secretary as noted in section 9E on page 96), and the statutory parent representative in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. See also the evaluation in section 9E above.

The applicant did not identify who would be the governing board members after any application is approved. However, the following information is provided as to the applicant's initial board of directors concerning their prior history of operating charter schools in Duval County:

See attached materials concerning Ms. Hughes (presently listed as the registered agent, Board member, and President of the applicant), which are incorporated herein by this reference:

- Division of Corporations (Sunbiz) report for Patterson Academy for the Arts, Inc., where Ms. Hughes was a board member and executive director of that nonprofit corporation
- April 7, 2009 agenda item where the School Board approved a charter school contract for Patterson Academy for the Arts to open July 1, 2009
- November 23, 2009 School Board agenda item (without exhibits) to terminate for cause the charter school contract for the Patterson Academy for the Arts for the reasons set forth therein; and
- Minutes of the November 23, 2009 School Board meeting where the Board approved the termination of this charter school contract.

Genell Mills has been the principal and then the Executive Director (responsible for the academic personnel and instruction) at School of Success Academy Middle School (charter), and the school grade history on the FDOE School Grades report is incorporated herein by this reference. Further information concerning the operations of this charter school is on file at the Districts' charter school office, and is incorporated herein by this reference.

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

This section "Partially Meets the Standard."

The applicant described its proposed dispute resolution on page 99: the principal's designee undertakes the first step in dispute resolution, and if unresolved then the dispute moves to the Principal, then moves to the Principal and Executive Director, then moves to the Governing Board, then moves to nonbinding mediation, then moves to declaratory decree from a judge. In the last step noted in this process, it is not clear how a court would take jurisdiction of such matter; therefore, this last step cannot be validated.

**I** Name of the partner organization.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

**MEETS THE STANDARD**

**PARTIALLY MEETS THE STANDARD**

**DOES NOT MEET THE STANDARD**

### 10. Management

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**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 response "Partially Meets the Standard". The management structure description and job descriptions identified key roles and some responsibilities; however, minimal information was provided.

**B** Outline the criteria and process that will be used to select the school's leader.

The response "Meets the Standard". The process for selection is general, but adequate.

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

The response "Does Not Meet the Standard". Only years 1 and 3 would meet class size guidelines.

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

The response "Does Not Meet the Standard". There is no explanation of planning for recruitment, selection and development. The plan should include who will screen, interview, and make the final hiring decisions—these elements are not included in the application. There is no explanation on the school's plan for development of staff.

**MEETS THE STANDARD**

**PARTIALLY MEETS THE STANDARD**

**DOES NOT MEET THE STANDARD**



### **11. Educational Service Providers**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

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

This section is not applicable for evaluation because the applicant indicated on page 105 that it does not intend to use an ESP.

<b>B</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).	
<b>C</b>	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.	
<b>D</b>	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.	
<b>E</b>	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.	
<b>F</b>	Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.	
<b>G</b>	Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.	
<b>MEETS THE STANDARD</b>	<b>PARTIALLY MEETS THE STANDARD</b>	<b>DOES NOT MEET THE STANDARD</b>
N/A	N/A	N/A

## **12. Human Resources and Employment**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Explain the school's compensation plan, including whether staff will be publicly or privately employed.
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The response "Partially meets the Standard" The application states, "All staff will be funded from public funds" (p.104). The application is unclear as to what this statement means and exactly which staff is included in this reference.

<b>B</b>	Describe the 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.
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The response "Does Not Meet the Standard". The only policy or procedure explained was the termination of staff. There was no mention of a professional development program, nor a plan or timeline for developing policies and procedures.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **13. Student Recruitment and Enrollment**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

**Statutory Reference(s):** s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

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

The response "Does Not Meets the Standard". The applicant outlines several strategies to recruit students; however, it is unclear as to the effectiveness of these strategies due to the fact that the targeted populations for which the school plans to recruit are vague and unclear. For example, page 12 of the application states, "Admission will be offered to lower performing, 'average', and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher." The application further states on page 13, "The AAJP School will accept any student who resides in the School district; however, the School will use direct marketing and recruitment efforts with the intent to target at-risk, urban high school students residing in the area of the district with the greatest historical dropout student population." Due to the lack of clarity as to which community the school intends to serve; the application fails to be aligned with s. 1002.33 (7) (a) 8., F.S., "The ways by which the school will achieve racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same district."

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

The response "Partially Meets the Standard". The applicant indicates that it will not discriminate against any student and that it will seek a racially and ethnically diverse student body; however, the applicant states that "the School will be open to all children in residing in Duval County" (p.107). Therefore it is unclear how recruitment be reflective of the community as there are multiple communities of students who are "residing in Duval County." (p.107).

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

The response "Partially Meets the Standard". The applicant fails to provide a specific timeline that outlines and explains the enrollment process. The applicant indicates that applications will be received prior to the opening of the school but does not plan on sending out acceptance letters until mid-July. This lag in processes could negatively affect the overall enrollment process and hinder students from enrolling in a timely manner (which in turn negatively affects the revenue necessary to pay for the operations of the school). Therefore, the application fails to align with s. 1002.33 (10)(b), F.S., which states, " The charter school shall enroll a student who submits a timely application, unless the numbers of applications exceeds the capacity of a program, class, grade level, or building. In such a case all applicants shall have an equal chance of being admitted through a random selection process."

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

Attach the student application and any family contracts as **Attachment #6**.

The response "Does Not Meet the Standard". The applicant states that, "Each student enrolled at AAJP will receive a copy of the Duval County Student Handbook." (p.108); however, the application did not include a copy of the handbook. The applicant does include a parent contract but failed to explain how this contract will be enforced. In addition, the parent contract includes language that would allow the school to suspend or withdrawal a student if the contract is not fulfilled. This language directly violates the Duval County Code of Conduct, which the school includes as part of their application.

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

The response "Partially Meets the Standard". The applicant plans on holding parent nights and keeping parents informed via various forms of media; however, the applicant indicates a heavy reliance upon the sponsor for encouraging parental involvement. For example, the applicant states, "The Arts Academy of Jacksonville Preparatory School intends to uphold Dr. Vitti's positive intentions with the Parent School." (p.108). The application also, states, "The Arts Academy of Jacksonville Preparatory School will cooperate with the Sponsor in the efforts to encourage parental involvements" (p. 108). These responses suggest that the school will seek a partnership with the district; however, it should be noted that a charter school is an independent contractor.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
□	□	■

### III. Business Plan

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

#### 14. Facilities

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**If the site is acquired:**

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

Not applicable.

**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.

Not applicable.

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

Not applicable.

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

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

Not applicable.

**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?*

Not applicable.

**If the site is not acquired:**

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

No details are provided in the response. No location, area of town, description of a site, or a building layout and space requirements is included. An overall area requirement of 16,000-20,000 SF is stated for the first year of operation.

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

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

A cost is presented, based on an assumed square footage of space per student and an average Duval County office leasing rate. However, the total estimate is based only on the initial enrollment in the first year of operation. No details are included beyond an assumed lease cost per square foot, which appears to be unrealistically low (\$6/SF as opposed to \$10-\$14/SF used by others).

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

The application does not include a comprehensive timeline or strategy.

**I** Describe the back-up facilities plan.

An adequate back up plan has been provided.

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

The application states AAJP will comply with the statutory limit of 25 students per high school classroom, but offers no further plan or strategy to do so.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **15. Transportation Service**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that serves all eligible students and specifies in sufficient detail the responsibilities of all parties (the sponsor, the charter school, and other applicable service providers).

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

<b>A</b>	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.	
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The response "Meets the Standard". JTA passes are planned along with parent provided transportation. The application appears to be knowledgeable regarding Exceptional Student Education and transportation.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **16. Food Service**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

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

<b>A</b>	Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.	
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The applicant indicates they plan to apply to be a participant in the National School Lunch Program (NSLP). Although the application is missing much information about their program, the State will ensure they comply with all requirements of the NSLP. The applicant fails to address the requirements of the Healthy, Hunger-Free Kids Act of 2010.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
□	■	□

## 17. Budget

**Standard:** The Budget section should provide financial projections for the school over the term of its charter.  
**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	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.
----------	--

The operating budget submitted by the applicant is complete and sufficiently detailed in all necessary respects regarding the projection of detailed income and expense estimates. Projected revenues and expenditures show a reasonable fluctuation related to student enrollment and variable operating costs, although the projected student enrollment is not accurately represented in the header pages in each and every year projected. Although the applicant met the requirements in this section, see the concerns noted in section 3A above (concerning the confusion regarding courses and student schedule and whether the school would in fact receive sufficient revenue to be financially viable and meet the assumptions made in this section to prepare the financial statements).

<b>B</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.
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There is reference to the start-up budget in the applicant's Business Plan, but there is nothing detailed in the Budget section in the way of start-up expenses, nor is there a balance sheet or presentation of an anticipated fund balance from start-up. Start-up costs are limited to a one to three month period at a total of \$36,706, but there is an apparent mistake in the calculation of rent expense. No amount of start-up funding is listed in either the Budget or the Business Plan. This section "Does Not Meet the Standard."

<b>C</b>	Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.  <i>The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.</i>
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Revenue and expenses are described in adequate detail in the narrative. This section "Meets the Standard."	
<b>D</b>	Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.
Instead of providing a detailed explanation of board governance over the school budget, the applicant only provides a very superficial discussion of separation of duties. The narrative does reference the utilization of external accounting firms and auditors, implying that both the school and the board will engage different firms for these services. No specific detail is provided for a strategic approach to addressing revenue shortfalls other than the assertion that the board will use accounts receivable as collateral for a loan. This section "Does Not Meet the Standard."	
<b>E</b>	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.
A cash flow projection for Year One is provided in the Budget section, but not for the start-up period. Furthermore, it does not exactly correspond with the projected revenue stream, and makes no provision for any carry forward of cash balances at month end. This section "Does Not Meet the Standard."	
<b>F</b>	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.
There is no concrete fundraising plan in place. The narrative specifies that the board will attempt to obtain donations of \$6000 to help defray school expenses. There is, however, an expectation that the school will generate nominal income from donations and fundraisers for every year of operation. This section "Does Not Meet the Standard."	

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## 18. Financial Management and Oversight

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.
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In the narrative, responsibility for financial management of the school is delegated to a "professional financial consultant" who will be hired to work with the school principal, and perform the full range of different accounting and financial functions. It is also stated that experienced professionals will prepare accurate and timely financial reports. Due to the vagueness of the narrative, this section "Partially Meets the Standard."

<b>B</b>	Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.  Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as <b>Attachment #7</b> .
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The attachment references financial control procedures in great detail, including the active role of the Executive Director in financial oversight. Procedures will include the use of a contracted independent auditor, and ongoing monitoring and financial management provided by the governing board. This section "Meets the Standard."

<b>C</b>	Describe the method by which accounting records will be maintained.
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The accounting method to be used is identified as the accrual system. This section "Meets the Standard."

<b>D</b>	Describe how the school will store student and financial records.
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The applicant will comply with the state requirement including storage, access of information and retention requirement. The narrative provides extremely good detail of the methods that will be used to maintain proper storage and retention, and how long different types of documents will be stored. This section "Meets the Standard."

<b>E</b>	Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors and officers liability coverage.
----------	--

The applicant provides detail of the types and amounts of insurance coverages to be obtained. This section "Meets the Standard."

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
■	□	□

### 19. Action Plan

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

**Evaluation Criteria:**

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

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

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

<b>A</b>	<p>Present a projected timetable for the school's start-up, including but not limited to the following key activities:</p> <ol style="list-style-type: none"> <li>i. Identifying and securing facility</li> <li>ii. Recruiting and hiring staff</li> <li>iii. Staff training</li> <li>iv. Governing Board training</li> <li>v. Policy Adoption by Board (if necessary)</li> <li>vi. Lottery, if necessary</li> <li>vii. Student enrollment</li> </ol> <p>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)</p>
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**Strengths and Concerns**

The response "Partially Meets the Standard". The timeline did not include a projected date for Governing Board training; other items are properly identified in the timeline, but are not in alignment with a start-up budget.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Exhibit 3

**Duval County Public Schools**  
**1701 Prudential Drive**  
**Jacksonville, FL 32207**  
**[www.duvalchoice.com](http://www.duvalchoice.com)**  
**[www.duvalschools.org](http://www.duvalschools.org)**

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# **The Arts Academy of Jacksonville Preparatory School, Incorporated**

## **Evaluation Instrument**

### **2013**

### **To Open**

### **2014 - 2015**

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Revised January 2013

  
**Choice**

## **Florida Charter School Application Evaluation Instrument Duval County Public Schools Scoring Matrix**

Duval County Public Schools has aligned the Florida Model Charter School Application questions to a scoring matrix to provide the applicant with as much objectivity in the scoring process as possible. The application is separated in three parts:

- Part I-Educational Plan
- Part II-Organizational Plan
- Part III-Business Plan

and further separated into sections. For an application to be recommended for approval, thirteen (13) of the nineteen (19) sections must attain a minimum score of "Meets the Standard." The remaining six (6) sections must attain a minimum score of "Partially Meets the Standard," unless a section is not applicable to the application.

**The thirteen (13) specific sections which must "Meet the Standard" for an application to be recommended for approval are as follows:**

### **Part I-Educational Plan**

1. Mission, Guiding Principles and Purpose
2. Target Population and Student Body
3. Educational Program
4. Curriculum Plan
5. Student Performance, Assessment and Evaluation
6. Exceptional Students
7. English Language Learners
8. School Climate and Discipline

### **Part II-Organizational Plan**

9. Governance
10. Management

### **Part III- Business Plan**

14. Facilities
17. Budget
18. Financial Management and Oversight

The six (6) sections that must receive an overall score of "Partially Meets the Standard," unless the section is not applicable, are:

### **Part II-Organizational Plan**

11. Educational Service Providers
12. Human Resources and Employment
13. Student Recruitment and Enrollment

### **Part III-Business Plan**

15. Transportation
16. Food Service
19. Action Plan

**Florida Charter School Application Evaluation Instrument  
Duval County Public Schools Scoring Matrix**

Component	Section	Meets the Standard (MS), Partially Meets the Standard (PM), or Does Not Meet the Standard (NMS)  (Circle ONE)		
<b>Part I – Educational Plan</b>	1. Mission, Guiding Principles, and Purpose	MS	PM	NMS
	2. Target Population and Student Body	MS	PM	NMS
	3. Educational Program Design	MS	PM	NMS
	4. Curriculum Plan	MS	PM	NMS
	5. Student Performance, Assessment and Evaluation	MS	PM	NMS
	6. Exceptional Students	MS	PM	NMS
	7. English Language Learners	MS	PM	NMS
	8. School Climate and Discipline	MS	PM	NMS
<b>Part II – Organizational Plan</b>	9. Governance	MS	PM	NMS
	10. Management	MS	PM	NMS
	11. Educational Service Providers	Not Applicable to Application		

	12. Human Resources and Employment	MS	PM	<b>NMS</b>
	13. Student Recruitment and Enrollment	MS	<b>PM</b>	NMS
<b>Part III – Business Plan</b>	14. Facilities	MS	PM	<b>NMS</b>
	15. Transportation	MS	<b>PM</b>	NMS
	16. Food Service	<b>MS</b>	PM	NMS
	17. Budget	MS	PM	<b>NMS</b>
	18. Financial Management and Oversight	MS	PM	<b>NMS</b>
	19. Action Plan	MS	<b>PM</b>	NMS

**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

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

DENY	APPROVE
<input checked="" type="checkbox"/>	<input type="checkbox"/>

# I. Educational Plan

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

## 1. Mission, Guiding Principles and Purpose

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A.</b>	Provide the mission statement for the proposed charter school.
-----------	--

This response contains a mission statement that defines purpose and values of the school.

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

<b>B1</b>	Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.
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This response "Partially Meets the Standard". The application proposes that the school will offer a research-based curriculum to students that are interested in pursuing higher education. It further goes on to state individualized learning will be attained through small classes. However, there is no mention of how the "high standards" would be delivered or obtained. There are no specifics as to content or a researched base curriculum that will be used.

<b>B2</b>	Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.
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This response "Does Not Meet the Standard". The applicant provided the following response to the question posed in the model charter application:

"The AAJP founders believe that there are vital principles that are set before the school- high expectations for all students, equity and excellence, cultural responsiveness, a rigorous and relevant curriculum, along with research-based and data driven instruction. These are critical pieces of the academic design challenge. The combination of the guiding principles and the fundamental strategies of implementing a blended instructional model and mastery-based curriculum through focused instruction and school wide initiatives shall move students closer to completing their individual accomplishments (Page 4)."

The response fails to detail, or acknowledge, how the school will promote academic success and financial efficiency through the alignment of school accountability and responsibility. The applicant was unresponsive to the question.

<b>B3</b>	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.
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This response "Does Not Meet the Standard". The applicant provided the following response to the question posed in the model charter application:

" The Arts Academy of Jacksonville Preparatory School aims to be a driving force in educational reform by providing students of Duval County a viable and progressive public education option that creates a college preparatory charter environment. The AAJP School will focus on the fusion of academic rigor, relevance, music/arts career foci, and athletic fortitude within its culture. These components will work in harmony and link the modules of academic and social development. Assisting students in accessing their individual triumph as well as to gain academic achievement is principal to the mission of The AAJP School (Page 5)."

The applicant has neglected to detail how the parents are going to be provided sufficient information on whether their child is reading at grade and if the child has gained a year's worth of learning at the proposed school. The applicant was unresponsive to the question.

**Describe how the school will meet the prescribed purposes for charter schools found in 1002.33(2)(b)**

<b>C1</b>	Improve student learning and academic achievement.
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The response "Partially Meets the Standard." The applicant explains the blended learning approach (Apex Learning, Paideia Seminar, and face to face) will be used to improve student learning coupled with participation in arts and looping with students each year. However, there is no indication of daily rigor to promote improvement in student academic achievement.

<b>C2</b>	Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.
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The response "Does Not Meet the Standard". The applicant provided the following response to the question posed in the model charter application:

"The model is grounded on individualized and differentiated instruction, teacher driven, with electronic and paper based curriculum that offers a blended approach of rigor and relevance, supported by research-based and data-driven practices intended to ensure learning, achievement and development of the whole student (Page 5)."

The response does not address reading in the content area to assist with low performing readers. In reviewing the applicant's response for question C1, the applicant only refers to high expectations in which students are expected to maintain a 2.8-3.0 (B) average. No plan in place for students who fall below these expectations even within this section of the application. The applicant was unresponsive to the question.

**C3** Encourage the use of innovative learning methods.

The response "Partially Meets the Standard". The applicant offers an innovative program through S.T.E.A.M, which blends science, technology, engineering, arts, and math to allow students to market and record music. However, there is no correlation on how these methods will improve student outcomes, as expected by the evaluation criteria.

**C4** Require the measurement of learning outcomes.

The response "Does Not Meet the Standard". The applicant provided the following response to the question posed in the model charter application: "Finally, in order for all educators to properly instruct each student at The AAJP School, the school aims to follow the Florida Assessments for Instruction in Reading (FAIR) calendar, a testing schedule that periodically monitors students' improvements in reading throughout the year. The FAIR records data in real-time, informing teachers and the School's Districts the progress the students are making throughout the year. All students are tested in the beginning, middle, and end of the year, providing teachers with the necessary data to effectively and strategically design their lesson plans according to the needs of each student. At The Arts Academy of Jacksonville Preparatory School, because expectations are set high from the onset, the FAIR schedule is a necessary tool in order to keep students on track while teachers perform data driven instruction (Page 6)." The applicant has not adequately addressed how learning outcomes will be required for all subject areas. Specific assessments and their alignment to the standards are not indicated for science and since DCPS will not be using FAIR in High School, which is what this application is for, it is unclear how this assessment will be used.

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

**D1** Create innovative measurement tools.

The response "Does Not Meet the Standard". The applicant provided the following response to the question posed in the model charter application:

"Teachers and personnel will be committed to continuous learning, growth and development to bring out the optimum performance from their students. With that, The Arts Academy of Jacksonville Preparatory School will provide effective training programs and development opportunities to improve and enhance the overall performance of its teaching staff with training provided by Turnaround Solutions, Consulting. The Arts Academy of Jacksonville Preparatory School will also utilize training offered by the Duval County School District. We will provide and make available high quality, low cost administration training for skill (Page 7)".

Within this response, there are no innovative methods of measurement identified. The applicant has described training that will occur for the teachers and personnel, but failed to detail any innovative tools that will measure student performance.

"The "value-added" approach used for "measuring the difference in achievement gain between the beginning and the end of the learning cycle that will level and monitor student progress and allow for the program to be customized to meet individual needs, ensuring progress and mastery (page 8)".

The "value-added approach does not define a measurement tool, but rather is a description of the above mentioned approach. The applicant was unresponsive to the question posed.

**D2** Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

The response "Does Not Meet the Standard". There is little to no evidence of rigorous competition that the school will provide within the public school district in the proposal. Applicant appears to be targeting students based upon behavior, not academics. "So with that, The AAJP School is centered on setting high expectations and interests that will curb the student's negative pursuits, highlighted and showcasing the positive motivations for their future (Page 7)."

**D3** Expand the capacity of the public school system.

Based upon the application the proposed school will expand the capacity of the public school system.

**D4** Mitigate the educational impact created by the development of new residential dwelling units.

The response "Does Not Meet the Standard". The applicant has failed to mitigate the educational impact created by the development of new residential dwelling units, but will not reject anyone outside of the target population.

**D5** Create new professional opportunities for teachers, including ownership of the learning program at the school site.

The applicant creates professional opportunities for teachers through the S.T.E.A.M. project. The applicant noted utilizing trainings that are provided by the Duval County School District. The applicant needs to be aware that this is on a space-available basis for charter schools, so a contingency plan is mandatory to ensure the teachers of the school will have adequate new professional opportunities.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**2. Target Population and Student Body**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**A** Describe the anticipated target population to be served.

The applicant clearly describes the target population and the gradual implementation of each grade level.

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

The response "Partially Meets the Standard". The applicant provides the projection for each year of proposed operation to include the grades that the school will serve, projected number of students to be served in each grade, and the total number of students. However, the applicant does not provide a projection of the number of students expected in each class.

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

The response "Does Not Meet the Standard". The applicant explains the purpose for keeping enrollment low, and the purpose for only adding ninth grade cohorts each year after the initial year. Nevertheless, the applicant does not provide a description of how the student population projections were developed. In the 2017-2018 school year, the chart on page 10 of the application shows an increase of 25 students in the 10<sup>th</sup> grade. However, the applicant has stated the school will only accept 9<sup>th</sup> graders each year. They do not account for the increase.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **3. Educational Program Design**

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

**Evaluation Criteria:**

- A response that meets the standard will present an educational program design that:
- Is clear and coherent;
  - Is based on effective, research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population; and
  - Presents evidence that the proposed approach will lead to improved student performance for the school's target population.
- Statutory Reference(s):** s. 1002.33(7)(a)(2)

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

The response "Partially Meets the Standard". The proposed school will follow the schedule that Duval County Public Schools is using. However, since the school will follow the Duval County Public School model of instructional time, the school provides no explanation how they will take one hour from each school day for students to meet for college and vocational preparation.

"In addition to the three-screen approach, the last hour of the day is given to students for both college and vocational preparation. All 9<sup>th</sup> grade students entering The AAJP School will meet with a college career consultant in order to set each individual success plan. Therefore, time will be set aside for students to meet with the consultant so that he or she may set their collegiate path (Page 11)."

Furthermore, the applicant's instructional time for science does not correlate with current Duval County Public School scheduling criteria even though the applicant states it will use DCPS model of instructional time.

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

The response "Does Not Meet the Standard". There are no specific references to the charter school's educational program and how it relates to the instructional design or delivery of such areas as science inquiry and investigations. The applicant lists a basketball curriculum as the educational program. Page 13 of the application states the following:

"The philosophy of the Arts Academy Jacksonville Preparatory School is to retrieve academically sound students and provide them the opportunity to adequately prepare for college, providing them with sufficient requirements and succeed in a career of their choice or go on in pursuit of post-secondary education."

This statement directly contradicts the target student identified on page 8 of the application, which states:

"Admission will be offered to lower performing, "average", and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher."

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

The response "Does Not Meet the Standard". The applicant provides success stories within other counties; however, the APEX curriculum has not been researched under the What Works Clearinghouse, and there is insufficient research provided for use of Great Books with adolescent learners to determine its effectiveness or non effectiveness. Research was cited for a K-8 school for the S.T.E.A.M curriculum even though the proposed school is 9-12. Though S.T.E.A.M is a viable component to science learning, it needs to be coupled with a research based science curriculum. The AAJP School basketball curriculum is not researched based and does not align with any science curriculum.

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

The response "Partially Meets the Standard". The applicant makes reference to the statement "with Apex Learning, students are enabled a chance for success at varying levels from AP coursework to Dual Enrollment opportunities." However dual enrollment courses are not offered through the Apex curriculum and no mention was made of a college level partnership. There is no evidence of experiential learning through scientific investigations or labs.

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

The response "Does Not Meet the Standard". The applicant has failed to explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards. The response only references how the teachers are to maintain high expectations in the classroom, but no indication is given to what processes will ensure this is evident. There is no evidence for how the school will provide science education to the target population.

**If the school intends to replicate an existing school design.**

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

This question is not applicable to this proposal.

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

This question is not applicable to this proposal.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## 4. Curriculum Plan

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

**Evaluation Criteria:**

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

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

**Statutory Reference(s):** s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

<b>A</b>	Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.  Provide Curriculum Plan aligned with the Next Generation Sunshine State Standards as <b>Attachment #1</b>
	The response "Does Not Meet the Standard". The response does not provide a clear and concise framework for the mathematics curriculum that will be aligned. In the area of Social Studies, the curriculum plan is not detailed, explained or provided. There is a vagueness of the instructional delivery model of science curriculum through use of a discovery instructional process. In addition, the applicant does not describe the curriculum in English that clearly demonstrates how it will prepare students to achieve the Next Generation Sunshine State- Common Core Standards.
<b>B</b>	Describe the research base and foundation materials that were used <i>or will be used</i> to develop the curriculum.
	The response "Does Not Meet the Standard". The application does not detail curriculum but provides generic research on programs used around the country. The applicant does not provide the research base or the foundation materials that will be used for English. The response fails to cite evidence of research based and foundation materials to be used when developing the science curriculum. Framework for science instruction/curriculum is not included.
<b>C</b>	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. <i>The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.</i>

The response "Partially Meets the Standard". The APEX Reading Program will be utilized for all students in the school. The applicant provides limited details describing the separate curriculum for students reading at grade level or higher. The research that was cited relating to vocabulary, was dated 1925. The application does not address how students will be assessed in order to have a data base to remediate or provide targeted instruction. On page 31 of the application, it states:

"APEX Reading curriculum incorporates 822 lessons for grade levels 1-12."

There is no clear plan that identifies the teaching strategies that will be incorporated with APEX to extend or remediate students.

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

The response "Partially Meets the Standard". The applicant identifies how the students that enter the school below grade level will be engaged, but it is difficult to ascertain from the response how they will benefit. The application states that students will be evaluated, but does detail the evaluation to be used. The response appears to assume that students below grade level are ESE or ELL. There was no mention of mathematics curriculum for students entering below grade level.

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

The response "Partially Meets the Standard". The proposed school will use STEAM-Remixing and basketball to increase student engagement. However, the integration of arts, physical education, and music into the science curriculum should support the curriculum and not be the sole emphasis.

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

The response "Does Not Meet the Standard". The response included a plan that would allow the curriculum to be evaluated through a team concept. However, a clear understanding of the process that will be followed and data that will be collected in order to determine the effectiveness of the curriculum is not evident. The applicant made references to kindergarten through 2<sup>nd</sup> grade reading measures, but this application is proposing a school for high school, grades 9-12.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 5. Student Performance, Assessment and Evaluation

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	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.
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The response "Partially Meets the Standard". Various methods of evaluating student performance are identified, including formative, summative, and diagnostic assessments. Applicant states that these assessments will be used to determine students "academic unit" placement and learning levels. Credit expectations are aligned with that of the district. The applicant does not clearly state the expectations for academic expectations for the school year. Targets are not provided. Page 38 of the application states:

"Students will advance to the next level when they have met the benchmark criteria for that academic unit." The use of diagnostic, formative, and summative evaluations does not indicate what mastery of the benchmark looks like."

On page 37 of the application, the applicant states four factors for student placement, but only list three. In addition, the applicant refers to the Sunshine State Standards, not the Next Generation Sunshine State Standards on page 40.

<b>B</b>	Describe the school's student placement procedures and promotion standards.  Provide a Student Progression Plan. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Duval County School Board. A copy of the District's Student Progression Plan can be viewed at <a href="http://www.duvalschools.org">http://www.duvalschools.org</a> . Submit a copy of the charter school Student Progression Plan as <b>Attachment #2</b> .
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The response "Partially Meets the Standard". The student progression plan is the protocol for student promotion and certification/degree programs. The document attached is the DCPS September, 2012 SPP. However, the promotion chart on page 41 does not align with the DCPS SPP.

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

The response "Does Not Meet the Standard". The application does not adequately address the methods to determine if a high school student has satisfied the requirements specified in section 1003.428, F.S. The application states they will align with state graduation requirements. On page 42 there is a statement requiring students to earn a 3.0 on Florida Writes to graduate. This is not a state graduation requirement. The response does not take into account the legislative changes, mandated by the FL DOE for graduation requirements. The response fails to reflect the updated college placement test now known as the Post-Secondary Education Readiness Test (PERT). In addition, the applicant states that students will select an educational trajectory based on "ability, interest, and aptitudes", but does not define the process in which students will be assisted in choosing this trajectory and monitored for progress in this educational path.

**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.*

This response "Does Not Meet the Standard". The applicant did not submit a response to this question, so there is no detail included on how baseline achievement will be established, collected, and used for the proposed school. The applicant was unresponsive to the question.

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

The response "Partially Meets the Standard". The applicant listed the following assessments:

- District Assessments
- Bi-weekly classroom formative assessments
- Summative assessments
- State Mandated Assessments i.e. FCAT 2.0/EOC

The response does not define specific assessments to be used and description of assessments, the process for implementation and utilization of the data is not outlined. Assessment measurements are identified but how they will be used is not outlined. No mention of how RTI will be addressed or how students demonstrating deficiencies will be addressed. None of the assessments specify the explicit testing of science skills and concepts. Based upon the information presented by the applicant, much of the question is not addressed.

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

The response "Does Not Meet the Standard". The applicant simply states that the assessments will be used to monitor and track individual and school-wide academic performance, but does not identify the process for which this will take place. Applicant does not identify the process for how data will be disseminated throughout the school community, including teachers and students. Assessments do not specify how science will be evaluated and used for data driven instruction. More information is needed to sufficiently determine how this school will evaluate and inform instruction.

<b>G</b>	Describe how student assessment and performance information will be shared with students and with parents.
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The applicant makes mention of communicating via email, using the district's grade portal, and student and parent quarterly conferences with an academic advisor. The proposal identifies a strong emphasis on "knowing each student" and developing the whole child. Student data chats will take place and an emphasis on accountability and ownership of data is placed on students. Heavy emphasis on the use of guidance services to provide a holistic approach to students learning.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**6. Exceptional Students**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	<p>Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.</li> </ul> <p>The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).</p>
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The applicant's plan is loosely presented that would serve the ESE student 80% of the time in the general education classroom. There appears to be an overall "limited continuum of services". For example, there is no mention of the 40/80 resource option or the separate classroom availability for students requiring that type placement. Rather, plan indicates that students with severe or unique needs will be appropriately referred or outside services will be secured.

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

The applicant offers a basic enrollment plan for the student selection process. That is, they state that all students who fit the 80/20 model will have an equal opportunity of being selected. There appears to be an overall "limited continuum of services".

**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.

This question is not succinctly answered, although language is found that indicates their intention to provide FAPE for students. This answer is presented in a disorganized manner wherein questions are not directly addressed.

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

The plan for access indicates consideration of student needs such as movement throughout the school (traffic patterns, use of elevators, non-slip surfaces, etc.).

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

The applicant failed to provide a response for this question. Without doing so, it is impossible to determine if the applicant has an effective plan in place to evaluate if the exceptional education population is being adequately serviced.

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

There is no clear response other than rambling comments regarding FAPE and LRE.

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

Projected student with disabilities population is estimated to be at 10-12%. This estimate is based on the enrollment experience at a local middle grade charter school in Duval County, even though this is a proposed 9-12 school.

**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 applicant fails to address the question posed by the model application. The application responds to this question by answering how to staff a Student Support Team, not the ESE program.

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

Basic outline indicates an approach wherein the gifted students will be enrolled in Advance Placement courses and Dual Enrollment options. There is no discussion of a system to determine the effectiveness of the academic program (for example, tracking math, foreign language, and EOC results.)

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### 7. English Language Learners

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

**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.

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

The school has indicated they will use the HLS to identify students and how parents will be notified concerning the entrance to the ESOL program. They have also have a plan for support services.

The ELL Plan, which was identical to Duval in Part A, did not have a page for a schedule or monitoring process. Attachment #3 in the application is the ELL Plan; this application has it as Attachment #6. Language is not consistent throughout (i.e. ELL, LEP).

The applicant's ELL Plan attachment is not very clear on how students will be identified, monitored, assessed, etc.

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

The plan states "The School will provide adequate staffing of certified ESOL teachers based on the student population. An ESOL designee and an ESOL aide will be included among the School staff, if fifteen or more students of the same language are registered."

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

For ELLs that are performing below grade level, provisions of supplementary supports and services and/or modifications and accommodations will be provided to ensure that they benefit from the curriculum. They go on to explain further in the charter application. The application states, "The multi-level prevention system will provide our staff with the right tools to monitor student progress"; however does not include what the multi-levels are or what specific supports will be offered to the students or teachers.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **8. School Climate and Discipline**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal, including the school's code of conduct.

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

**A** Describe the school's planned approach to classroom management and student discipline.

The plan appears thorough and adequate.

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

Submit the school's Code of Student Conduct as **Attachment #4**. Keep in mind that charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Duval County School Board Policy. Duval County School Board will have the ultimate discretion to expel a student. A copy of the District's Student Code of Conduct can be viewed at <http://www.duvalschools.org>.

The applicant is using the district's Code of Student Conduct Manual.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## II. Organizational Plan

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

### 9. Governance

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Describe how the school will organize or be operated by a non-profit organization.
<p>This Section 9A provides a brief description that the applicant has organized as a Florida nonprofit corporation, and will apply and obtain the 501(c)3 designation from the IRS within 2 years. The applicant made general references to the State Board of Education, and the Florida Department of Education, but did not mention the School Board as the contract sponsor. The applicant introduced the concept of an Executive Director and a Principal (which will be discussed below in this evaluation). The applicant also mentions an Advisory Board, which is undefined and not referenced elsewhere in the application.</p> <p>The Articles of Incorporation lists three directors: DeVondalyn C. Hughes, English Bradshaw, and Genell Mills. However, the bylaws included in the application state that there shall be a minimum of five (5) directors (see Article IV, section 2). The application and the bylaws are also inconsistent in how Board members are elected. Page 75 states that the Governing Board will eventually consist of 9 members, 2 of which must be parents of enrolled students and elected by the parents. However, Article IV, Section 4 of the bylaws states that a majority of the directors elect the directors.</p>	
<b>B</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 organizational chart on page 73 does not align with the narrative in this section, nor do the narratives elsewhere in the application align to provide a clear picture of the organization. The chart itself is unclear because there is no line between the Board and/or Principal and/or Executive Director and the boxes for the administration, support staff, faculty and teachers (further, the difference between faculty and teachers is also not clear). Page 73 states that the Principal is the Chief Administrative Officer who is responsible for all aspects of student instruction and staff oversight. Page 73 also states that the Executive Director works with the Principal by supervising non-academic and support staff, and works with external organizations. On page 74, in section 9C, the application states that the Principal is responsible for the daily school operations and keeps the Board fully informed. It is unclear whether the Principal has any authority over the Executive Director (who has authority over non-academic and support staff) when the Principal is fully responsible for the daily operations of the School. However, the Bylaws provided in the application state in Article V, section 3, that the Executive Director is the primary liaison with the Board. This is not consistent with the narrative in the application or the organizational chart on page 73 of the application.

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

- Adoption of annual budget

Continuing oversight over charter school operations

See the evaluation in section 9B above, which is incorporated in this section. The applicant failed to mention the required duties of the Board set forth in s. 1002.33(9)(h)(i)(j)&(k), F.S. The applicant lists general responsibilities of the Board on page 74, which includes the Board hiring the principal and does not address the hiring of the Executive Director.

Page 75 describes the Board's election of four corporate officers (Chairperson, Vice Chair, Treasurer, and Secretary) and then provides general descriptions of each officer's duties. Page 75 describes the duties of a "Clerk," which may be an incorrect reference to the Secretary or may be another position.

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

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

Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5**.

On page 76, the applicant states that the initial board (3 persons or the "founding board" will manage the school after the application is approved and conduct the initial planning phase (unspecified). The applicant then apparently blends the founding board with the four corporate officers. The applicant describes general board powers on page 77 (but does not reference the statutorily required board functions in s. 1002.33(9), F.S.

The applicant did not respond in this section to the request for policies concerning code of ethics, conflicts of interests, frequency of meetings, nor describe when policies will be developed if any are needed. The applicant attached its bylaws and its ethics policies, which have the following defects:

**Bylaws:**

- Article IV, section 9, states that a Board member (director) must conduct himself according to the requirements of chapter 607, F.S. Chapter 607 is the for-profit corporation chapter and is not applicable to this nonprofit corporation organized pursuant to chapter 617, F.S.
- Article VI, section 8, permits the board to take action by written consent (pursuant to the for profit corporate statute s. 607.0821, F.S), which would violate the sunshine law requirements for an open meeting per s. 286.011, F.S. This section further states that such written consent serves as a vote (like a proxy, which is prohibited as well by the sunshine laws). This section of the bylaws concludes by stating actions taken under this section must comply with the state open meetings requirements, but that is a physical impossibility.
- Article VI, section 9, permits Board meetings to be conducted by phone. However, the applicant failed to acknowledge the requirements to comply with the sunshine law set forth in Attorney General Opinion 2003-41.
- Article IX, section 5, references unknown statutes (these are not Florida Statutes, so it appears this language was pulled from an out of state example).
- Article X provides for indemnification of officers and directors, but has improper cites to the statutory authority (section 112.311 of the Act does not exist). The bylaws further provide that for-profit entities can be a part of this nonprofit corporation, which appears to be mistakenly copied from another resource for this entity.
- Article XII provides for dissolution and distribution of assets, and makes a reference to the requirements of the charter school statute, but is not fully accurate in its description of the statute and how assets purchased with public funds revert to the district (with the exception that the district is not required to satisfy any liens or debts unless the district previously consented to the same in writing).

**Ethics:**

- The applicant briefly references a code of ethics in Section 10, page 89, of the application, but this narrative does not match the code of ethics in the Bylaws, or the additional code of ethics provided at the end of the Bylaws, nor does this narrative align with the requirements set forth in s.1002.33(26), F.S. (which requires charter schools to comply with s. 112.313(2)(3)(7)&(12), and 112.3143(3), F.S.).
- Article IV, section 9, of the Bylaws set forth "General Standards of Conduct," and Article IV, section 10, of the Bylaws set forth "Conflict of Interests" requirements. The bylaws do not match the application narrative, do not match the materials provided by the applicant at the end of the bylaws, and do not comply with s. 112.313(2)(3)(7)&(12), and 112.3143(3), F.S.). In the Bylaws, the applicant references "Chapter 112, section 311" – which may have been an attempt to reference the statute, but if so, this is the wrong statute and omits the voting conflict requirement in s. 112.3143(3), F.S. A board member might be compliant with the bylaws but violate the statutory requirements. It is of concern that Board determines whether there is a conflict of interest and can ratify a transaction without conducting the complicated analysis (as evidenced by hundreds of opinions issued by the Florida Commission on Ethics) necessary to determine compliance with s. 112.313(2)(3)(7)&(12), F.S. And Board ratification is not a remedy for the board member's violation as to that board member. Section 112.313(3), F.S., addresses those situations where a Board member (or spouse or child) has a status conflict that is not cured by abstaining – when this subsection is triggered, the Board member must resign from either the Board or terminate the conflicting employment/contractor status.

	<p>Subsection 112.313(7) is cured by any applicable exemption in subsection 112.313(12), and the Board member has a voting conflict and must abstain per s. 112.3143, F.S. Finally, the applicant did not provide the different statutory definitions of a relative for which a Board member must not do business with the school or the Board member must abstain from a vote.</p> <ul style="list-style-type: none"> <li>•The Bylaw provide for a nepotism policy in Article V, and for the most part, copies the statutory language in s. 1002.33(24), F.S., applicable to charter schools, but did not include any discussion of the required reporting of relatives to the sponsor (the district) required by the charter school statute.</li> <li>•Bylaws and policies did not address how to comply with s. 112.313(2), F.S., concerning the prohibition of solicitation or gifts, which prohibition is applicable to charter schools.</li> </ul> <p>In summary, the applicant presents a confusing, contradictory, and noncompliant system of corporate documents governing the conduct of the board, officers, and employees.</p>
<b>E</b>	<p>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.)</p>
<p>Article II of the Bylaws states that this is not a membership corporation (with founders) pursuant to s.617.0601, F.S. Page 76 of the application states that the initial board members (see the three persons noted in section 9A above) are the founding board, and that once the application is approved, the founding board will elect a five member board; however, the applicant confuses the governing board with the four officers (President (not Chairperson as noted on page 75), Vice President (not Vice Chair as noted on page 75), Treasurer and Secretary) in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. The applicant repeats this mistake on page 77 in response to section 9G.</p>	
<b>F</b>	<p>Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.</p>
<p>On page 77, the applicant states that new board members are added by a "two-thirds majority" of the directors. This statement is inconsistent with the Bylaws. The Bylaws provided by the applicant states that the Board elects new directors by a majority vote (see Article IV, section 4), and states that the Bylaws are amended by a 2/3 vote of the Board (see Article IX, section 4). Thus, according to its bylaws, the Board would amend the Bylaws to increase the number of directors by a 2/3 vote, and then once the number of positions is increased, the Board would elect each person to fill the vacancy by a majority vote.</p> <p>The applicant mentioned the statutorily required governance training on page 77.</p>	
<b>G</b>	<p>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.</p>

On page 77, the applicant states that the initial board members are the founding board, and that once the application is approved, the founding board elects the new governing board and dissolves. The applicant confuses the governing board with the four officers (President (not Chairperson as noted on page 75), Vice President (not Vice Chair as noted on page 75), Treasurer and Secretary) in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. See also the evaluation in section 9E above.

The applicant did not identify who would be the governing board members after any application is approved. However, the following information is provided as to the applicant's initial board of directors concerning their prior history of operating charter schools in Duval County:

- See attached materials concerning Ms. Hughes (presently listed as the registered agent, Board member, and President of the applicant), which are incorporated herein by this reference:
- Sunbiz report for Patterson Academy for the Arts, Inc., where Ms. Hughes was a board member and executive director of that nonprofit corporation
- April 7, 2009 agenda item where the School Board approved a charter school contract for Patterson Academy for the Arts to open July 1, 2009
- November 23, 2009 School Board agenda item (without exhibits) to terminate for cause the charter school contract for the Patterson Academy for the Arts for the reasons set forth therein; and
- Minutes of the November 23, 2009 School Board meeting where the Board approved the termination of this charter school contract.

Genell Mills has been the principal and is presently the Executive Director (responsible for the academic personnel and instruction) at School of Success Academy Middle School (charter), and the school grade history on the FDOE School Grades report is incorporated herein by this reference. Further information concerning the operations of this charter school is on file at the Districts' charter school office, and is incorporated herein by this reference.

<b>H</b>	Outline the methods to be used for resolving disputes between a parent and the school.
The applicant described its proposed dispute resolution on page 78: the principal undertakes the first step in dispute resolution, and then the matter proceeds to the Board (and the Board may seek legal counsel if needed).	
<b>I</b>	Name of the partner organization.
Not applicable; no response in application to this additional question.	
<b>J</b>	Name of the contact person at the partner organization and that person's full contact information.
Not applicable; no response in application to this additional question.	
<b>K</b>	A description of the nature and purpose of the school's partnership with the organization.
Not applicable; no response in application to this additional question.	

<b>L</b>	An explanation of how the partner organization will be involved in the governance of the school.
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Not applicable; no response in application to this additional question.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **10. Management**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities, and accountability.
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There is no management structures described. There are no job descriptions included in this section.

<b>B</b>	Outline the criteria and process that will be used to select the school's leader.
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The criterion for the school leader is not adequate, in that it does not include anything other than academic credentials and years of experience. No skill sets are mentioned. No process outline for selection is given.

<b>C</b>	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.
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5 teachers for 200 students is not adequate. Student projection for grade levels and staffing plan must meet class size requirements applicable to charter schools.

<b>D</b>	Explain the school's plan for recruitment, selection, and development.
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No plan for recruitment, selection and development is explained, only resource places where the school might look for candidates. The plan should include who will screen, interview, and make the final hiring decisions. There is no explanation on the school's plan for development of staff.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **11. Educational Service Providers**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Describe the services to be provided by the ESP.
This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.	
<b>B</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).
This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.	
<b>C</b>	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.
This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.	

**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.

This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.

**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.

This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.

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

This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.

**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.

This section is not applicable for evaluation because the applicant indicated on page 91 that it does not intend to use an ESP.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
N/A	N/A	N/A

## **12. Human Resources and Employment**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

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

The applicant stated: "Staff will be funded from public funds," which does not respond to the question whether staff will be publicly or privately employed. Reference is made to salary schedule and staff paid based on the "sponsor's" schedule, but failed to explain the meaning or provide details regarding the general statement.

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

The only policy or procedure explained was the termination of staff. There was no mention of a professional development program, nor a plan or timeline for developing policies and procedures.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **13. Student Recruitment and Enrollment**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

**Statutory Reference(s):** s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

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

The response "Does Not Meet the Standard". The applicant has listed different communication resources to promote the school. However, there is no indication that these methods are geared toward the target population identified in section 2. The response stated that "Admission will be offered to lower performing, "average", and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher." (Page 8), which implies that students who are not in an urban school will be discriminated against acceptance to the charter. There are specific enrollment preferences identified by state statutes and the school's enrollment preferences are not aligned to these preferences.

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

The applicant states it will not discriminate against any student based on race, gender, religion, socioeconomic status, sex, origin, or color and will be available to all children residing in Duval County.

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

The response "Partially Meets the Standard". The applicant has not identified a specific time line for the enrollment process. The response allows the applicant to submit an application prior to the school opening; however that is a broad span which, dependent on when the applications are submitted, does not allow much time for the school to plan accordingly.

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

The response "Does Not Meet the Standard". The applicant only stated that the students would receive and sign the Parent/ Student Acknowledgement form that is located in the Duval County Student Handbook. However, the applicant has included a copy of a parent contract, without any explanation on how and if it will be enforced. The parent contract has included language that will allow the school to withdraw or suspend the student if the contract is not fulfilled. This is a direct violation of the Duval Code of Conduct, even though the school proposes to utilize the Duval Code of Conduct.

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

The response was acceptable.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### III. Business Plan

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

#### 14. Facilities

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>If the site is acquired: No site has been acquired.</b>	
<b>A</b>	Describe the proposed facility, including location, size and layout of space.
This section is not applicable to this application.	
<b>B</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.
This section is not applicable to this application.	
<b>C</b>	Describe how the facility will meet the school's capacity needs for students to be served.
This section is not applicable to this application.	
<b>D</b>	<p>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.</p> <p><i>The financial plan for the proposed school should align with the facilities-related costs described.</i></p>
This section is not applicable to this application.	
<b>E</b>	<p>Describe the back-up facilities plan.</p> <p><i>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?</i></p>
This section is not applicable to this application.	
<b>If the site is not acquired:</b>	
<b>F</b>	Explain the school's facility needs, including desired location, size, and layout of space.
No details are provided in the response. The location, area of town, description of a site, or a building layout and space requirements were not included.	
<b>G</b>	<p>Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.</p> <p><i>The financial plan for the proposed school should align with the facilities-related costs described.</i></p>

A cost is presented, based on an assumed square footage of space per student and an average Duval County office leasing rate. However, the total estimate is based **only on the initial enrollment in the first year of operation**. No details are included beyond an assumed lease cost per square foot.

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

The application does not include a timeline or strategy.

**I** Describe the back-up facilities plan.

The application does not offer a private, independent backup plan. It expresses only a desire to use a surplus DCPS facility, which does not currently exist.

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

The application states AAJP will comply with the statutory limit of 25 students per high school classroom, but offers no further plan or strategy to do so.

**MEETS THE STANDARD**

**PARTIALLY MEETS THE STANDARD**

**DOES NOT MEET THE STANDARD**

### **15. Transportation Service**

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that serves all eligible students and specifies in sufficient detail the responsibilities of all parties (the sponsor, the charter school, and other applicable service providers).

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

**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 applicant's document is acceptable and appropriate for high school aged students. However, the statement concerning special needs transportation is unrealistic because public transportation may not be appropriate based on what is stipulated in the IEP. Special needs transportation is very costly and if public transportation could not meet the need of the student or their IEP, then their plan needed to address more fully how they would use school bus transportation or private vehicle transportation. This was not addressed adequately.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 16. Food Service

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

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

<b>A</b>	Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.
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The applicant's food service plan is adequate for the school.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 17. Budget

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	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.
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The Operating Budget "Does Not Meet the Standard" because of the following:

1. The detailed revenue calculation worksheet does not match the consolidated 5 year worksheet, making it impossible to determine the exact budget that the applicant expects to use.
2. The revenue projections for 5 years are overstated. The revenue calculation includes transportation revenue, however the 5 year operating budget includes the full amount of the revenue calculated and transportation revenue which doubles counts the transportation revenue. By deducting this duplicated transportation revenue it would cause the applicant to have a negative fund balance in the first three years of its operation. Special needs transportation is very costly and if public transportation could not meet the need of the student or their IEP, then their plan needed to address more fully how they would use school bus transportation or private vehicle transportation
3. The Administrative Fee was not provided for years 4 and 5. Although the projected enrollment is more than 250 a prorated administrative fee should have been calculated. This will be \$141,194.00 which would cause a further understatement of expenditures and a deficit to fund balance.
4. The five year operating budget does not correlate with the detailed calculation of revenue and expenditures to the staffing plan in page 80 of the application. In year one the staffing plan calls for 5 classroom teachers however, the applicant has only budgeted for 2 full time basic education teachers and 2 part time PE/Para teachers. This would cause the school to be in violation of the class size reduction requirements even as applicable to charter schools. If this were to happen, the applicant would be required to pay a penalty which is not included in the budgeted expenditures, and would be an event of default under the contract.
5. Multiple employees were listed with no payroll taxation withholdings (i.e. FICA, Medicare), which is violation of Federal Tax Codes.
6. Expenditures shown for transportation and food service were substantially understated. In year one the applicant is expecting to have 100 FTE bus riders. This would require bus passes at \$30.00 per month per student for 9 months for a total of \$ 27,000. However the applicant has only included \$3,000 for transportation expenditures, an understatement of \$24,000 in year one alone. The projected fund balance for year one is \$111.00; therefore, this additional expense would cause the applicant to have a significant fund balance deficient. The revenue for food service is not proportional to the budgeted expenditures. On page 101 on the application the applicant intends to participate in NSLP. Typically when a school uses NSLP for lunch funding the revenues closely matches the expenditures. In year 5 the budgeted amount for food service is \$50,000 however the lunch reimbursement revenue is \$129,600. The applicant does not provide any explanation for this significant variance, which also occurs in the other 4 years of the budget.
7. Expenditures for rent are significantly understated. On page 99 of the application the applicant projects and annual lease of \$270,000 per year for facility space. In the budget the applicant has only budgeted for \$12,000 in the first year of operation and \$70,000 per year for the other 4 years of the budget. This creates an understatement of expenditures by \$1,058,000 over the course of the initial 5 year budget. The applicant has projected their fund balance at the end of 5 years to be \$712,994. The rent issue alone would cause the fund balance to be a deficit of \$345,006 at the end of year 5. This is of concern because the founder of this applicant's organization was evicted in 2009 from her prior charter school's leased premises within a few months after opening that school. Another concerns is the understated expenditures regarding the applicant's technology plan. The applicant's curriculum will rely on APEX, which is an online curriculum; however, the applicant's technology plan budgeted \$28,000 for the projected 100 students in year 1. The technology plan is deficient (each computer – without anything further – costs more than \$280 each).

<b>B</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.
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The applicant failed to provide revenue projection or balance sheet; therefore the lack of response results in this section failing to meet the standard.

**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.*

1. Page 102 of the application specifies specific areas that will constitute significant expenditures during the start up phase of operations including renovations, technology, training and professional development. However, the budget provided does not include any of these areas which could have a significant impact on the school's ability to open. The narrative acknowledges these areas but does not address the funding sources or actual expenses anticipated.
2. The projected expenditures did not include significant areas and appear to understate expected costs. For example, the projected expenditures only include \$300 for advertising, marketing and printing. This is significantly less than what is reasonably expected for a new charter school to spend for marketing, especially considering the target population of at risk students.

The response did not meet the standard.

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

Section D item 17 is different from the Preliminary Charter School Evaluation Instrument. The narrative did not provide information on the budget monitoring process and the strategies to be implemented in case of revenue shortfall. The response did not meet the standard.

**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.

1. Cash Flow for the start up period does not align with the budgeted expenses in page 102 of the application.
2. Cash Flow for the first year of operation does not tie up with the Operating Budget for the first year and the total for twelve months does not add up to the total under OP link page column and the amount is different from the Operating Budget for SY2014.

The response did not meet the standard.

**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.

Section F item 17 was not provided by the applicant. The response did not meet the standard

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **18. Financial Management and Oversight**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>A</b>	Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.
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Page 107 of the application states that the school plans to contract with Bookkeeping and Accounting of Florida to provide general accounting services and provide financial reports. However, the budget does not have any budgeted expenditures for contracted accounting services. There is no discussion in this section to address the responsibilities of in house employees such as principal, other administrated staff or the Board. It is reasonable that some staff would be required to aid in day to day financial matters such as daily cash collections, (i.e. food service) or invoice approvals but there is no discussion of the personnel with the accompanying responsibility levels in the application. The response did not meet the standard

<b>B</b>	Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.  Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as <b>Attachment #7</b> .
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The application has failed to meet the requirements of F.S. 1002.33 (6)(a)(5) which mandates that an application must have a system of controls that will safeguard finances. The controls provided by the applicant are weak at best and would not safeguard finances as required by statute. The following points illustrates the failures of the control policies provided by the applicant.

1. Multiple internal controls require an in-house bookkeeper in order to maintain separation of duties and proper financial controls. For example page 10 specifically states the bookkeeper will inspect all worn out and obsolete property before it is removed from the school and discarded. However, there is no bookkeeper provided for in the staffing plan or the budget. Without this key position the internal controls which rely on this position fail and thus do not meet the statute. Page 5 refers to a business manager which is also neither in the staffing plan or budget.
2. There is minimal Board oversight of financial statements or the budgetary process described in the application. Page 109 of the application states that modifications will be submitted to the Board when required and that an annual budget will be submitted by the principal. However, there is no discussion on regular Board reviews of financial statements or the Board's process of approving changes and modifications to the budget.
3. There is very little discussion on the purchasing processes. Page 10 of the policy and procedure manual discusses capital purchases but there is not discussion on regular operating purchases. This is a critical area as errors, frauds and mistakes commonly occur during the purchasing process. There is no discussion on initiating operating purchases, use of pre numbered purchase order forms, approval, ordering, and receipt of the purchase items.
4. The cash receipts policy has the secretary receiving cash, issuing receipts, preparing the bank deposits. This is a lack of separation of duties, which is the backbone to any strong internal control.

The response did not meet the standard.

<b>C</b>	Describe the method by which accounting records will be maintained.
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The response given by the applicant discussed GASB Statements 14 and 39 which have nothing to do with the method of maintaining the accounting records. In this section the applicant is expected to demonstrate their understanding and knowledge of the Red Book chart of accounts which is mandated by Florida Department of Education. The applicant failed to demonstrate their understanding of this FLDOE requirement. The response did not meet the standard.

<b>D</b>	Describe how the school will store student and financial records.
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Response met minimum standard.

<b>E</b>	Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors and officers liability coverage.
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1. Page 115 of the narrative stated that the school will procure, maintain and keep the minimum insurance requirement without interruption; however insurance expense is not provided in the Operating Budget for SY 2014.
2. The narrative states on page 115 of the application that the school will have insurance meeting minimum requirement but does not state which insurances are required and the coverage levels that each insurance must be maintained at.

The response did not meet the standard.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **19. Action Plan**

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

**Evaluation Criteria:**

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

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

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

<b>A</b>	<p>Present a projected timetable for the school's start-up, including but not limited to the following key activities:</p> <ol style="list-style-type: none"> <li>i. Identifying and securing facility</li> <li>ii. Recruiting and hiring staff</li> <li>iii. Staff training</li> <li>iv. Governing Board training</li> <li>v. Policy Adoption by Board (if necessary)</li> <li>vi. Lottery, if necessary</li> <li>vii. Student enrollment</li> </ol> <p>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).</p>
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The response "Partially Meets the Standard". The timeline that was submitted provided little flexibility in the dates that were identified. The applicant did not take into consideration additional time for possible unexpected occurrences.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>