MODEL FLORIDA CHARTER SCHOOL APPLICATION

Proposed Start-up Charter School:
Sarasota Classical Preparatory Academy

Submitted to:
Mr. Terry Connor, Superintendent
Sarasota Public Schools
Office of Accountability and Choice
1960 Landings Blvd.
Sarasota, FL 34231

Submitted on:
December 13, 2023

Rule 6A-6.0786, F.A.C.
Form IEPC-M1
Effective September 2023

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Sarasota Classical Preparatory Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Florida Charter Educational Foundation, Inc.

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

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

NAME OF CONTACT PERSON: Valora Cole (FCEF); Eddie Ruiz, Sara Capwell and Rita Weaver (CSUSA)

TITLE/RELATIONSHIP TO NON-PROFIT: Board Chair; ESP Representatives

MAILING ADDRESS: 6278 N. Federal Highway, Suite 384, Fort Lauderdale, FL 33308

PRIMARY TELEPHONE: Valora Cole (813) 562-0663; Eddie Ruiz (407) 808-1696; Sara Capwell (813) 708-1596 ext. 1041; Rita Weaver (954) 804-3991

ALTERNATE TELEPHONE: ( ) _____

E-MAIL ADDRESS: vls0@aol.com; eruiz@charterschoolsusa.com and rweaver@charterschoolsusa.com

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

Full Name	Current Job Title & Employer	Role with Proposed School
Valora Cole	President & CEO – Agape International	FCEF Chair
Randolph Walker	VP Hub-Branch Manager - BankUnited	FCEF Treasurer
Dr. Steve Knobl	Executive Director – Early Learning Coalition of Pasco & Hernando County	FCEF Secretary
Eric Johnson	Director of Community and Government Relations Hillsborough Community College	FCEF Vice Chair
Dr. David Christiansen	CSUSA Chief of Schools	ESP Representative
Dr. Eddie Ruiz	CSUSA Florida Superintendent	ESP Representative
Dr. Sara Capwell	CSUSA Florida Deputy Director-Area 3	ESP Representative
Rita Weaver	CSUSA Senior Director of Board Governance	ESP Representative
Delia Adkins	CSUSA Director of School Design and Development	ESP Representative
Tauni Grossklas	CSUSA Manager of Classical Programming	ESP Representative

Projected Date of School Opening (Month/Year): August 2025

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

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

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

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

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

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

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

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

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? X Yes ___No *If yes, complete the table below (addlines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
Florida	TBD	TBD	2024	2024
Louisiana	Caddo Parish Public Schools	Northwest Louisiana Classical Academy	Oct. 2023	Jan. 2024
Louisiana	St. Tammany Parish Public Schools	Northshore Classical Academy	Oct. 2023	Jan. 2024
Louisiana	Lafayette Parish School System	Broussard Charter Academy	Oct. 2023	Jan. 2024
South Carolina	Limestone Charter Association	TBD	Feb. 2024	2024

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? X Yes _No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date
Innovation Preparatory Academy 3	Pasco County Schools	Pasco County, FL	TBD
Renaissance Charter High School*	School District of Palm Beach County	Palm Beach County, FL	TBD
South Palm Beach Charter School*	School District of Palm Beach County	Palm Beach County, FL	TBD
Renaissance Charter School at Osceola 1*	School District of Osceola County	Osceola County, FL	2024
Renaissance Charter School at Osceola 2*	School District of Osceola County	Osceola County, FL	2026
Summerville Academy*	Erskine Charter Institute	Dorchester County, SC	TBD
Summerville Prep*	Limestone Charter Association	Berkeley County, SC	2024
Vermilion Charter Academy*	Louisiana State Board of Elementary and Secondary Education	Vermilion, LA	2024
Cherry Lake Preparatory Academy	Lake County Schools	Lake County, FL	2025
Lake Louisa Preparatory Academy	Lake County Schools	Lake County, FL	TBD
Sorrento Preparatory Academy	Lake County Schools	Lake County, FL	TBD

**Denotes other governing board.*

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

X Yes _No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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

Valora Cole — *Signature*

Chair. — *Title*

11/30/2023 — *Date*

VALORA COLE — *Printed Name*

TABLE OF CONTENTS

EXECUTIVE SUMMARY

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

The Executive Summary should not exceed 2 pages and will not be counted against the page limits.

Florida Charter Education Foundation, Inc. (FCEF) proposes to grow its existing network of schools with approval of the following plan for Sarasota Classical Preparatory Academy (SCPA). SCPA will serve student scholars (scholars) ages 5 to 18 in grades K-12. Projected enrollment in Year 1 is 885 scholars in grades K-10, adding one grade level each subsequent year to reach 1235 students in K-12 by Year 3.

FCEF is comprised of passionate leaders across various industries who collectively, as a governing board, are legally and morally accountable to the community for the health, vitality, and effectiveness of its schools. Board members volunteer their time and are trained in the areas of non-profit board governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law.

Similar to the management of College Preparatory Academy at Wellen Park (CPAWP), FCEF plans to partner with Charter Schools USA (CSUSA). This will allow the governing board to leverage existing relationships and capitalize on CSUSA's unparalleled experience and qualifications in charter school management. CSUSA Florida support team members will work with SCPA to implement the proposed plan. The team will be led by the CSUSA Florida Superintendent and the Deputy Director with direct oversight of SCPA and CPAWP. The team also includes curriculum specialists, special populations staff, and operational staff members, many of whom already support CPAWP. FCEF will oversee CSUSA's management of SCPA's day-to-day operations via a performance-based management agreement and will work closely with CSUSA to develop, staff, operate, equip, and maintain school facilities and programs.

SCPA's mission is to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum. Through instruction in grammar, logic, rhetoric and other disciplines, scholars will be empowered to make connections in school and life and encouraged to communicate ideas freely.

SCPA's vision is to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

SCPA will implement the CSUSA Education Model (Education Model). The Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each scholar's mastery of the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) and Next Generation Sunshine State Standards (NGSSS). The GVC is comprised of a year-long plan outlining whole group, standards-based instruction at each grade level and subject area.

The Education Model embeds a continuous improvement process to maintain a clear focus on effective delivery of the GVC, which drives teaching and learning across grade levels, subject areas, and learning

environments. This process is inclusive of four iterative stages of continuous improvement (Plan-Do-Check/Study-Act) that are key to driving a cycle for identifying problems and implementing solutions in a timely manner. The continuous improvement process is intended to facilitate a better understanding among administrators and teachers that will help them explain and predict the elements needed to ensure academic success for all scholars. Successful implementation of the continuous improvement process will rest on fidelity of implementation and will require school leadership to develop three supportive elements critical to the continuous improvement process: (1) Conditions for Learning, (2) Establishing and Supporting, and (3) Consistently Monitoring.

SCPA will utilize the CSUSA Classical Framework to "wrap-around' the Education Model and guide the implementation of each of the model's components. This will help ensure alignment to the GVC across all grade levels/subject areas and diploma pathways for secondary students, as well as support the school's mission and vision. The framework consists of the Trivium, the Great Works, Latin, and Beacons of Virtue. The Trivium (Latin, 'the place where three roads meet') is the metaphorical place where the three ways of grammar, logic, and rhetoric converge. The stages of the Trivium will drive the use of grade band specific instructional strategies. In the Grammar stage, scholars in K-5 will learn the fundamental components of each subject area through memorization and repetition. In the Logic stage, scholars in grades 6-8 will learn the art of argument, the task of organizing information, and identifying truth from falsehood. In the Rhetoric stage, scholars in grades 9-12 will gain an understanding of the art of public speaking, which encompasses the tools required to devise creative works and speeches. The Great Works are books that represent the essence of Western tradition and include overarching questions of life and incorporate deep themes and beautiful language. In reading these resources, an indelible mark is left on the hearts and minds of teachers and scholars alike. In addition to these Great Works, poetry and prose from diverse perspectives from the past and present, are incorporated into instruction to expand the scholars' worldview and understanding of humanity. Latin instruction offers a connection to the ancient world and its contribution to shaping languages today. The Beacons—Prudence, Fortitude, Temperance, and Justice—will be critical to developing a culture and climate of moral character and civic virtue and will serve as an extension of the school's mission and vision.

SCPA's planned facility will reflect a scholar-centered learning environment that cultivates the development of the whole-child through high-quality academic experiences, collaborative learning opportunities, and indoor and outdoor learning. All classrooms will incorporate modular furniture to support flexible groupings and differentiated instruction. Planned outdoor gardens and an amphitheater will be accessible to all grade levels to enhance learning and provide scholars with hands-on, multisensory learning experiences that encourage connections to the natural world and service to the greater community.

To ensure a safe, secure, and collaborative school environment, SCPA will follow a safety and security plan that complies with all safety and security requirements and establish a schoolwide behavior plan that provides all school community members with clear, positive, and proactive guidelines for school behavior both on campus and at school-sponsored events.

EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

Sarasota Classical Preparatory Academy (SCPA) will strive to achieve the following mission and vision which illustrate the intended purpose and long-term goal for Florida Charter Education Foundation, Inc.'s (FCEF) proposed K-12 charter school. FCEF plans to partner with Charter Schools USA (CSUSA) to leverage existing relationships and capitalize on CSUSA's unparalleled experience and qualifications in charter school management.

SCPA's mission is to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum. Through instruction in grammar, logic, rhetoric and other disciplines, scholars will be empowered to make connections in school and life and encouraged to communicate ideas freely.

SCPA's vision is to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE(S) 5-8, 9-22
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S) 41-53, 72-80, 119-122
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE(S) 23-40, 41-53

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

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

- *Improve student learning and academic achievement.* PAGE(S) 9-22, 23-40, 41-53
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) 9-22, 23-40
- *Encourage the use of innovative learning methods.* PAGE(S) 9-22, 23-40
- *Require the measurement of learning outcomes.* PAGE(S) 41-53

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

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

- *Create innovative measurement tools.* PAGES(S) 41-53
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public*

schools. PAGE(S) 5-8

- *Expand the capacity of the public school system*. PAGE(S) 5-8
- *Mitigate the educational impact created by the development of new residential dwelling units*. PAGE(S) 5-8
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGE (S) 9-22, 94-96

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.[2] If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

As specified in § 1002.33(10), F.S., SCPA will serve as an open enrollment school of choice for all Sarasota County and Florida students, regardless of race, ethnicity, national origin, gender, disability, sexual orientation, religion, or marital status. SCPA intends to enroll Sarasota County scholars between the ages of 5-18 in grades K-12 and will comply with the Controlled Open Enrollment statute (§ 1002.31, F.S.). This will allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child in and transport his or her child to SCPA if the school has not reached capacity.

To determine SCPA's projected student population, statistical profiles of district public schools within a 20-minute drive of the target location, described below, have been included in **Table 2.1**. The data was taken from the most recent versions of publicly available reports (2022-2023) from the Florida Department of Education (FLDOE) Know Your Data website at the time of the analysis. Anticipated student demographic data helped inform the programming detailed throughout this application. As such, the programming aligns to FCEF and CSUSA's dedication to providing equitable opportunities for all students.

Table 2.1

Charter Schools	FRL	Minority	ELL	SWD	Gifted	ESE + Gifted
Sarasota Academy of the Arts	61%	44%	9%	14%	0%	14%
Sarasota Suncoast Academy	30%	21%	1%	14%	7%	21%
Sarasota School of Arts/Sciences	46%	42%	0%	13%	14%	27%
Sarasota Military Academy	58%	54%	8%	19%	3%	22%
Suncoast School for Innovative Studies	90%	85%	26%	11%	0%	11%
Imagine School at Palmer Ranch	10%	43%	13%	15%	0%	15%
Charter Schools Total	**44%**	**43%**	**6%**	**15%**	**6%**	**21%**
District Schools	**FRL**	**Minority**	**ELL**	**SWD**	**Gifted**	**ESE + Gifted**
Tatum Ridge Elementary School	31%	23%	6%	18%	4%	22%
Tuttle Elementary School	90%	77%	40%	21%	0%	21%
McIntosh Middle School	67%	53%	8%	18%	7%	25%
Fruitville Elementary School	61%	44%	10%	24%	9%	33%
Brentwood Elementary School	72%	47%	12%	33%	2%	35%
Alta Vista Elementary School	90%	74%	29%	24%	0%	24%
Ashton Elementary School	31%	30%	9%	13%	7%	20%
Booker Middle School	82%	80%	13%	23%	5%	28%
Brookside Middle School	71%	54%	9%	24%	5%	29%
Emma E Booker Elementary School	95%	89%	15%	26%	0%	26%

Gocio Elementary School	88%	77%	30%	26%	2%	28%
Phillippi Shores Elementary School	40%	33%	5%	15%	11%	26%
Riverview High School	39%	37%	5%	12%	20%	32%
Sarasota High School	47%	43%	6%	14%	12%	26%
Sarasota Middle School	29%	29%	6%	10%	30%	40%
Suncoast Polytechnical High School	39%	34%	0%	5%	14%	19%
Lakeview Elementary School	31%	27%	6%	11%	6%	17%
Wilkinson Elementary School	80%	57%	16%	29%	3%	32%
District Total	**57%**	**49%**	**11%**	**18%**	**11%**	**29%**
District & Charter Schools Total	**46%**	**40%**	**9%**	**15%**	**9%**	**24%**

Anticipated Student Demographics

- Total Enrollment: 1,235
- Free and Reduced Lunch Recipients (FRL): 46%
- Minority: 40%
- English Language Learners (ELL): 9%
- Students with Disabilities (SWD): 15%
- Gifted: 9%
- Total ESE (including Gifted): 24%

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

A location for SCPA has been identified at 8751 Fruitville Road in Sarasota, Florida. Should the site become unsuitable, a new location will be identified. As a county, Sarasota's population has grown over the past 13 years. According to the Sarasota County Planning and Development Services (2023), Sarasota County grew by "an average of 15 new residents per day," adding an additional 54,558 new residents from 2010 to 2020. According to the Environmental Systems Research Institute (ESRI) mapping software, between 2010 and 2023, the population within a 20-minute drive to the target site grew by 65,975. These metrics are expected to increase by another 4%, approximately 14,000 new residents to the area by 2028 as projected by ESRI. Additional information on population and demographics in the geographical area are found in **Attachment T**. According to CoStar, a commercial real estate software, approximately 12,000 units have been built over the past five years, accounting for 30% of the market's inventory. Further, the market will continue to expand as 5,500 units under construction are delivered, with approximately 4,000 units expected to be delivered in 2023. CoStar also indicates Sarasota metro added 60,000 new residents from April 1st, 2020, through July 1st, 2022, with the working age cohort of 20- to 29-year-olds leading the market in population growth. Attachment T provides CoStar report data.

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

SCPA's enrollment projections are detailed in **Table 2.2**.

Table 2.2

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	100	80	80	80	100
1	92	92	92	92	92
2	92	92	92	92	92
3	92	92	92	92	92
4	92	92	92	92	92
5	92	92	92	92	92
6	100	100	100	100	100
7	75	100	100	100	100
8	50	75	100	100	100
9	75	100	100	100	100
10	25	75	100	100	100
11	0	25	75	100	100
12	0	0	25	75	75
TOTAL	**885**	**1015**	**1140**	**1215**	**1235**

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

Enrollment projections were calculated through a market analysis using ESRI mapping software, which tested and validated the density of the specific student market. This projected demand was then aligned to the different school size models developed by CSUSA. FCEF then determined the model most appropriate for SCPA. Specific school sizes have been developed by CSUSA to ensure consistently sized grade levels that facilitate student matriculation over time and allow optimal staffing of teachers. Similarly to district schools, SCPA will aim for high retention rates, with the understanding that movement of scholars within cohorts is to be expected. While students generally move in a grade-level cohort for progression, middle and high school programming will allow for scholars to take courses based on academic readiness. Enrollment projections are within the comparable thresholds of CSUSA's historical market. It is also important to note that the local area measured for data is significantly smaller than a Florida charter school's actual enrollment footprint, which is technically statewide. As such, the school expects to attract students from outside the area measured, but the peripheral influence on the school's local enrollment and demographic composition is expected to be negligible.

SCPA will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The school's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, the school design will be modified and projections amended to reflect necessary compliance, which may include modifications to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the schoolwide average.

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

Community demographic and population information was obtained through a market analysis using ESRI, which utilizes the most current census data coupled with map-based analytics.

According to current census data produced by ESRI, approximately 41,804 school-aged children under the age of 18 live within a 20-minute drive from the anticipated geographic area that the school intends to serve (described above). The 885 students budgeted in Year 1 amount to 2.1% of the total number of potential students enrolling in grades K-12 within a 20-minute drive of the school's anticipated location, and the 1235 students projected at full enrollment represents 3% of that same area. The total population within a 20-minute drive time is expected to grow by an average of .63% annually between 2023-2028, while the population within a 10-minute drive time is expected to grow by an average of 4.21% annually during that same timeframe (**Attachment T**). For reference, Florida's current growth average is 1.25%. In addition, the immediate area within a 10-minute drive-time of the target area currently has an average family size of 2.90.

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

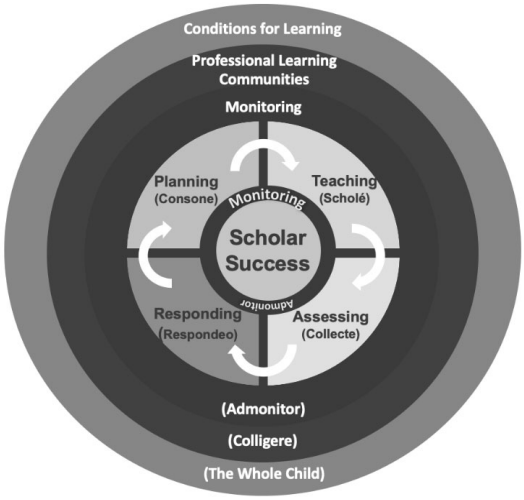
Section 3: Educational Program Design

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

SCPA's educational program design will reflect its mission to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum, as well as its vision to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child. The program design will serve to drive effective delivery of the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) for reading and math and Next Generation Sunshine State Standards (NGSSS) for social studies and science to ensure each scholar's success in school and life.

CSUSA Education Model

The CSUSA Education Model (Education Model) will be implemented at SCPA. The Education Model is in use at all schools within the FCEF network and provides the guardrails for developing a supportive school community and ensuring that instructional delivery is evidence-based, data-driven, and scholar-focused.



The Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each scholar's mastery of state-adopted benchmarks/standards. The GVC is comprised of a year-long instructional plan for each grade level and subject area. Its composition is primarily a combination of factors that have strong correlations with academic achievement, "opportunity to learn" and "time," which address the extent to which the curriculum is "guaranteed" (Marzano, 2017):

- **Guaranteed:** Establishes the learning skills considered essential for *ALL* scholars, a learning environment set up to ensure that academic achievement and optimal learning occurs for *ALL*.
- **Viable:** Ensures that the curriculum content for a given course or grade level can be adequately addressed in the time available.

Developed in three stages, the GVC is informed by the work of Understanding by Design (Wiggins & McTighe, 2012):

1. Identifying desired results – establishing learning priorities based on long-term performance goals.
2. Determining acceptable evidence – keeping assessment in mind while designing specific units and lessons.

3. Planning learning experiences and instruction – determining appropriate teaching and learning activities and resources.

The CSUSA Florida support team will help guide implementation of the Education Model. The team will be led by the CSUSA Florida Superintendent and area Deputy Director and is comprised of several staff members who provide direct support to each of CSUSA's managed schools across the state, including FCEF's current school in Sarasota. SCPA's instructional leadership team will be led the principal and include, at minimum, the assistant principal, curriculum resource teachers (CRTs), dean (after initial year of operation), and student services coordinator and guidance counselors.

Continuous Improvement Process

In support of effective delivery of the GVC, the Education Model embeds a continuous improvement process to drive teaching and learning across grade levels, subject areas, and the learning environment. This process is informed in part by William Edwards Deming's approach to continuous quality improvement. Deming outlined four key iterative stages of continuous improvement (Plan-Do-Check/Study-Act) that drive a cycle for identifying problems and implementing solutions in a timely manner. Application of a continuous improvement process in education can help yield positive outcomes for scholars, including increased participation in rigorous college-prep coursework and college enrollment, and decreased failure rates (Best & Dunlap, 2014). The process is intended to facilitate better understanding among administrators and teachers of what scholars need to ensure academic success. The descriptions below illustrate the Education Model's three overarching elements that support an intentional and collaborative school environment that reflects the school's mission and vision.

1. Conditions for Learning: *Attending to the whole child*

Attending to the whole child honors everyone's humanity and is critical to providing equitable learning opportunities for all scholars to reach their full potential.

Conditions for learning support the whole child through structures and processes that detail rules, guidelines, and expectations for a safe and supportive school environment that allows scholars to focus on academics and feel comfortable taking risks. All staff will hold responsibility for bringing the joy of learning to the classroom and a sense of citizenship in the school community. This includes:

- Establishing clear rules and expectations for appropriate behavior.
- Protecting scholars from physical and emotional harm by upholding all duties and obligations as mandatory reporters.
- Supporting the mental and emotional well-being of all scholars.
- Cultivating an environment where differences are respected among all stakeholders.
- Establishing a climate and culture of trust among scholars and faculty in the school community.
- Providing scholars with opportunities to set goals and demonstrate growth.
- Making purposeful use of indoor and outdoor learning spaces.
- Instituting Beacons of Virtue—prudence, fortitude, temperance, and justice—which are detailed further below, to drive the development and maintenance of conditions for learning.

2. Professional Learning Communities (PLCs): *Colligere*

Colligere, (Latin for 'gathering') means a gathering of the minds toward higher intellect. PLCs at SCPA will be referred to as Colligere and help emphasize the virtue of wisdom and the individual as a lifelong learner.

A PLC is a structured gathering of the minds in which educators engage in scholarly conversations to achieve common goals. PLCs will provide teachers with time dedicated to working together toward a higher purpose—true learning. This is achieved through collaborating and problem-solving situations specific to their field and scholars. Teachers will use data to measure the efficacy of their teaching against performance, develop small group instructional plans that target specific scholar needs, and track standards. PLCs will meet on a regular schedule to:

- Establish goals based upon current levels of scholar achievement.
- Work together to achieve goals and backwards plan as a grade-level team.
- Align grade-level planning and instruction to the Trivium, detailed further below, to ensure the effective delivery of key instructional approaches according to the natural progression of child development.
- Analyze data to inform data-driven instruction and planning and provide periodic evidence of progress.

SCPA's application of PLCs will utilize best practices in establishing and maintaining PLCs informed by the work of Richard DuFour to ensure a scholar-centered and data-driven focus, especially for small group instructional planning. To help establish a strong foundation, SCPA s instructional leadership team members will facilitate these meetings weekly and document next steps and evidence of scholar and teacher learning. Based on capacity, teachers will then take on the role of lead facilitators and PLCs will run more autonomously. The PLC structure at SCPA will encompass following four questions (DuFour, 2016):

- What do we want each student to learn?
- How will we know if a student has learned?
- How will we respond if a student hasn't learned it?
- How will we respond if a student has learned it?

3. Monitoring: *Admonitor*

Active monitoring of implementation will be referred to as admonitor (Latin, to 'monitor'), to represent the monitoring of scholar performance.

Consistent monitoring of SCPA's academic program implementation and scholar performance will reflect a vigilant focus on the application of each component of the Education Model to ensure schoolwide fidelity. The instructional leadership team will actively monitor the conditions for learning, PLCs, data chats, lesson plans, and classroom observations, among other means, to gauge efficacy of each Education Model component. CRTs will work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below, as well as the school' classical focus, and provide frequent feedback on lesson plans to ensure standards alignment and differentiated instruction.

Teachers will monitor attainment of standards at the classroom-level through frequent formative assessments. This regular monitoring will allow for intra-unit instructional adjustments. Assessments will also support instructional monitoring and the prompt identification of necessary remediations through proficiency tracking and analysis of scholar growth and subgroup performance.

Teaching and Learning Cycle

The descriptions below illustrate the four components of the Education Model necessary for planning and executing each cycle of instruction. Each of the following components will also reflect attainment of SCPA's mission and vision.

4. Planning: *Consone*

Instructional planning will be referred to as Consone, (Latin, 'in unison' or 'harmoniously') to represent the harmony that exists among planning, alignment, and creativity during the lesson planning process.

Planning guides will equip teachers with the resources needed to ensure all curriculum, assessment, and instruction are aligned to the intent and rigor of state-adopted benchmarks/standards. These resources include Instructional Focus Calendars (IFCs), curriculum maps, course sequences, lesson plan templates, and online Schoology training and supplemental resources. Planning guides will be utilized to define the teaching and learning roadmap and will provide the foundation for responsive teaching (plan, teach, assess, respond), and the delivery of effective direct instruction and guided instruction (I Do, We Do, You Do). Teachers will utilize planning guides to develop engaging and rigorous standards-based lessons and provide opportunities for varying responses, and small group instruction. SCPA may use the Chalk lesson planning platform, or a comparable electronic format, to store and provide feedback on instructional plans which will be grounded in the use of core curricula and integrated Trivium instructional strategies described further below.

5. Teaching: *Scholé*

The Greek word for leisure (scholé) is the origin of Latin scola, and the English word for "school." Therefore, scholé is the word used to refer to institutions of learning. Most importantly, scholé is a leisure of quality pursuits. Meaning, classical teachers and scholars are expected to relish the love of learning by taking time to fully process, analyze, and comprehend the complex materials in the curriculum.

Rigorous instruction will reflect a variety of research and evidence based instructional strategies intentionally designed to meet the needs of each scholar. These strategies are aimed at developing depth of knowledge alongside content knowledge, and ensuring instruction is aligned to the true intent and rigor of the benchmark/standard. Teachers will be equipped with the appropriate training and feedback to increase the complexity of their lessons and flexibly employ instructional strategies to meet individual scholar needs, build active engagement, and facilitate in such a way that makes the classical curricula accessible to all learners.

6. Assessing: *Collecte*

Assessments will drive instruction and serve as the bridge between teaching and learning and will be referred to as Collecte (Latin, 'to collect') to emphasize the data collection that occurs through scholar assessment.

Baseline data will be gathered and analyzed to help all faculty understand where individual scholars, cohorts of scholars, and grade levels are "entering the learning." This will drive the identification of prior learning gaps and areas of strength. SCPA will utilize a Balanced Assessment System (BAS) to identify tri-annual interim benchmark assessments, baseline and diagnostic assessments, and Instructional Focus Assessments (IFAs) which correspond to IFCs and will be administered after each core subject instructional unit to determine areas for remediation. Interim benchmark assessments will provide school leadership with information on standards-based proficiency.

Within a classical framework, assessment focuses on the whole child. The classical approach to assessment is similar to the use of the formative assessments listed above, emphasizing simultaneous instruction and assessment. The purpose of classical assessment is to help scholars acquire skills and eventually become autonomous and self-sufficient in their knowledge and skill set to solve problems, create

sustainable solutions, and achieve wisdom (Perrin, C., Classical U, 2022).

To support scholars in developing this self-sufficiency and to help maintain a clear focus on the whole child, SCPA will utilize Personalized Learning Plans (PLPs). PLPs will be developed for each scholar as a tool for gathering and analyzing scholar-level data (e.g., NWEA MAP, i-Ready, CLT), setting personal learning goals, driving academic conversations, developing the Beacons, and tracking personal observations of moral character and civic virtue. The PLP will empower scholars to track progress and develop intrinsic motivation and will be a collaborative effort between the teacher(s) and scholar. The utilization of PLPs will also support SCPA's vision to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

7. Responding: *Respondeo*

Responsive teaching (planning, teaching, assessing, responding) is reflective of the results of classroom and schoolwide formative assessment analysis. Responding will be referred to as Respondeo (Latin, to 'respond') to represent the process of responsive teaching.

At the school level, teachers will collaborate during PLCs to analyze their standards-based assessment data and interim benchmark data for progress monitoring. As standards are tracked, action plans will be developed to outline how teachers will address any instructional gaps, as well as how they can both remediate and enrich lessons based on the data. The end goal of action planning is to prepare for effective delivery of core content and small group instruction. Based on data analysis, teachers will organize scholars into intervention or enrichment groupings. These groupings are described further below.

- **Data chats** will take place under the guidance of a school administrator or CRT after select assessment windows and are focused on progress monitoring. At the discretion of the school's instructional leadership team, data chats may occur more frequently, using teacher-created, formative assessments. The purpose of data chats is to ensure all teachers understand the connection between effective instruction and scholar achievement. Data chats provide teachers with the opportunity to intentionally plan for scholar growth and build expertise in analyzing data.

  At the classroom-level, formative assessments occur at a hinge point in the lesson, allowing teachers to respond to the data in real time. These assessments are embedded in the lesson plan and their data will be used to identify learning gaps so that teachers can respond with individual, small group, or whole group reteaching.

- **Success Block: *Prospero***
  Success Block is a daily 30-minute schoolwide effort, that will emphasize teacher-directed small group instruction and cooperative learning and will be known as Prospero (Latin, to 'prosper') to signify the goal that all scholars will prosper through participation in differentiated instruction and cooperative learning.

  Using assessment data and scholar goals specific to SCPA, detailed in **Section 5**, scholars will be placed in flexible groups to extend learning or develop mastery of core subject area standards. Initially, scholars in grades K-5 will receive targeted remediation in their grade level. Scholars who are above proficient in both reading and math will be able to participate in enrichment activities. Scholars in grades 6-12 in need of intensive intervention will receive additional support outside of the core ELA and math blocks. Each quarter, intervention groups will be adjusted accordingly

based on interim benchmark assessment and classroom data to ensure scholars continuously receive the support they need. Eventually, after staff have a firm understanding of scholar needs and build automaticity with transitions and scheduling, scholars will be strategically grouped with teachers across grade levels and/or content areas based on data. Teachers who are most appropriate to provide remediation (based on data and capacity) will work with scholars demonstrating lowest proficiency in standards assessed. For scholars who have mastered unit learning, enrichment activities will be provided to stimulate continued learning and engagement.

CSUSA Classical Framework

Classical schools typically center instruction around core literary works, developmental stages of instruction, the study of Latin or Greek, human nature, morality, and virtue. SCPA's approach to classical education will combine teacher- and learner-centered pedagogies in the delivery of the Education Model. The following key components are planned as part of the school's academic plan and "wrap around" the Education Model.

The Trivium: The Trivium is a set of instructional strategies organized by the progression of child development. The word trivium comes from the Latin tri-, meaning "three," and -via-, meaning "way" or "road." Therefore, trivium is the metaphorical place where the three ways of grammar, logic, and rhetoric converge. The stages of the trivium will be implemented as follows:

- **Grammar:** In grades K-5, scholars will learn the fundamental rules of communication. This stage provides scholars with the *basic tools* of each core subject area through repetition. Specific strategies are used to easily memorize this information include repetition, choral response, songs and chants matched with various actions and hand gestures. For example, scholars in elementary school learn the different parts of speech and the chemical elements through song. These strategies are repeated numerous times allowing scholars to memorize foundational principles of core subject areas.
- **Logic:** In grades 6-8, scholars will learn the art of argument, the task of organizing information, and identifying truth from falsehood. At this stage scholars naturally want to *understand*-they are curious and want to know how and why. Therefore, activities such as conducting formal research and strategies using compare and contrast exercises, and writing from the perspectives of historical figures, help scholars develop a deep understanding of the subject they are learning, which is the primary goal of the logic stage. The integration of formal logic instruction begins in this stage where scholars learn the art of argumentation and how to devise an argument based on reason and recognition of logical fallacies in arguments/claims. In addition to formal logic instruction, scholars also participate in debate and are taught how to write well in order to strengthen their argumentation skills.
- **Rhetoric:** In grades 9-12, scholars will gain an understanding of the art of public speaking, which encompasses the tools required to devise creative works and speeches. For example, scholars receive instruction in composition, including crafting a thesis, creating supporting arguments, drafting, review, revision, and proofreading, to devise original speeches and their senior thesis (i.e. senior capstone). Accompanying this instruction includes teachings in introductory rhetoric skills and techniques, such as: cadence, enunciation, pronunciation, projection, vocal emphasis, interpersonal skills (e.g., eye contact, body language, posture, etc.), and breathing techniques.

The Great Works: The Great Works are books that have persisted through time and explain the nature and purpose of mankind. These classics will be used as supplemental resources to English language arts

(ELA) core curricula and include the dialogues of Plato, Homer's Iliad and Odyssey, the works of Shakespeare, and a variety of other works of literature, philosophy, science, and history. The Great Works are the essence of Western tradition and include overarching questions of life and incorporate deep themes and beautiful language. In reading these resources, an indelible mark is left on the hearts and minds of teachers and scholars alike. In addition to these Great Works, poetry and prose from diverse perspectives from the past and present, are incorporated into instruction to expand the scholars' worldview and understanding of humanity.

Latin: Latin instruction will begin in the lower grades (K-5) and continue through middle (6-8) and high school (9-12). Latin will provide scholars with many of the root words of specialized vocabularies of modern sciences and is the language of law, politics, and logic. In addition, Latin teaches children to work out core meanings, identify patterns and devise logical solutions. Most importantly, studying Latin throughout the K-12 experience helps increase the deductive reasoning required to learn and understand core concepts and fosters clear, logical thinking.

Beacons of Virtue: The Beacons are a set of character traits that support the development of classroom and schoolwide behavior expectations and help instill a culture and climate of moral character and civic virtue. The school will focus on a different Beacon each quarter, which will inspire school-wide teaching, learning and initiatives aimed at cultivation of the designated virtue and character development. The beacons are as follows, with additional information provided in **Section 8**:

- Prudence: The ability to govern and discipline yourself through logic and reason.
- Fortitude: Courage to confront difficult situations with grace and dignity.
- Temperance: The ability to moderate your passions and desires.
- Justice: The moral habit of giving to each what is due.

College and Career Readiness (CCR) / Diploma Pathways

High school scholars will have multiple diploma pathways to help prepare them for college enrollment or workforce employment. Offerings within each pathway will exemplify the school's vision of cultivating a learning environment that inspires scholarship and nurtures the development of the whole child.

SCPA will work toward offering all diploma pathways listed in **Table 3.3,** including applying to implement Cambridge Assessment International Education (Cambridge AICE) and offering Advanced Placement (AP) programming. Cambridge courses combine the content of an honors curriculum with the content students must learn to write the Cambridge papers successfully. Courses are demanding and emphasize higher-order thinking, oral and written skills, problem-solving, teamwork, and investigative abilities. AP courses offer students an opportunity to engage in rigorous curricula and gain valuable college-level experience. Students who take and pass AP courses with a minimum of 3 on a 5-point scale may earn college credit at the university level. AP courses also offer students an opportunity to earn a higher GPA, which enables them to be more competitive when applying to colleges and universities. SCPA will establish criteria to help ensure student success in college-level coursework, such as high performing scores on the PSAT, Pre-ACT, or state assessments demonstrating students are in the 80th percentile or higher per subject.

Advanced Studies Diploma Pathway: Cambridge AICE & Advanced Placement

The Advanced Studies Diploma Pathway presents the opportunity to earn up to 45 college credits and obtain an AICE Diploma, AP Capstone Diploma, and a Bright Futures Scholarship. The Cambridge AICE and Advanced Placement Capstone Diploma pathway is intended for students who seek the highest level of rigor.

Students may complete the Cambridge AICE requirement/AICE Diploma requirements early in their high school career, so that completion of the AP Capstone Diploma is also earned by the end of senior year.
The Cambridge AICE Diploma is an international curriculum and examination system that emphasizes the value of a broad and balanced course of study. Alongside an in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. Students seeking an advanced academic pathway will select courses that satisfy AICE Diploma requirements, aligned to the four subject groups: (1) Mathematics and Sciences; (2) Languages; (3) Arts and Humanities; and (4) Interdisciplinary subjects (optional). Scholars must achieve at least one credit from each of Groups 1, 2 and 3. A maximum of two credits can count from Group 4, which is optional.

Cambridge AICE/Bright Futures Pathway

This pathway offers motivated scholars the opportunity to qualify for the Florida Bright Futures Scholarship Program by earning the Cambridge AICE Diploma by the end of their senior year. The requirements for earning the AICE Diploma are the same as outlined above. The Florida Bright Futures Scholarship Program rewards any Florida high school graduate who meets eligibility criteria and merits recognition of high academic achievement.

Advanced Placement (AP) Capstone Diploma

This pathway emphasizes two, year-long AP courses (AP Seminar and AP Research) that work toward earning the AP Capstone Diploma. These courses are designed to complement other AP coursework that scholars may take. AP Seminar and AP Research are required courses that promote an interdisciplinary approach to developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program to provide a systematic way for high school students to begin mastering these skills before college.

Standard High School Diploma, Career and Technical Education Academy Pathway

This pathway pairs high school graduation requirements with Classical-focused Career and Technical Education (CTE) frameworks, allowing students to earn industry certification, work-based learning experiences, and articulated college credits. CTE options provide students with valuable skill development and career-oriented exploration. Based on local need, student interest, and teacher availability, course offerings will reflect high-quality strategic and sequenced instruction intended to build the skills necessary for students to receive an industry-recognized certification and develop essential competencies. Examples of potential Classical-focused CTE career clusters include:

- Government and Public Administration: Intended to provide students with opportunities within the seven pathways: Governance; National Security; Foreign Service; Planning; Revenue & Taxation; Regulation; and Public Management & Administration. Hundreds of Government & Public Administration educational opportunities in a variety of trades and programs are offered throughout the state in school districts, community colleges and state universities.
- Architecture and Construction: Intended to provide students with opportunities that prepare students for careers in design/pre-construction, construction and maintenance/operations. Examples of careers include carpenters, drafters, electricians, construction managers, HVAC technicians and plumbers.
- Arts/AV/Technology and Communication: Intended to provide students with opportunities that encompasses audio/video technology and film, journalism and broadcasting, performing arts, printing technology, telecommunications, and visual arts.
- Agriculture Food and Natural Resources (AFNR): Intended to provide students with a highly

technical, ever-changing sector of the global economy upon which everyone is dependent. We will continue to meet national and global demand for safe and abundant food, fiber, and fuel supply if we invest in the growth and development of the human capital for the AFNR industry. Strong, relevant AFNR career and technical education programs that are informed by industry and education stakeholders are one way we can meet workforce needs now and in the future.

College and Career Center

SCPA will establish a College and Career Center (CCC) that provides students, teachers, and families with support in understanding and navigating post-secondary options. SCPA's guidance counselor positions will be tasked with fulfilling the responsibilities outlined below, in addition to continually identifying opportunities for students to further develop talents and passions:

- Providing guidance on college standards and applications
- Providing support in identifying and applying for scholarships and financial aid
- Organizing college tours
- Delivering a Rising Seniors College Camp
- Organizing test prep for ACT, SAT, AP, AICE, and industry certification exams
- Conducting Introductory Student Interviews

Introductory Student Interviews for High School

When scholars enroll in grades 9-12, a staff member will send each student's parent/guardian a letter informing them of the introductory interview process. The purpose of the interview is to gain information for proper placement of students in classes and programs. The interview protocol includes a review of student academic records, collecting baseline information on student interests and preferred learning styles, and learning as much about each individual student as possible. This supports the initial phase of developing PLPs and determining faculty advisor assignments. **Table 3.1** below provides an example of interview questions and prompts across four domains.

Table 3.1

Academic Questions	Career Questions
How do you prefer to learn new information or skills? Do you like to read, listen, watch, or do something hands-on? How do you demonstrate your understanding of what you have learned? Do you like to write, speak, create, or perform? How do you overcome challenges or difficulties in your learning process? w do you balance your academic work with your personal life, hobbies, and extracurricular activities? How do you apply what you have learned to real-world situations or problems?	Have you considered a possible career/professional pathway? If so, what would that choice be as of today? Have you completed or been involved in community service? If so what type and where? What are some of the skills or competencies that you have developed or improved through your classical studies? What are some of the careers that align with your interests, values, and strengths as a classical learner?
Personal/Social Questions	Parent/Student Reverse Role Interview
Tell me a little bit about your family. How do you relate your classical education to your personal values and beliefs? How do you communicate and collaborate with others who have different perspectives or backgrounds from you? How do you cope with stress, frustration, or disappointment in your academic or personal life? How do you express your emotions in healthy and appropriate ways? How do you make ethical and moral decisions in various situations?	Parents/scholars are provided with an opportunity to ask questions about academics, as well as other school, college, or career related questions.

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

SCPA's scholar-centered learning environment will cultivate the development of the whole-child through high-quality academic experiences, collaborative learning opportunities, indoor and outdoor learning, and emphasis on civic virtue. In grades K-6 the classroom is expanded to the natural environment through access to outdoor art, music, and science classrooms. In grades 7-12, classrooms are more traditional, and the majority of the learning occurs indoors utilizing indoor design features to enhance each scholar's learning experience. All classrooms in grades K-12 will incorporate modular furniture to support flexible groupings and differentiated learning. In addition, outdoor gardens will be accessible to all grade levels to enhance learning and provide scholars with hands-on learning experiences that encourage connections to the natural world and service to the greater community. Grade level gardens will house local plants that will be nurtured by all scholars. The planned school facility is described in detail in **Section 16**.

Class Size

The school facility will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The staffing model, facility design, and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, the school design will be modified and the projections amended to reflect necessary compliance, which may include modification to the facility, staffing plan, and/or enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the schoolwide average.

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

The research on effective schooling by Dr. Robert J. Marzano provides the basis for the Education Model. SCPA programming will provide curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement categorized into three general factors: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. As Marzano updates his research with new findings and strategies, the educational program will incorporate the research as it becomes available.

School-level Factors

Guaranteed and Viable Curriculum: The first school-level factor is a GVC. SCPA will implement a GVC, as described earlier, designed to meet current state-adopted standards through the process outlined in *Understanding by Design*, (Wiggins & McTighe). The GVC outlines the specific learning outcomes within state-adopted standards and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through PD, teachers continue this process. *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments that reveal student understanding, and craft effective and engaging learning activities aligned with real-world experiences that prepare students to achieve state-adopted standards. The *Understanding by Design* process and the GVC allows educators to center the curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and

authentic performance tasks (the type(s) of performance tasks that allow learners to demonstrate the desired understandings).

Challenging Goals and Effective Feedback: Marzano's second school-level factor is "challenging goals and effective feedback." This factor is a combination of effective monitoring and pressure to achieve. Mark Lipsey and David Wilson examined hundreds of studies and found that on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18-percentage points to a high of a 41-percentage point increase. Research also shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators (Marzano).

The results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where effective feedback is not provided. John Hattie reviewed about 8,000 studies and found that "the most powerful single modification that enhances achievement is feedback." The simplest prescription for improving education must be 'dollops of feedback.' Effective feedback has two very specific characteristics: (1) It must be timely, and (2) must be specific to the content being learned (Bangert-Drowns). George Madaus and colleagues found that tests that are not specifically designed to assess a particular school's curriculum frequently underestimate the true learning of the scholars (What Works in Schools, 2003).

Parent and Community Involvement: According to Marzano's research, effective parental and community involvement includes the areas of communication, participation, and government.

Safe and Orderly Environment: The need for a safe and orderly environment that is rooted in clear expectations and procedures is critical to ensuring a school environment that is conducive to learning. Each member of the school-based team and other key stakeholders (i.e., parents, guardians, community members, etc.) will play an active role in ensuring scholars have the opportunity to learn in a safe and orderly environment through well-established systems.

Collegiality and Professionalism: This factor pertains to the way staff members interact with each other both socially and professionally. In a collegial environment, teachers are supportive of one another in their attempts to learn and grow as professionals. In a professional school environment, staff members are given multiple opportunities to develop their skills and subject-matter knowledge.

Teacher-level Factors

Research shows that the most effective teachers produce higher gains than the least effective teachers. Over time, this effect on student performance compounds, which shows the importance of training and retaining the most highly effective teachers. When a teacher possesses a high level of skill and knowledge in the following three teacher-level factors, the impact is the most powerful on student achievement (Marzano).

1. Instructional Strategies – The effective and systematic use of Marzano's research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.
2. Classroom Management – Teachers focus on four areas for effective classroom management: (1) establishing and enforcing rules and procedures; (2) carrying out disciplinary actions; (3) teacher and student relationships; and (4) maintaining an appropriate mental set.
3. Classroom Curriculum Design – Adherence to the following principles of Marzano's research:

- Learning is enhanced when a teacher identifies specific types of knowledge that are the focus of a unit or lesson.
- Learning requires engagement in tasks that are structured or are sufficiently similar to allow for effective transfer of knowledge.
- Learning requires multiple exposure to and complex interactions with knowledge.

Student-level Factors

Home Environment: Regarding the impact on student achievement, Marzano's research indicates that the home environment is comprised of three elements: Communication about school, Supervision , and Parental expectations and parenting style.

All possible attempts will be made to keep lines of communication open between school and families to ensure parents and guardians are supported in their child's education. Parents will be kept informed of their child's academic progress and classroom engagement. Specifically, teachers will share progress reports, report cards, interim benchmark assessment scores, and encourage use of the student information system to communicate pertinent information related to academic performance and involvement in the school community. Creating a strong and meaningful connection to the school community benefits all stakeholders and makes keeping an open and clear line of communication between parents and the school possible.

Learned Intelligence/Background Knowledge: Marzano's research shows that background knowledge is directly related to learned intelligence and student achievement. To promote the acquisition of learned intelligence and background knowledge, SCPA will take the following action steps:

- Involve students in programs that directly increase the number and quality of students' life experiences.
- Involve students in a program of wide reading that emphasizes vocabulary development.
- Provide direct instruction in vocabulary terms and phrases that are important to specific subject matter content.

Research is clear that increased student motivation has a positive effect on achievement (Marzano, McCombs). Therefore, multiple attempts will be made to motivate students in various ways. Goal-setting and personalized learning plans present the school's primary vehicles for instilling an increased sense of intrinsic motivation in students. Critical to the success of every student is the sense of ownership of learning and setting goals to motivate their achievement. Teachers will consistently provide timely and specific feedback to students on their assignments and classwork and assist students in making meaningful connections to ensure students know how to fix their mistakes, reinforce their learning, and build schema.

Classical Education

SCPA's classical focus is supported by scholarly research in the field of classical education. The seminal work of Dorothy Sayers and research conducted by Dr. Albert Cheng and other notable scholars illuminate the effectiveness of the classical approach to teaching and learning. Sayers' trivium emphasizes the intrinsic developmental psychology of student scholars, rather than the extrinsic instructional content (Cothran, 2018). In this way, Sayers method teaches how to learn by teaching them the skills of learning through developmentally appropriate methods described in detail below.

- **The Grammar Stage (Grades K-5):** In this stage, scholars learn foundational skills and knowledge of core subject areas through methods they enjoy and respond to such as singing, chanting, dancing, rhymes, and fables, and the primary skills developed are observation and memory. These

strategies are employed in conjunction with a research-based literacy curriculum grounded in the seminal work of Gough and Tunmer (1986), known as the 'Simple View of Reading' or 'Simple View'. Gough and Tunmer's (1986) Simple View includes two strands of instruction: the Skills Strand is meant to build students' decoding skills (D), while the Listening and Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud.

- **The Logic Stage (Grades 6-8):** In this stage, scholars are introduced to formal logic (the art of correct argument), participate in debates, and learn to argue using logic and reason and to identify invalid inferences. The primary skill developed in this stage is discursive reason.
- **The Rhetoric Stage (Grades 9-12):** In this stage, scholars learn to apply their cumulative knowledge developed in the grammar and logic stages to learn how to communicate, separating opinions from fact and presenting their opinions in an effective and persuasive manner. Imagination is piqued as scholars participate in deep discussion, synthesize ideas, engage in writing activities, and continue to refine their debate skills to enhance their ability to create arguments based upon reason. During this stage, scholars participate in two years of formal rhetoric training, where they learn the art of writing, speaking articulately and persuasively, reasoning logically, and writing well. For example, scholars participate in Socratic Seminars to enhance their logic, rhetoric (argumentation) and oratorical skills. Finally, as a culmination of the Trivium, scholars complete a senior thesis to demonstrate their acquisition and application of the skills learned in the three stages. The primary skills developed in this stage are communication and application.

SCPA's proposed programming, henceforth, will provide scholars with the best of both worlds, by providing them with the full spectrum of the Trivium aligned to Florida benchmark/standards and integrated with 21st century skills that increase their digital and technology-literacy. In doing so, scholars will be prepared to become critical thinkers, active problem-solvers, expert debaters, skilled orators, and technologically savvy learners who can manipulate technology for the greater good.

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

A sample daily schedule and draft annual calendar are provided in **Attachment B**.

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

The Education Model's continuous improvement process reflects a schoolwide approach to scholar learning and promotes an "all-hands-on-deck" response to meet the needs of every scholar. The school's instructional leadership team, with the help of CSUSA Florida support team members, will develop the capacity of staff to effectively follow the instructional cycle, emphasizing the components outlined below:

- **PLCs** will build the capacity of each teacher as an instructional leader and support making informed decisions about which curricular resources and strategies match the data-defined need.
- **IFAs** will ensure adequate time is allocated to essential benchmarks/standards and enough time is provided for instruction in between assessment periods.
- **Success Block** will provide a timely response to student remediation and enrichment needs, and take place approximately 30-minutes daily with groupings based on data.

Teachers will employ a variety of high yield, research-based instructional strategies described in detail in **Section 4**. After each instructional unit, teachers will grade assessments based on a specific level of mastery of the benchmark/standards and determine whether the class should move on to the next standard, or whether the concept needs to be taught in a new way. Scholars who have not yet demonstrated mastery will continue to receive support through targeted small-group instruction, even if the class moves on to the next unit. Scholars will receive intensive interventions if they continually fail to master skills and concepts. A Response to Intervention (RTI) model, described in **Section 4**, will be employed in alignment with federal guidelines to ensure scholars are receiving the appropriate interventions based on their performance. In addition to small-group, teacher-led instruction as an ongoing strategy for providing instructional, SCPA will provide the following for scholars:

- **Personalized Learning Plans (PLP):** A PLP will be created for each scholar to track individual progress in attaining a year's worth of grade level learning and acquisition of the Beacons of Virtue. The PLP is a tool used to develop intrinsic motivation and scholar ownership of learning goals and character development. The development and monitoring of each PLP will be a collaborative effort between the teacher and scholar. A sample PLP is included in **Addendum FF**. At the beginning of the school year, teachers will meet with each scholar to document baseline data, set quarterly academic, extracurricular, and virtue-oriented goals, create action plans, and discuss scholar strengths and challenges. Throughout the year, teachers and scholars will have PLP meetings to track progress and adjust action plans accordingly. Parents will be considered valued partners in goal tracking and will have visibility to their scholar's PLPs. Administrators and other instructional staff may collaborate on scholar PLP goal setting and tracking as well. PLPs are intended to help SCPA be unwavering in its dedication to inspiring every scholar to achieve excellence in school and life through rigorous academics, participation in school and the greater school-wide community, and virtue development.
- **Tutoring:** A tutoring program will offer remediation and additional practice opportunities for scholars to master benchmarks/standards. The tutoring program demonstrates one-way SCPA will provide opportunities beyond the regular school day for scholars to reach proficiency in course content. Tutoring will take place before/after school, on designated Saturdays, and over school breaks as necessary. Scholar groupings will be flexible and based on interim benchmark and progress monitoring data. Groups of up to 10-15 scholars are typically based on scholar remediation needs and use of NWEA learning continuum data and tools, with students cycling in and out of targeted tutoring sessions as appropriate. All teachers will be informed of the tutoring program and expectations for participation. Early in the first quarter, teachers will be identified to lead tutoring sessions, which may include tutoring in a different content area. Standards-based course materials will be identified for use and the start date will be determined based on scholar need. The frequency and duration of the tutoring schedule will be continuously reviewed to ensure relevancy based on student academic performance. Tutoring sessions will be derived from the operating budget and initially managed by a CRT. These sessions are not considered intensive interventions which are detailed in **Section 4**.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level. In particular, describe the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.

Curriculum in Core Academic Areas

Curriculum in core content areas will reflect state adopted benchmarks/standards. The GVC is aligned with Florida B.E.S.T. for ELA and Math and Florida NGSSS for Social Studies and Science. The purpose of the Education Model, described in **Section 3**, is to ensure effective delivery of the GVC for all scholars. Teachers will use a variety of curricular resources to plan lessons in accordance with the GVC scope and sequence so that scholars are provided with the greatest opportunity to master grade-level content in preparation for both state assessments and high school pathways. Curricular programs and tools will be continuously reviewed and updated based on the effectiveness of meeting scholar needs.

To ensure teachers are supported in utilizing curricular resources and making informed instructional choices, professional development (PD) will be provided by CRTs, CSUSA Florida support team members, and external experts such as publisher and software representatives. A full description of PD is included in **Section 13**. SCPA will offer courses made available by FLDOE through the course code directory as listed on CPALMS. As benchmarks/standards, state assessments, and standards-aligned curricular tools are revised, updates will be made to the GVC and planning guides to maintain compliance with the applicable Florida statute(s).

English Language Arts

The GVC is comprised of several units/clusters aligned to standards for ELA. Each unit's planning guide highlights resources that reflect the four key principles of Florida's B.E.S.T. for ELA:

1. ELA is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in society.
2. The standards are clear and concise, so they are easily understood by every stakeholder.
3. The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
4. Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

ELA expectations represent the overarching skills that run through every component of language arts and provide the roadmap to ensure effective teaching and learning toward standards mastery. Instruction will be aimed at mastery of ELA benchmarks which represent end-of-the-year goals structured around the following ELA strands:

- **Foundations**: Designed to meet the needs of the traditional beginning reader and expanded from previous standards to include remediation for secondary students who are not yet proficient readers.
- **Reading**: Divided into three standards – reading prose and poetry, reading informational text, and reading across genres. Text complexity will be examined to determine grade level appropriateness based on a combination of quantitative, qualitative, and student-centered demands.
- **Communication**: Divided into five standards – communicating through writing, communicating orally, following conventions, researching, and creating and collaborating.
- **Vocabulary**: Comprised of one standard – finding meaning. This is an essential building block of knowledge and essential to a thorough understanding of text.

Classical works will be incorporated into instruction as supplemental materials to complement core resources and accomplish the goals and objectives of each stage of the Trivium. Scholars will be exposed to a well-rounded, standards-based curriculum that includes the Great Works, and encourages deep thought and discussion about humanity and life's essential questions. Furthermore, classical scholars will be introduced to timeless literature from the past to provide them with a strong content area foundation and knowledge of diverse historical perspectives.

Grades K-5: Daily ELA Period

- A minimum of **120 minutes** of on-task instructional reading time will be required. Curricular materials utilized will align with those included in the Reading Plan outlined in **Attachment D.** At this time, Core Knowledge Language Arts (CKLA) is the planned curricular resource.
- Instructional strategies and approaches will be used strategically to grow and strengthen foundational reading, comprehension, vocabulary, and communication skills.
- Scholars will have access to leveled readings and activities in small groups for remediation, individualized instruction and practice of essential skills.
- Highly qualified teachers will appropriately group students by level and provide instruction targeted to that group's needs through scaffolded, guided reading lessons. This may include the steps of modeling, guided practice, and independent practice to develop foundational reading skills and provide targeted small-group instruction.
- Continual progress monitoring will ensure fidelity of implementation and confirm whether scholars are receiving the instruction needed.
- Writing will be incorporated into the ELA block through the instructional delivery of the ELA Communication Benchmarks.
- Scholars advancing through the grades will be expected to meet each year's grade-specific benchmarks and retain or build upon skills and knowledge mastered previously.

Grades 6-8: ELA Courses

- Scholars will complete three annual courses in ELA, per the requirement for matriculation into high school. The required courses will align with CPALMS for ELA B.E.S.T. Curricular materials will align with the Reading Plan, which will include Houghton Mifflin Harcourt (HMH) Into Literature Florida for grades 6-8.
- In addition to core courses, students may be offered an extended ELA block (double block) which may include reading interventions aligned with the Reading Plan to provide the additional instructional minutes to support remediation, especially in foundational reading skills.
- Scholars may be scheduled in an elective geared toward meeting individual scholar needs in ELA.

Teachers will utilize instructional software and assessment data reports to group scholars by level and provide instruction targeted to each group's needs through scaffolded reading lessons. Continuous progress monitoring will ensure scholars are receiving appropriate instruction. A variety of instructional strategies to reach all students at their individual level will be utilized.

Grades 9-12: ELA Courses

Core ELA courses are designed to prepare scholars to think critically and attend to text closely in a manner that helps develop understanding of and enjoyment of complex literature. Scholars will learn reasoning skills and evidence collection skills critical to post-secondary success. English courses will emphasize skills in reading, clear writing, coherent exposition, and vocabulary development.

- A minimum of 50-minute integrated reading and language arts minutes will be required. SCPA will use the research-based reading programs, including Houghton Mifflin Harcourt (HMH) Into Literature Florida (grades 9-12) and supplemental classical literature (Great Works), as well as focus on text exemplars and integration of real-life texts such as newspapers and research articles, providing a balance of fiction and nonfiction text. Novel studies will also be used for instruction. Scholars will refine and master previously learned skills in increasingly complex reading selections, presentations, and oral and written compositions.
- Scholars may be scheduled in an elective geared toward meeting individual student needs in ELA.
- Scholars will progress through the appropriate ELA courses throughout high school. Courses offered may include English 1-4/English 1-4 Honors, AICE General Paper, AICE English Language AS Level, AICE English Literature AS Level, AP English Language, and AP English Literature

Mathematics

The GVC is comprised of several units/clusters that reflect Florida's B.E.S.T. for Math. Planning guides will provide teachers with resources that reflect the principles and standards of National Council of Teachers of Mathematics, expectations from national and international assessments (NAEP, ACT, SAT, and TIMSS), and reflect the state's guiding principles for math standards:

- **High Expectations**: Maintain high expectations for Florida's scholars, ensuring equity and access for all, and designed to provide scholars with a world class education.
- **Clarity**: Provide clear and concise language for scholars, parents, and educators to ensure a comprehensive understanding of the benchmarks and increase transparency of expectations.
- **Alignment**: Consistent progression of math strands to ensure vertical alignment across grade levels and horizontal alignment at the course level.

Scholars will be provided instruction in the following major strands of the B.E.S.T. standards:

- Number Sense and Operations
- Algebraic Reasoning
- Geometric Reasoning
- Data Analysis and Probability

The Mathematical Thinking and Reasoning Standards are woven into all grade levels, allowing scholars to self-monitor their learning practices and promote a deeper understanding of math. All grades will use word problems to promote analytical thinking skills and infuse writing as part of the math curriculum. Teachers will use various manipulative materials, including technology, to promote experiential, hands-on learning. One strategy for increasing scholar success in math includes the use of accountable talk, which encourages scholars to expose their thinking, support claims, seek clarification or elaboration, and extend learning. Journaling may be utilized as another strategy for promoting visible thinking. By providing scholars

with regular opportunities to share their mathematical reasoning, whether through discussion or writing, scholars will be better able to identify gaps see holes in their logic and teachers will be better able to provide effective feedback and clear up misconceptions. These practices, in addition to the use of supplemental mathematics materials, such as Imagine Math & Math Facts Unlimited, will provide scholars with the knowledge and tools required to confidently write and articulate sound arguments, using critical thinking, logic and reason.

The proposed core math curriculum, Singapore Math, was originally developed by Singapore's Ministry of Education. The Singapore math method is focused on mastery, which is achieved through intentional sequencing of concepts. Some of the key features of the approach include the CPA (Concrete, Pictorial, Abstract) progression, number bonds, bar modeling, and mental math.

- **CPA (Concrete Pictorial Abstract) Approach**: Introduces concepts in a tangible way and progresses to increasing levels of abstraction.
- **Number Bonds:** Shows the part-whole relationship between numbers.
- **Bar Modeling:** Helps students visualize a range of math concepts, such as fractions, ratios, and percentages. Allows students to determine the knowns and unknowns in a given situation.
- **Mental Math:** Helps students develop number sense and flexibility in thinking about numbers.

Instead of pushing through rote memorization, students learn to think mathematically and rely on the depth of knowledge gained in previous lessons. In Singapore math, students must think through concepts and apply them in new ways from the very start. Since they can't rely on simple replication, students are pushed to greater engagement and broader thinking. In Singapore math, a strong sense of connectivity to past learning is woven throughout the curriculum. Singapore math not only helps scholars become more successful problem solvers, it helps them gain a sense of confidence and resourcefulness because it insists on conceptual depth. This naturally prepares scholars to excel in more advanced math and achieve the goals and objectives of each stage of the Trivium.

Singapore Math offers advanced scholars opportunities for challenging exercises (Singapore Math Intensive Practice) and provides scholars in need of remediation with materials (I.e., online instructor videos) that provide step-by-step guidance to problem-solving for the acquisition of core concepts and basic skills, and access to hands-on and multi-sensory learning opportunities using varying manipulatives.

Grades K-5: Mathematics

- SCPA will implement Dimensions Math (Singapore Math) as its core math resource.
- Scholars in grades K-4 receive 90 minutes of math instruction daily.
- Scholars in grade 5 will receive a minimum of 60 minutes daily.
- Small-group instruction and center activities will be utilized to reach scholars at their instructional level and provide content aligned with student needs.
- Scholar groupings will be based upon data analysis of interim benchmark assessments, IFAs, and daily informal observations. Groups will be adjusted as needed based on scholar progress.
- Math supplemental and intervention programs may include Dimensions Math, i-Ready, and Progress Learning materials. Course options will satisfy state requirements in math and provide scholars with instruction aligned to the major strands within Florida's B.E.S.T. for Math listed above.
- Students in grades 3-5 will have the opportunity to participate in accelerated math courses based on Florida's B.E.S.T standards and accelerated curriculum maps to support stage not age learning.

Grades 6-12: Mathematics

Students will complete a minimum of four credits in mathematics, depending upon the diploma option(s) selected. At this time, Savvas Learning Company LLC resources are planned for SCPA. Imagine Math is an example of a resource that may be used to target deficiencies. SCPA will offer courses that satisfy requirements in mathematics and provide scholars with opportunities to demonstrate mastery of mathematics standards. In addition to required math courses for graduation, courses offered may include Algebra 2/Algebra 2 Honors, Financial Algebra, Pre-Calculus Honors /Calculus Honors, Geometry/Geometry Honors, Trigonometry Honors, AICE Mathematics, AICE Mathematics and Mechanics 1 AS Level, AP Calculus AB/BC, AP Statistics, and Algebra 1/Algebra 1 Honors.

The GVC provides the core curriculum, which is the current state math standards as supported by National Council of Teachers of Mathematics research and is aligned to the major strands of the Florida's B.E.S.T. standards. Savvas Learning Company math series is the planned curricular resource at this time.

Science

The GVC is comprised of several units/clusters that reflect NGSSS for Science. Instruction will be aimed at developing understanding of the scientific method, fostering a sense of curiosity necessary for scientific experiment, and building scholar preparedness for the Statewide Science Assessment in grades 5 and 8 and Biology End-Of-Course (EOC) assessment.

Grades K-5: Science

The science curriculum will be delivered via a discovery instructional process with emphasis on scientific thinking, hands-on learning, and real-world experiences. To track science proficiency, SCPA will administer NWEA interim benchmark assessments for students in grade 5 and may also administer the assessment to other grades based on scholars' needs. Research-based curricular programs, such as SAVVAS will be utilized. Each week, a block of instructional time will be dedicated to science inquiry, which may be in the form of a lab/experiment, research period, or other inquiry-based learning session. Scholars will also be supported in applying their literacy skills (such as identifying main ideas and details and comparing and contrasting) to understanding science content. This will provide a deeper understanding of concepts and increased application of reading skills, thus helping scholars who are below grade level in science.

In K-5, scholars will receive:

- In grades K-2, a minimum of 60 minutes of science instruction per week, a separate science/social studies block (which may take place on alternating days or weeks for each subject) to provide more time for hands-on experience.
- In grades 3- 5, a minimum of 150 minutes of science instruction per week.
- In grades 3-4, 150 minutes of weekly, hands-on learning outside of embedded instruction.
- In grade 5, 60 minutes daily for a total of 300 minutes per week.

Grades 6-8: Science

SCPA will create and implement a rigorous, inquiry-based science program built on a framework put forth by the SAVVAS curriculum. Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands-on experimentation. In addition, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. With the incorporation of experiential activities in science labs, scholars will understand science as an active process of systematically examining and searching for understanding about the natural world. Scholars will develop

solutions to problems by following the scientific method, which will be incorporated throughout all science content. Scholars will develop inquiry skills including organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error. Instruction in the strands of science will be achieved through a research-based integrated science curriculum that constructs thematic concepts by integrating the perspectives of biology, chemistry, physics, and earth/space science. The curriculum is designed as a continuum that moves from concrete concepts to more abstract concepts as scholars' progress from sixth to eighth grade. Topics within each block are chosen to correspond with the NGSSS.

Middle school scholars will complete three annual courses in science in alignment with CPALMS course offerings, per the requirement for matriculation into high school. Additionally, high school credit course offerings, such as Physical Science Honors or Biology Honors, will be offered to middle school scholars demonstrating readiness. Research-based curricular programs, such as SAVVAS Science for grades 6- 8, will be utilized.

Grades 9-12: Science

Scholars will earn a minimum of three credits in science, per graduation requirements and diploma option selected, and provide scholars with opportunities to demonstrate mastery of the following standards:

- Earth and Space Science
- Life Science, Nature of Science, Physical Science
- Environmental Science/Environmental Science Honors
- Biology 1/ Biology 1 Honors

In addition to required social studies courses for graduation, courses offered may include:

- Physics 1-2/Physics 1-2 Honors
- Physical Science/Physical Science Honors
- AICE Biology, AICE Environmental Science, AICE Marine Science
- AP Chemistry, AP Biology

Science is a process, a way of thinking about and investigating the world in which we live. The scientific method is the primary system used for scholars to interact and make connections with scientific knowledge. SCPA's goal is for scholars to build their progression based on science and mathematical skills learned in each course. SAVVAS Elevate When the new state textbook adoption list for science is determined, other curricular resources may be considered to ensure alignment with standards.

Social Studies

The GVC will be comprised of several units/clusters that align with NGSSS for Social Studies and accompanying planning guides will include essential planning resources such as curriculum maps, pacing guides, vetted CPALMS lessons, and test specifications. Instruction will be aimed at ensuring scholars develop as engaged citizens and are prepared for state assessments.

The school's social studies curriculum will use a sequential approach to unify history and the social sciences and promotes the development of concepts and the mastery of methods of inquiry. The influence of American history, geography, civics and government, and economics will be emphasized in the GVC. Scholars will gain an understanding of the major factors that have influenced the structures of society from earliest times to present day. They will be supported in becoming effective and contributing members of their community, increase their understanding of privileges and responsibilities of citizenship, and instill a

feeling of patriotism and national identity. Concepts of home and community will be reviewed and extended. Scholars will gain a broader understanding of living in communities through the study of both similar and diverse societies. For this reason, the social studies curriculum is based on an integrated approach of using real texts such as newspapers, articles, and text exemplars to incorporate literacy standards.

K-5: Social Studies

SCPA will use supplemental resources such as Time for Kids or Newsela. In addition, teachers will be expected to address social studies throughout various content areas or in a separate social studies block.

- In grades K-2, scholars will receive instruction for a minimum of 60 minutes per week.
- In grades 3-5, scholars will receive instruction for a minimum of 120 minutes per week.

Grades 6-8: Social Studies

Middle school scholars will complete:

- Three annual courses in social studies, one of which must be a civics course, per the requirement for matriculation into high school. A typical track may include M/J World History in sixth grade, M/J Civics or M/J Advanced Civics in seventh grade, and M/J United States History in eighth grade. Advanced middle school social studies courses and high school credit courses may be included in the course progression offerings as well.
- To support the instruction of the GVC, SCPA will use research based McGraw Hill Education Curriculum among other nonfiction texts and resources.
- Middle school social studies courses will infuse required career planning.

Grades 9-12: Social Studies

Scholars will complete, at minimum, the required three credits in Social Studies for the 24-Credit Standard Diploma. SCPA will offer courses that provide scholars with opportunities to demonstrate mastery of social studies standards in the following strands: American History, Civics and Government, Economics, Financial Literacy, Geography, Humanities, Psychology, Sociology, and World History. The McGraw-Hill, LLC Social Studies series(i.e., Florida editions) is an example of a curricular resource that may be utilized.

In addition to required social studies courses for graduation, courses offered may include:

- United States History/United States History Honors
- World Cultural Geography
- US Government/Honors
- Economics/Honors
- Psychology 1-2
- Political Science
- World History/World History Honors
- AICE Psychology A Level, AICE US History AS Level, AICE US History A Level, AICE International History AS Level
- AP Human Geography, AP US History, AP US Government and Politics

Primary Instructional Strategies

SCPA will utilize research-based instructional strategies that support its mission to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum. Teachers will be supported in developing the capacity to use strategies effectively through PD, PLCs, modeling, and instructional coaching. In alignment with Education Model implementation, the selection and use of instructional strategies will be monitored through lesson plans reviews, classroom observations, and

instructional walkthroughs. Examples of instructional strategies that may be employed, as determined by the teacher and based on lesson objectives, include Marzano's High Probability Instructional Strategies, Blended Learning, Interdisciplinary Instruction and Learning, Multisensory Learning, Cooperative Learning, Direct Instruction, Differentiated Instruction, Socratic Seminars, and Formal Debate.

Marzano's High Probability Instructional Strategies: Marzano's High Probability Instructional Strategies can be implemented across subject levels and throughout lessons in various ways. These strategies have been proven by research to yield positive results in student learning (Haystead & Marzano, 2009). Teachers will be provided with PD in select strategies listed below in support of Education Model implementation and the school's mission to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum.

- Tracking Student Progress & Setting Goals/Objectives: Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to re-teach the material if goals are not being met. Set a core goal, and let scholars personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals. Data chats and PLCs will provide teachers with the opportunities to apply these strategies, supported by CRTs and school leadership. Scholars will use PLPs as the primary tool for tracking scholar progress, and setting and monitoring goals, as well as celebrating successes.
- Building Vocabulary: Provide deliberate instruction, including direct and small-group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during, and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions. Rich classroom discussions, debate, Latin instruction, and the Great Works will all supplement direct and small group instruction in vocabulary development.
- Interactive Games: Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement. During Success Block, as well as at other times, scholars will engage in interactive games that utilize the facility design and planned instructional technology.
- Note Taking: Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions.
- Student Discussion/Chunking: Set expectations for classroom discussions and try in small groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons.
- Practice: Ask questions that require students to process and rehearse the material; Give feedback on the practice while circulating and monitoring work; Provide additional explanations and several examples; Cooperative learning is an effective strategy to utilize practice. Teachers will utilize the planned spiral instruction to provide scholars with spaced retrieval practice to encourage

Blended Learning: SCPA will utilize blended learning to leverage the school's technology-rich, scholar-centered learning environment and enhance each scholar's personalized learning experience. Instructional software programs used for blended learning will be vetted to ensure technology-enhanced programs are primed to yield the highest results and a plan for the implementation of each

selected software program will be developed to maximize its effectiveness.

- **Rotation Model**: Scholars will receive instruction from teachers, participate in centers or independent work as appropriate, and then complete similar activities on an online software program. Programs that may be utilized in the shared community space include i-Ready, Progress Learning, Imagine Math, and Lexia PowerUp Literacy.
- **Individualized Learning:** Scholars will use adaptive programs that move at their pace to develop reading or math skills, starting with online diagnostic assessments for placement on individual pathways. The teacher will monitor use and progress, and the program adjusts according to scholar academic performance.

Interdisciplinary Instruction and Learning: Interdisciplinary instruction and learning helps prevent skill isolation, enhance student motivation, and requires a high level of collaboration among teachers to facilitate meaningful connections across disciplines. The use of this instructional strategy across all grade levels will help create opportunities for students to deepen understanding and make real-world connections. This will help prevent skill isolation while building student motivation and teacher capacity to plan effectively. At a beginning level of cross-curricular instruction, students will be prompted to utilize strategies learned in ELA across other subject domains, such as identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can tie into the citizen's role in preventing global warming (social studies), and the action steps they can take to impact change to combat the effects of climate change (civic virtue). At a higher level of implementation, cross-curricular instruction will involve teachers working across subject areas to plan entire units of study.

Scholars will have the opportunity to engage in a variety of hands-on, multisensory learning experiences. The planned facility, described in **Section 16**, will feature indoor and outdoor learning spaces, art and music classrooms, an outdoor amphitheater, multipurpose room, and grade-level gardens to provide scholars with a variety of spaces for purposeful engagement through hands-on experiences that engage the senses and promote curiosity and innovation. Furthermore, multisensory learning can engage more of the brain, enhance memory and understanding, and make learning more accessible and meaningful for different types of learners.

Direct Instruction (I Do, We Do, You Do): Direct instruction involves a gradual release of responsibility from the teacher to the scholars. The goal of the method is to help scholars build their skills and confidence over time, by starting with explicit instruction and modeling, moving to guided practice, and finally to independent practice. It includes three phases:

- I do: The teacher models how to complete a task or solve a problem, using think-alouds, demonstrations, or other methods.
- We do: The teacher and the students work together to complete the same or a similar task or problem, with the teacher providing support and guidance as needed.
- You do: The scholars work independently to complete a similar or a new task or problem, with the teacher providing feedback and support as needed.

Differentiated Instruction: Differentiated instruction is a method of teaching that flexibly employs a variety of instructional strategies to meet individual student needs (Watts-Taffe et al., 2013). This will support accommodating and motivating all learners to fulfill the school's to educate scholars through a rigorous curriculum grounded in key tenants of classical education. All teachers will be provided with ongoing PD to ensure differentiated instruction is: 1) a teacher's response to student needs, 2) the recognition of students'

varying background knowledge and preferences, 3) student-centered, 4) instruction that addresses students' differences, and 5) a blend of whole-group and small-group instruction.

Small-group instruction will be utilized across subjects to reach all students, utilizing indoor and outdoor learning spaces schoolwide. Teachers will incorporate differentiated instructional materials that target learning needs of on-level, advanced, below-level, and ELL students. Teachers may differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning (Tomlinson). Teachers will consider the students' readiness for learning, as well as their interests and learning profiles. All instructional staff will be supported in implementing the following best practices for differentiating instruction:

- For Student Readiness: Focuses on the standard for the content being taught and the objective that must be mastered, with content provided at various levels (e.g., students may read higher-level text yet still master the same standard as students reading on-level text).
- For Student Interest: Allows students to choose from a list of options for demonstrating mastery (e.g., some students may complete a project, whereas others might write an essay).
- For Student Learning Profile: Addresses various individual student differences in learning styles (e.g., students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Scholar groupings will change periodically depending on activity level and ability level. Other examples of differentiation include:

- Whole-group: A teacher may assign a task to students, differentiating the final product students need to create. After completing a unit on World War II, students could be asked to demonstrate their understanding of the impact of World War II on each country involved. Students would choose to complete an essay, skit, or infographic based on preference and provided with specific expectations for each choice for grading based on mastery of appropriate standards.
- Small-group: Each day, the small group that meets with the teacher is based on particular skill gap (e.g., converting fractions to decimals). As other groups work in centers, their assignments are differentiated within the overarching center topic. In a word work center, one student may be working on CVC decoding, while another may be working on building consonant blends, and another may be working on grammatical practice.
- Instructional software: Instructional software resources are utilized to ensure students are provided with programs that meet instructional needs. Teachers can differentiate by assigning content that students still need practice with, based on data, and then monitor students' performance on those skills. Students can also use programs that adapt to their instructional levels and adjust based on each student's performance (e.g., Lexia Learning programs). This will enable them to move at a faster or slower pace.

Socratic Seminar: The Socratic seminar teaching method is a way of facilitating a group discussion based on a text, using open-ended questions that encourage critical thinking, the use of logic and reason, active listening, and respectful dialogue. The method is inspired by the philosophy of Socrates, who believed in the power of asking questions and exploring multiple perspectives. The method has three main steps: preparing the text and the questions, conducting the seminar, and reflecting on the seminar.

Formal Debate: Formal debate involves structured, civil discussions of multiple sides of an issue, with the aim of persuading an audience and developing critical thinking and communication skills. Learning in the

form of formal debate promotes the acquisition of the following capabilities: the ability to understand diverse viewpoints, the confidence to express opinions and arguments clearly and convincingly, the ability to logically and coherently organize thinking, writing and speaking, argumentative writing skills, and the ability to research, analyze, and synthesize information and evidence to support claims.

B.

- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.
- If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.
- Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Include the school's reading curriculum as Attachment D.

The curriculum design, including materials and resources that may be utilized, is detailed above. A sample course scope and sequence and instructional unit is provided for select grade levels and subject areas in **Attachment C.** The school's proposed comprehensive reading plan is provided as **Attachment D**.

The Comprehensive Core Reading Program (CCRP)

The CCRP is the basis of reading instruction provided to all students at all levels. It correlates to the current state-adopted standards across all grade levels and addresses the six areas of reading: 1) phonological awareness, 2) phonics, 3) fluency, 4) vocabulary, 5) comprehension, and 6) oral language. It provides for explicit, systematic instruction along with ample practice opportunities for students to master necessary reading skills. The school's instructional reading materials will include text exemplars, Core Knowledge for K-5 and HMH Into Literature in grades 6-12, as indicated previously. Programs will be continuously reviewed and updated based on the effectiveness of meeting student needs.

The 90-minute uninterrupted reading block in K-5 will consist of a combination of whole-group mini-lessons and small-group targeted instruction in learning stations. Highly qualified teachers will provide small-group instruction and monitor independent work, providing corrective feedback to ensure appropriate use of learning time. Teachers will use texts and materials at the student's instructional level and progress to more complex text, as necessary. Specific materials are detailed in **Attachment D**.

Students will be assessed utilizing a universal screener at the beginning of the school year using NWEA or other comparable assessments to determine basic reading development and to detect the presence of any difficulty. Kindergarten students will be screened using the statutorily required Florida Kindergarten

Readiness Screener – Star Early Literacy assessment. Based on the instructional implications of the universal screener, students will be provided instruction to meet their individual needs based on the results of a diagnostic assessment.

Supplemental Intervention Reading Program (SIRP)

Based on benchmark, interim and formative assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90- minute ELA block (K-5) in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs, resources and assessments used during SIRP are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A of the reading plan. The resources used by the individual schools can be found in the school addendums.

Comprehensive Intervention Reading Programs (CIRP)

To meet the individual needs of students who have been identified to have significant skill deficiencies and/or read two or more years below grade level based on diagnostic data, SCPA will provide a research-based intervention program. Students will receive this additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade-level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There will also be the opportunity for push-in support within the classroom, which can easily be accommodated through the facility design in **Section 16**.

Reading Program Specifications

Objectives from the *Just Read Florida!* Reading Program Specifications are detailed in **Attachment D** which also provides an example of the decision-making process through which students will be identified for strategic or intensive support. Details on SIRP and CIRP research-based materials that may be utilized, and information on how §. 1008.25(5)(a), F.S. requirements around K-3 students exhibiting a substantial reading deficiency will be met, are also included.

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

SCPA will not incorporate any additional academic standards at this time.

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

The research base and foundation materials used to develop the curriculum are described in **Section 3**.

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

K-5 Specials

Each of the following will be offered during a "specials" period on a rotation schedule in grades K-5. SCPA will expand upon these specials options and adjust as needed in pursuit of fulfilling the school's mission and vision.

World Language: The world language program will focus the study of Latin, and may incorporate other languages (e.g., Spanish or Greek) through poetry, prose, songs, visuals, and other aspects of culture (e.g., food, art, music, traditions, etc.). Scholars will begin to develop conversational, written, and formal language skills required for living in a diverse society. A vital goal is that scholars gain insight into the different perspectives and products of various cultures to increase their global awareness, and empathy. Application of this knowledge builds strong minds and good hearts by affording scholars the opportunity to recognize cultural practices and the uniqueness of various communities. SCPA will offer Latin (and other languages) on a weekly rotation schedule for grades K-12.

Art: The art program will be based on NGSSS and supported by supplemental classical materials, to inspire creativity, increase understanding of art history, and instill a deep appreciation for the arts, and its impact on society. Exploration and creativity will be ignited through exposure to timeless works of art and hands-on learning experiences indoors, and in outdoor art studios. Scholars will develop art skills, an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to speak about various artforms throughout history, their connection to society and culture, and to use art as a mode of personal expression.

Music: The music curriculum will be aligned with state-adopted standards, supported by supplemental classical materials, and will include both vocal and instrumental music. A variety of melodic and harmonic classroom instruments, along with singing during classroom practice and school-wide performances, will be incorporated throughout the music curriculum. Scholars will also examine music as an artform and study musical contributions throughout history representing various cultures, genres, styles, and artists. Scholars will be introduced to music skills, techniques, and knowledge of various types of musical literature to pique their musical talent and enhance their understanding and appreciation for music.

P.E.: Physical education will include a variety of developmental activities that will emphasize fine and gross motor skill development. The K-2 curriculum will focus on movement exploration through various motor and non-motor experiences, and will include instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g., health/nutrition, exercise, drug prevention, first aid, and safety). The 3-5 curriculum will allow students to interact in team sports that also contributes to developing habits of good sportsmanship. SCPA will provide a minimum of 150 minutes of physical activity each week as directed by § 1003.455(3), F.S. This requirement will be waived for students who meet the criteria delineated in § 1003.455(4), F.S.

Computer Education: Introduction to Computer Science courses will support the development of basic skills in computer programs and platforms used in grade level curriculum. Students will be instructed in the responsible use of technology and information, evaluation of digital information resources, digital tools, security and information sharing, computer programming basics, and programming applications among other areas. In addition to increasing their digital and technological literacy, scholars will learn how to use technology ethically to promote the greater good, the moral implications of advanced technology, and the impact of globalization.

Grades 6-8 Electives

World Language: The primary goal of the world language program, aligned to the Next Generation World Language Standards, is to provide instruction in the following five areas: 1) communication, 2) cultures, 3) connections, 4) comparisons, and 5) communities. By focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through the following modes of communication: interpretive listening, interpretive reading, interpersonal communication, presentational speaking, and presentational writing. With a focus on communication, students will learn to exchange information with peers orally and in writing and use appropriate vocabulary and cultural expressions to request additional information. World language courses for high school credit, such as Spanish 1. To support the understanding of classical curricula, scholars in grades K-12 will also be offered Latin and/or Greek as an additional foreign language option.

Computer Education: Instruction will employ national standards, benchmarks, and grade-level expectations, building upon the skills learned in grades K-5. Students in grades 6-8 can take a semester or a full-year computer course. Depending on student demand and staffing, examples of courses that may be offered include Coding Fundamentals, Fundamentals of Web and Software Development, and Computer Science Discoveries. Information technology courses will also focus on the global impact of advanced technology, the use of technology for the greater good, and the moral/ethical elements of advanced systems.

Fine Arts: The primary goal of the art program will be to provide instruction aligned to the state-adopted standards in the following domains/strands of art: critical thinking and reflection; historical and global connections; innovation, technology, and the future; organizational structure; and skills, techniques, and processes. The arts encompass music, visual arts, theatre, and dance. Courses will be determined based on teacher certification and student demand. Examples of courses that students may take include M/J Introduction to Art History, M/J Three-Dimensional Studio Art 1, and M/J Music Theory 1.

Physical/Health Education: Middle school students will complete one semester of Physical Education in grade 6, 7, and 8, per the requirement for matriculation into high school as outlined in § 1003.455(3), F.S. The primary goal of the physical education program will be to provide instruction in the following strands of physical education: Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values. These strands offer students the opportunity to set goals to develop and continually enhance the life management skills necessary for healthy, active living.

Grades 9-12 Electives

SCPA will offer eligible courses as listed in the Florida Course Code Directory (CCD) to satisfy graduation and diploma pathway requirements. The CCD will be reviewed annually as part of the school's course schedule development which will ensure students can satisfy the requirements for Fine and Performing Arts, Speech and Debate, or Practical Arts, Personal Financial Literacy, as well as the requirements for Physical Education with integration of health, and electives. The courses highlighted in this section represent potential offerings at SCPA. Based on Introductory Student Interviews, academic foundations, enrollment, and the Classical framework, SCPA will offer the most appropriate and challenging courses for scholars each year.

Fine and Performing Arts: Courses will expose students to a varied program in which students explore basic elements of music, visual arts, and performing arts. All arts disciplines benefit from instruction that combines individual attention with small- and large-group learning experiences. Depending on student

interest, graduation pathways, and teacher certification, courses that may be offered include: Drama, Theatre 1, Painting 1, and Dance Technique 1.

Speech & Debate: AICE Global AS/A, Speech, and Debate/Honors.

Visual Arts: Courses will explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the modern era. Scholars will investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. Scholars will also practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. In addition, scholars will explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Scholars will explore the aesthetic foundations of art making using beginning photography techniques. Courses include an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Scholars will critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. These courses may incorporate hands-on activities and consumption of art materials. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include: Art History and Criticism 1, Art in World Cultures, Introduction to Art History, Drawing 1-3, Painting 1-3, Visual Technology 1-3, Creative Photography 1-3, and Sculpture 1-3.

Practical Arts: Course will provide scholars with practical knowledge and the industry skills required of technology-based careers and disciplines. Scholars will engage in hands on learning experiences and the manipulation of technology to create original, 21st Century pieces reflective of modern design, globalization, and digital and technology literacy. These courses may incorporate hands-on activities and consumption of art materials. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include: Journalism 1, 3-D, and Animation Technology 1.

World Languages: The World Language program builds students' basic skills in reading, writing, speaking, and understanding the cultural roots of the language. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include: Latin 1-4, Spanish 1-2, Spanish 3-4 Honors, AICE Spanish, American Sign Language 1-4, French 1-2, French 3-4 Honors, and Greek 1-4.

Leadership Skills Development: The purpose of the Leadership courses is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. Depending on student interest, graduation pathways, and teacher certification, courses that may be offered include: Leadership skills and Development, Leadership Techniques, Leadership Strategies, and Approaches to Leadership.

Physical/Health Education: Physical education courses are designed to address the needs of all students. Students must earn one credit of Physical Education with integration of Health, per high school graduation requirements. SCPA will recommend that students complete their Physical Education requirement in grades 9 or 10. The options for completing this requirement may include: HOPE Core Course, Sports Officiating, Weight Training, and Care and Prevention of Athletic Injuries.

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

SCPA will utilize the following systems and structures for students at-risk of not meeting academic requirements and to support drop-out prevention efforts: Multi-Tier System of Supports (MTSS) / Response to Intervention (RTI), Progress Monitoring Plans (PMPs), Push-in / Pull-out Instruction, and Course Recovery.

Multi-tiered System of Supports (MTSS)

The school's MTSS framework will provide structure to the identification of scholar learning and behavior needs and ensure efforts follow RTI requirements and guidelines. The MTSS framework will initially be developed by the school's leadership team and additional team members as identified. Overall, the MTSS framework will:

- Include RTI for academics and behavior.
- Reflect alignment with the school's assessment plan in **Section 5** and CSUSA K-12 Reading Plan for reading interventions in **Attachment D.**
- Include detailed data tracking and consistent progress monitoring.
- Provide daily SEL opportunities as described in **Sections 3 and 8.**
- Demonstrate coordination with the schoolwide behavior plan in **Section 8.**
- Ensure PMP compliance.

Response to Intervention

SCPA will be unwavering in bringing its mission to life by supporting scholar academics and character development. To that end, the school's RTI model will reflect an inclusive, data-driven process and a system of support made up of teachers and parents intended to help struggling scholars. RTI is designed for making decisions with both general education and exceptional education scholars, creating a well-integrated system of instruction, and intervention guided by individual scholar data (RTI Action Network, 2021). Therefore, SCPA will ensure parents and teachers understand RTI is intended for all students in need of support, including those who participate in Exceptional Student Education (ESE), English for Second Language Learners (ESOL) programs, and 504 services.

The school's RTI model will include the following, in accordance with federal laws, to help scholars fulfil the necessary catch-up growth to be successful in grade-level content and/or behavioral expectations:

- A school-based Problem-Solving Team (PST).
- Universal screeners and diagnostic assessments.
- Documented intervention plans.
- Evidence-based interventions.
- Documented progress monitoring with graphs.
- Adherence to all state and Local Education Agency (LEA) designated requirements and timelines.

The PST will operationalize the RTI process and will be made up of members of the school's administrative team, SSC, select teachers, and other staff as appropriate. PST membership may evolve to best support the needs of scholars. As year one's RTI program for both academics and behavior is implemented, the members of the team may be adjusted to best reflect expertise and relevance to programming. SCPA will reflect a high level of transparency with families related to tiered interventions and scholar progress monitoring and provide families with communications related to RTI programming and scholar progress.

The school's RTI model will be comprised of three tiers:

- **Tier 1 – Core Universal Instruction and Support**: General education instruction for all students and differentiated support provided by the teacher within the classroom. The following are potential curricular tools to implement: Savvas myView Literacy (K-5) and HMH Into Literature (6-12).
- **Tier 2 – Targeted Supplemental Intervention and Support**: Small-group or individualized instruction using targeted intervention for a specific skill deficiency when students are not making adequate progress with Tier 1 alone. The following are potential curricular tools to implement: i-Ready, Lexia Core5 Reading (K-5), and i-Ready, Lexia PowerUp Literacy (6-8), Achieve 3000 (6-12).
- **Tier 3 – Intensive Intervention and Support**: More individualized instruction, which might occur outside the classroom, using targeted inventions to improve academics and/or behaviors inside the classroom. The following are potential curricular tools to implement Voyager Passport (K-5) and Intensive Reading Course, i-Ready Toolbox (6-8), Edgenuity (6-12).

SCPA will utilize curriculum resources for ELA, math, writing, and science that include differentiated instructional strategies and assessments associated with each RTI tier. Increased instructional minutes for scholars receiving Tiers 2 and 3 interventions are illustrated in **Table 4.2** and demonstrate alignment with the CSUSA K-12 Reading Plan in **Attachment D**.

The scholar identification process for academic RTI will begin with the implementation of high-quality instruction as described in **Sections 3 and 4**, and universal screening of all scholars in a general education classroom setting. Based on results of universal screening, diagnostic assessments will be administered as appropriate. Timely interventions will be provided to scholars in accordance with the level of need identified by the diagnostic assessment. These interventions will be provided *at increasing levels of intensity* for identified scholars which will be intended to accelerate scholar learning. Student progress will be closely monitored and used to assess the effectiveness of the intervention and the need for additional supports.

Table 4.2

Intervention Instructional Minutes	
Grades K-5	
On-Grade-Level Instructional Plan	120-min. integrated reading and language arts
Strategic Instructional Plan	**On-Grade-Level Instructional Plan** + 30 min. remediation/enrichment
Intensive Instructional Plan	**On-Grade-Level Instructional Plan** + **Strategic Instructional Plan** + 30-min. intervention (3x weekly) + 60-min. tutoring
Grades 6-12	
On-Grade-Level Instructional Plan	50-102 min. integrated reading and language arts
Strategic Instructional Plan	**On-Grade-Level Instructional Plan** +50-minute Intensive Reading course or intensive scaffolded support in ELA class
Intensive Instructional Plan	**On-Grade-Level Instructional Plan** + **Strategic Instructional Plan** + 30-min. intervention + 60-min. tutoring

Progress Monitoring Plans (PMP)

Included as part of the RTI process, SCPA will utilize a PMP which is designed to provide scholars, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. For scholars exhibiting substantial deficiency in reading,

parents will be notified in writing. To ensure written communication is in accordance with § 1008.25(5)(d), F.S. requirements, which includes providing parents with a reading-at-home plan and information on good cause promotion, the SSC will track and maintain written communication and confirm receipt from parents. Additional information on PMPs can be found in **Section 5**.

Push-in / Pull-out Instruction

Teachers/co-teachers will be available to pull-out or push-in with scholars who are below grade level. The time periods during which push-in/pull out can be provided include Success Block (Prospero), electives, and RTI for students receiving tiered interventions. Scholars who receive push-in/pull-out instruction may include scholars who are on the cusp of attaining proficiency, scholars scoring in the lowest 25% who do not qualify for RTI based on screening data, and scholars in subgroups who may require additional one-on-one or small group time to demonstrate growth. Additionally, ESE and ESOL staff will provide the required services, described in **Sections 6 and 7** respectively, through push-in/pull-out support based on documented student need.

Course Recovery

The school's grading philosophy will emphasize mastery of academic benchmarks/standards. To ensure teachers understand this concept and grade accordingly, they will be supported in developing a deep understanding of state benchmarks/standards, lesson planning, assessments, and item misconception analysis among other areas that support effective grading.

SCPA will utilize a course recovery program to provide students with a second chance to successfully complete course requirements and earn the appropriate credits in grades 6-12. Course recovery will provide extra support for students performing below a proficient level, thereby increasing their chances of passing the course and earning the necessary credits. SCPA will identify a credit recovery program, an example of which is Edgenuity. Edgenuity provides a blended learning platform, a course syllabus, encourages notetaking and summarizing, and provides access to a teacher for content support or online platform technical assistance. The SSC, or another member of the school's instructional leadership team, will serve as the designated course recovery coordinator and will monitor progress and support students in credit recovery programs. The blended learning platform offered will be available anywhere the internet is accessible, with all mastery assessments completed on school grounds under teacher supervision.

SCPA will communicate the hours available for students to complete course recovery content and assessments, which may include before/after school, or during the school day at a time that does not detract from core academic courses. Parents will receive clear communication reiterating the grading philosophy's emphasis on mastery of academic benchmarks/standards to articulate the meaningfulness of grades. This philosophy will be paired with procedures for addressing late work and providing reassessment opportunities. These practices will help ensure students are graded solely against the grade-level/subject area criteria, and support frequent communication with parents so that they both understand grades earned and are up to date on potential credit recovery needs. Additional information regarding course recovery can be found in **Attachment E**.

Section 5: Student Performance

Performance Goals

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

The school's performance-based educational goals and objectives are designed to support student academic achievement and mission fulfillment. A continuous focus on improving student academic achievement will be grounded in rigorous academic goals, individual PLP student goal-setting, and parental support of academic growth.

Goal-Setting

Kindergarten through Second Grade

Students in grades K-2 will be assessed using interim formative assessments, which measure achievement and growth in ELA and math, and will be aligned to the Florida B.E.S.T. as well as college and career readiness standards. NWEA's nationally normed MAP Growth assessments will be utilized three times per year. Details on this assessment are provided below. NWEA is one of the largest interim assessment providers in the United States. These computer-based assessments are adaptive and consistently measure student achievement and growth on the RIT scale (scale score). After the baseline fall administration, all students receive end-year/spring growth targets. These targets are used systemically for goal setting. K-1 students are also assessed at least three times per year using NWEA's MAP Reading Fluency or comparable approved assessment.

Goal: Collectively, students in grades K-2 will exceed national growth norms. This occurs when 50% or more of students meet their fall to spring RIT growth targets in ELA and math annually.

All students with fall and spring scores will be included in NWEA's grade-level calculations of "*Percentage of Students who Met or Exceeded their Projected RIT*." Comparable assessments, such as Curriculum Associates i-Ready assessments, may be used in place of MAP Growth.

Third through Twelfth Grades

Goal-setting in grades 3-12 will be aligned to the Florida School Performance Grades accountability system. Subsequent changes to the Florida School Performance Grade accountability calculation will prompt a revision to goals in the affected year(s). Per the current Florida School Grading system (2021-22), each school evaluates individual student success and effectiveness of the curricula by their performance on State Assessments and State Alternative Assessments.

Individual student academic performance data will then be combined to measure the school's progress over the last year. Schools accumulate points for both achievement and growth on state assessments and state alternative assessments. The state then calculates the percentage of students meeting high standards in ELA, math, science, and social studies (when applicable); the percentage of students making annual learning gains in ELA and math; and the percentage of the lowest 25% of students making annual

learning gains in ELA and math. Middle and High school grades also include three "Other" components, when applicable: (1) Middle School Acceleration – middle school student performance on high school assessments and/or technical certification exams, (2) Graduation Rate and (3) High School Acceleration – student performance on college coursework and/or technical certification exams. The 2023-24 school grades are anticipated to include one additional metric for elementary grade spans: ELA proficiency for third graders, adding an additional 100-point component. This additional component has been added to our goal setting example below. Once a school's points are totaled, the percentage of possible points earned is calculated. This percentage corresponds to a final school letter grade.

On the assessment components of the school grade, students will demonstrate academic improvement and success by meeting high standards and making annual learning gains as defined by the State of Florida. Currently, the meeting of high standards is defined as those students who score an achievement level of three or higher on the Statewide Science Assessment or Florida Assessment of Student Thinking (F.A.S.T.). On the Florida Standards Alternate Assessment (FSAA), students must score a level 4 or higher to be classified as meeting high standards.

The data displayed below reflects the latest information provided by the FLDOE at the time of application submission. Currently, the FLDOE has not published learning gains calculations for F.A.S.T. Students will demonstrate a year's worth of learning, or a "Learning Gain" on state ELA and math assessments, and EOC assessments as described in **Table 5.1a**, with adjustments to the table below taking place as updates are released by the FLDOE. Recent communication from the state indicates a similar calculus where students earn points generally by improving a level or sub-level in the case of non-proficient students.

Table 5.1a

FSA to FSA and EOC to EOC Learning Gain Requirements	
FSA/EOC achievement level	Improve one or more achievement levels from one year to the next (e.g., from 1-2, 2-3, 3-4, 4-5).
Show significant growth within an achievement level	• Maintain a Level 3, Level 4, or Level 5 from one year to the next and the student's scores in Level 3 and Level 4 must have improved by at least one scale score point from previous year, this is also true for retained and accelerated students. • Remain within levels 1 or 2 but advance one **subcategory** in scale range. • Achievement Level 1 is comprised of three equal subcategories. • Achievement Level 2 is comprised of two equal subcategories.
FSA to EOC and EOC to FSA Learning Gain Requirements	
FSA/EOC achievement level	• Improve one or more achievement levels from one year to the next (e.g., from 1-2, 2-3, 3-4, 4-5).
Maintain a Satisfactory or Above Achievement Level	• Maintain a Level 3, Level 4 or Level 5 from one year to the next, from F.A.S.T. to EOC or EOC to FSA.

Students will demonstrate a year's worth of learning or a "Learning Gain" on the FSAA in one of three ways as described below in **Table 5.1b**.

Table 5.1b

Current FSAA Learning Gain Requirements	
1. **FSAA Achievement Level**	Improve one or more levels (e.g., from 1-2, 2-3, 3-4 etc.).
2. **Maintain Proficiency**	Maintain level 4 or higher without dropping from previous level.
3. **Adequate Vertical Scale Score Growth**	FSAA students who remain at performance level 1, 2, or 3 are credited with gains if their score improves by at least 5 points from the previous year.

Again, the data displayed in **Tables 5.1a** and **5.1b** are based on the latest information provided by the FLDOE at the time of application submission. Any changes made by the FLDOE after submission will be adjusted accordingly as needed. In compliance with the Every Student Succeeds Act (ESSA), school proficiency and learning gain calculations include students with disabilities and ELLs with two or more years of English instruction.

School's Goals

Beginning with the 2022-23 school year, F.A.S.T. assessments have been administered and aligned to the Florida B.E.S.T. in ELA and math. Without final retro-fit scores and final calculation rules for FAST/BEST, SCPA will use the school grade calculus in place at the time of this application to detail ***an approach to goal setting*** that will be applied to new assessments and school grade calculations when available.

In the school's initial year, the school will aim to meet or exceed the performance of comparable local K-12 (K-5, 6-8, 9-12) schools on applicable the elements of the Florida School Performance Grade. After establishing baseline student academic performance in Year 1, SCPA may revise and will document annual goals through an annual strategic planning process. Currently, the state evaluates K-12 schools on one scale for the purpose of accountability calculations. Therefore, to maintain a level of transparency with students, parents, and the community at large, goals will be aligned to publicly available data calculated schoolwide and published annually by the FLDOE.

The comparable schools selected to estimate the baseline include both district and charter schools within a 15 minute drive time. Estimations use data from the current school grade release. These schools include Alta Vista Elementary School, Ashton Elementary School, Booker Middle School, Brentwood Elementary School, Brookside Middle School, Emma E. Booker Elementary School, Fruitville Elementary School, Gocio Elementary School, Imagine School At Palmer Ranch, Lakeview Elementary School, Mcintosh Middle School, Phillippi Shores Elementary School, Riverview High School, Sarasota Academy Of The Arts, Sarasota High School, Sarasota Middle School, Sarasota Military Academy, Sarasota School Of Arts/Sciences, Sarasota Suncoast Academy, Suncoast Polytechnical High School, Suncoast School For Innovative Studies, Tatum Ridge Elementary School, Tuttle Elementary School, Wilkinson Elementary School.

The school's minimum goal requirements and the methodology to calculate these targets are detailed below for Proficiency, Growth, Closing the Achievement Gap, and the Florida School Performance Grade. These Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.) goals comply with the most recent federal accountability plan under Florida's ESSA State Plan. In the 2017-18 school year, a baseline for Florida schools was set with the new ESSA federal index in mind. In 2019, nearly 50% of schools were designated as needing Targeted Support and Improvement (TS&I) and 13% were designated as needing Comprehensive Support and Improvement (CS&I). Therefore, it's acknowledged that these are

rigorous goals and SCPA must effectively target instruction to meet these high expectations and achieve student success.

Proficiency S.M.A.R.T. Goal

Specific: Each year on the state assessments, SCPA will see a significant increase in the percentage of "Satisfactory or Above" students (as defined currently by those scoring Level 3 or above in math, school-wide ELA, 3rd grade ELA, science, and social studies).

Measurable: Student proficiency scores will reflect at least a 10% reduction in the percentage of students who are NOT "Satisfactory or Above" relative to the previous year or meet or exceed the performance of demographically comparable district schools. The assessment scores in Year 1 of the charter will establish the baseline for measuring this goal. Assessment scores in Year 2 will be the initial comparison to the baseline. If proficiency is at or above 90% in any prior year, SCPA will increase said proficiency by 1% or meet or exceed the performance of comparable schools in Sarasota County.

Attainable: This goal is attainable given that students will have appropriate resources and access to high-quality teachers.

Relevant: This goal is relevant to the school's mission to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be evaluated and assessed annually, after the release of state assessment results.

Growth S.M.A.R.T. Goal

Specific: Each year on the state assessments, SCPA will see a significant increase in the percentage of students making learning gains in ELA and math.

Measurable: Student ELA and math scores will reflect at least a 10% reduction in the percentage of students NOT making learning gains relative to the previous year's state assessment scores (if available) or meet or exceed the performance of demographically similar schools in Sarasota County. Schoolwide learning gains in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains in Year 2 will mark the initial comparison to the baseline.

Attainable: This goal is attainable with the programmatic, financial, and human resources that will be present at SCPA.

Relevant: This goal is relevant to the school's mission as students must experience growth and development annually in order to achieve academic excellence.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually, after state assessment results are released.

Closing the Achievement Gap S.M.A.R.T. Goal

Specific: Each year on the state assessments, SCPA will see a significant increase in the percentage of students in its lowest 25% making learning gains in ELA and math.

Measurable: Student ELA and math scores will reflect at least a 10% reduction in the percentage of the school's lowest 25% of students NOT making learning gains relative to the previous year or meet or exceed the performance of the demographically similar district schools. Schoolwide learning gains for the lowest 25% in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains among the lowest 25% in Year 2 will allow for the initial comparison to the baseline.

Attainable: This goal is attainable given the school's focus on rigorous academics.

Relevant: This goal is relevant to the school's vision of cultivating a learning environment that inspires scholarship and nurtures the development of the whole child.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually after state assessment results are released.

Florida A+ School Grade S.M.A.R.T. Goal

Specific: SCPA will meet or exceed the comparable schools' performance on all "Other" Florida A+ School Grade model components including Middle School Acceleration, High School Acceleration and Graduation Rate in applicable years

Measurable: SCPA will meet or exceed the comparable schools' average performance on each "Other" element of the Florida School Grade.

Attainable: SCPA will have the academic, financial, and human resources necessary to meet or exceed the performance of its peer schools.

Relevant: As a school of choice, the school's comparative school performance is crucial to attracting and retaining students as well as maintaining parent confidence.

Time Bound: School grades are reported annually by the State of Florida.

The goal setting procedures described above represent a comprehensive list of academic performance targets aligned to the current Florida school grade calculation. Baseline values on each metric will be established at the end of the first academic year. **Table 5.2** below represents an **application** of the goal setting procedures to a ***sample*** baseline year of data. Goals in Year 2 and beyond will be based on meeting or exceeding the baseline achieved in Year 1 (or the year prior) with the goal of reducing the percent of students who are not proficient or not making gains by 10% each year of the charter. Year 2, 3, 4, and 5 goals are shown with baseline values from the average of a sample of the most recent School Performance Grade results for the comparable schools, published in July 2022.[1] Since the actual student population of the school is unknown, the sample average among the comparable schools' performance is the best approximation of the anticipated student population's performance. The goal setting procedure, applied to the ***sample*** baseline of comparable schools, projects that SCPA will earn an "A" by the second year of the charter term and maintain that "A" through Year 5.

[1] FLDOE Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index