

Table 5.2

Sample Goals: SCPA							
Local School Average used as Baseline							
All values are percentages unless otherwise noted.							
Goal Area	Assessment	Subject	2022 Baseline Results (Year 1)	Year 2	Year 3	Year 4	Year 5
Proficiency	FSA	ELA (School Wide)	60	64	68	71	74
		ELA (3 rd Grade)	51	56	60	64	68
	FSA Algebra & Geometry EOC	Math	63	67	70	73	76
	Statewide Science Assessment	Science	57	61	65	69	72
	Civics EOC/ US History EOC	Social Studies	84	86	87	88	90
Growth	FSA	ELA	58	62	66	69	72
	FSA Algebra & Geometry EOC	Math	62	66	69	72	75
Closing the Achievement Gap	FSA	Lowest 25% ELA	49	54	59	63	67
	FSA, Algebra & Geometry EOC	Lowest 25% Math	56	60	64	68	71
Other Components	MS Acceleration	EOCs/CTE	70	73	76	78	80
	HS Acceleration	College/ Career/CTE (1-yr lag)	--	--	--	70	73
	Graduation Rate (1-yr lg)	Fed. Rate (1-yr lag)	--	--	--	94	95
School Grade	FSA ELA, Math, Algebra, Geometry, Civics, US History and Biology EOCs.	Points Earned	610	649	684	879	912
		% of Possible Points Earned	61%	65%	68%	73%	76%
		Letter Grade	B	A	A	A	A

Each goal reflects a 10% reduction in the number of students who are NOT Proficient or did NOT make learning gains relative to the previous year.

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

assessments the school plans to use.

SCPA will strive to achieve the following mission-specific initiatives by the end of the initial charter term:

- 80% of scholars will participate in one recitation of poetry and prose at a formal oratorical event to cultivate orator skills (K-5).
- 80% of scholars will participate in a formal debate to demonstrate logic and rhetoric capabilities (grades 6-12).
- 80% of scholars will participate in a community service project (K-12).

Placement and Progression

C. Describe the school’s student grade level and course placement procedures.

SCPA will follow the grade level and course placement procedures as outlined in the CSUSA Florida Student Progression Plan (SPP) found in **Attachment E**.

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

SCPA will adhere to the SPP found in **Attachment E**.

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

SCPA will follow the general requirements for high school graduation established by FLDOE to develop course offerings and student schedules. State updates to graduation requirements will be monitored by CCC staff and CSUSA Florida team members to ensure adherence to all statutory requirements related to high school graduation and progression. This includes EOC calculation in final grades. Currently, the requirements for high school graduation are as follows for the 24- Credit Standard Diploma are listed below in **Table 5.3**. Students must meet the state assessment requirements unless a waiver of assessment results is granted by the IEP team for students with disabilities and earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years.

Table 5.3

24-Credit Standard Diploma	
4 credits ELA	<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics	<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry
3 Credits Science	<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component
3 Credits Social Studies	<ul style="list-style-type: none"> • 1 credit in World History

	<ul style="list-style-type: none"> • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, CTE, or Practical Arts	
1 Credit Physical Education	<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits	<ul style="list-style-type: none"> • including a semester of Personal Financial Literacy (.5 credits)

Students will complete the requirements for the 24-credit standard diploma option, career preparatory industry certification option, or the advanced academy diploma (AICE Diploma) as listed in § 1003.4282, Fla. Stat. Based on student interest and demand, a dual enrollment/AA degree option may be added at a future date.

CCC staff will serve as course recovery coordinators and work jointly with guidance counselors to routinely audit student credits against the CSUSA SPP. This process will ensure that students are on track for meeting high school graduation requirements and credit recovery courses are offered as needed, as mentioned previously. CCC staff will communicate course requirements and credit recovery options to teachers, students, and parents and develop a plan for scheduling students into appropriate recovery courses, monitoring student progress, and ensuring timely completion of the course recovery program. Students in need of credits to move on to the next grade level or complete graduation requirements will be offered the appropriate program to recover course credit(s).

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

Promotion criteria will be communicated to parents through a variety of methods to ensure clear visibility to academic requirements and academic supports available to meet those requirements. Parents will be provided with the opportunity to understand their child's progression and learn about the school's support systems and strategies during annual curriculum nights or parent universities. Curriculum nights will focus on providing information on promotion criteria, course progression, and academic strategies that can be utilized at home. The purpose of parent universities is to teach parents how to use various tools, such as checking grades in the SIS or reviewing instructional software usage and progress data.

Parents will be kept informed of their child's progress twice each quarter, once via a progress report at mid-quarter and then via a report card. Parents will also have online access to their child's grades through an SIS, such as PowerSchool, and may schedule conferences and contact teachers, as necessary. Additionally, students will be trained to track their progress toward benchmark/standards attainment and conduct student led conferences utilizing their PLPs after initial implementation years. This will allow teachers the time they need to build student capacity and ownership of academic progress.

Assessment and Evaluation

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

SCPA will use the measurement tools and state-mandated assessments listed below to establish a baseline to guide instruction and determine student progress in benchmarks/standards mastery and reaching proficiency level on state assessments. Please note that this list does not preclude SCPA from substituting these assessments with other comparable measurement tools that may be determined necessary. For example, SCPA may use Curriculum Associates' i-Ready Diagnostic in place of the MAP Growth assessment described below.

NWEA MAP Growth Assessments: This includes three administrations in the areas of reading, math, and science. The MAP Growth assessments are nationally normed, aligned to the SAT and ACT as well as the Florida benchmarks/standards. MAP Growth is proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a continuous scale score (RIT) from grades K-12, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below the national norm a student is compared to other students in their grade level nationwide. Results are used to set goals for students on specific skill gaps, as well as identify groupings and benchmarks/standards or skills to teach for small-group instruction. NWEA currently provides the MAP Growth assessments to students in grades K-12 three times a year in math and reading with Florida-aligned EOCs in Algebra and Geometry. These assessments are computer based, which helps students prepare for the format of the state assessment and enables teachers to see results immediately.

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

SCPA will address the four components of data-driven instruction: culture, assessments, analysis, and action. The use of student assessment and performance data will be vital to the culture of SCPA, as evidenced by the Education Model and continuous improvement process. Performance data will be used to improve student learning and achievement, as well as evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement. It will be deeply embedded in the school's school culture and will be a top priority for schoolwide improvement and ensuring equity. The school's leadership team will use a simple but highly effective yearly data calendar, which will be displayed and referred to constantly so that everyone in the school community is aware of important steps in the data cycle. The school's leadership team will conduct assessment analysis and action planning during scheduled data chats with teachers and coordinate the PD teachers need to succeed.

Teachers will use the data from NWEA assessments, unit assessments, and IFAs to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed. To evaluate student learning and the effectiveness of instruction, teachers will give students formative assessments on those specific skills. After itemized analysis of each assessment, teachers will report feedback to students and parents verbally and via the gradebook to update each student's PLP. Based on the results of the assessment, teachers will then decide whether to re-teach specific skills that have not been mastered or go back to baseline assessment to activate students' background knowledge on the new skill to be introduced.

Progress Monitoring

Progress monitoring will take place at the school, teacher, and student level. Data chats will take place after

each progress monitoring assessment to support teachers in identifying scholars scoring in the lowest 25%, determining scholar groupings, and planning remedial instruction. The initial round of interim benchmark assessments will be given within the first month of school so that individual student strengths and weaknesses can be quickly identified and a PMP can be generated. This will help ensure grade level community and classroom instruction is geared toward meeting the needs of every student. It will also allow students, parents, teachers, and administrators to re-evaluate individual students' academic achievement in a more efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensuring students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student needs multiple specialized plans, such as PMPs for reading intervention, individual ELL Student Plans, Educational Plans (EPs) for Gifted Students, or Individualized Education Plans (IEPs), members of committees will overlap so that communication and alignment of plans can be ensured.

Table 5.3

Progress Monitoring		
School Level	<p>Goal Setting SCPA sets strategic goals to achieve overall success according to Florida School Improvement Plan and Florida School Grades.</p> <p>SCPA leaders set collaborative instructional and achievement goals annually as part of the culture of continuous improvement.</p>	<p>Monitoring Data chats are held quarterly to review areas of strength and opportunity based on NWEA results.</p> <p>Student data from NWEA and support the creation of school action plans.</p>
Teacher Level	<p>Goal Setting Proficiency and learning gain goals are broken down into grade level and classroom level targets.</p>	<p>Monitoring SCPA leadership holds bi-monthly data chats with teachers to analyze overall classroom strengths and opportunities, identify students or benchmarks/ standards in need of remediation, and develop classroom action plans.</p>
Student Level	<p>Goal Setting Student data from State Assessments, academic grades, NWEA and formative assessment data are compiled on the PLP. With guidance from teachers and parents, students generate goals for each academic area as well as conduct and effort. Teachers explain defined learning gain targets to support student goal setting for state assessments.</p>	<p>Monitoring In data chats with students, teachers analyze the data within the PLPs and set goals for each academic area as well as conduct and effort. Goals and progress monitoring data are visible to parents, students, and teachers through the student information system.</p>

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

SCPA will develop teacher capacity through a model of continuous improvement. All teachers will be provided with research-based PD based on school improvement goals. Instructional staff will meet in grade-levels/subject areas PLCs to analyze student data and design instructional units with accompanying lessons. Grade-level team leads will share in PLC facilitation responsibilities with the CRTs. Team leads will also participate in monthly leadership meetings with administrators. Based on administrative walk-throughs and student academic performance, teachers will be provided with specific, differentiated PD from CRTs, mentor teachers, administration, or a CSUSA Florida curriculum specialist.

After MAP interim assessment periods, teachers will meet for data chats with CRTs, a curriculum specialist, or administrators to analyze student progress and develop an action plan for PD. The action plan may include steps for increasing levels of complex thinking, math intervention strategies, developing cross-curricular lessons, developing relevant experiential learning activities, teaching reading in content areas, and many other grade-level-specific literacy development opportunities. Please see **Section 13** for additional information regarding PD.

Strategic Planning

Strategic planning will provide an opportunity for the school's instructional leaders to receive school-based professional learning and involves action planning for site-based goals for the school year. Strategic planning will be facilitated by the Deputy Director who will also conduct check-ins with the school's administrative team to provide support and monitor progress throughout the year. The purpose of strategic planning is to:

- Review goals for the year, develop schoolwide initiatives, and design action plans for each.
- Prioritize short-term, mid-term, and long-term priorities.
- Assess and align instructional resources to meet each goal.
- Adjust PD plan to strengthen instructional capacity.

Quality Education for Students and Teachers (QUEST)

Instructional leadership development will be driven by student, classroom, and school-level data. CSUSA Florida support team members will facilitate a process known as QuEST that has been successfully utilized at all FCEF schools. The purpose of QUEST is to build capacity in school leadership teams, ensuring the full intent and rigor of the benchmarks/standards are effectively taught.

QUEST will take place annually and will include key members of the CSUSA Florida support team. With the principal, the QUEST team will conduct targeted classroom walkthroughs and develop instructional action plans. The QUEST format allows leadership development to be tailored to the needs of the school's administrative team and the school community based on current data trends.

Master Schedule Analysis (MSA)

The MSA will be conducted annually and is intended to support the administrative team in a review of the school's strategic plan and monitoring of schoolwide initiatives. The same team members listed above will conduct the MSA and make recommendations for mid-course corrections and future year adjustments based on current data analysis. The MSA process involves:

- Reviewing formative assessment data to determine areas of focus.
- Identifying gaps in equity and access to courses.
- Areas of strength and weakness in course offerings.
- Evaluation of academic supports.

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

The CSUSA Florida support team tracks the progress of each FCEF school towards meeting academic, operational, and financial goals. The team meets regularly throughout the academic year, as well as at the

end of each school year to rate each FCEF school with a tier level (1-3) depending on its progress towards goal attainment throughout the previous year. In addition to academic progress, the team examines results from parent, student, and staff surveys, which provide insight into pertinent issues such as satisfaction and safety. Financial reports, enrollment and attendance figures, and other information needed to further monitor progress toward the mission are also reviewed and evaluated. Schools that are in danger of not meeting their goals (tier 3) are then assigned support team members dedicated to ensuring that the school gets the support needed to get back on track towards goal attainment.

Lastly, FCEF, the CSUSA Florida support team, and the school's administrative team will meet for strategic planning before the start of the school year to finalize the school's strategic plan and initiatives. This multi-tiered process ensures collaboration between the school, the governing board, and CSUSA in determining any corrective action needed for the school to make progress towards achieving its goals.

The school's administrative team will be supported in identifying the root cause of any school shortfalls and determine the initiatives and resources needed to correct them. Florida support team members will work collaboratively with SCPA and participate in budgetary meetings to pinpoint budget allocations needed to accomplish school initiatives. During FCEF's annual meeting, SCPA initiatives and budgetary allotments will be communicated for governing board approval. FCEF will ensure that initiatives remain in alignment with the school's mission, vision, and strategic plan and will decide whether to approve the budget.

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

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update PLPs and/or PMPs and discuss student progress via student/teacher and teacher/parent data chats. State assessment and interim benchmark assessment results will be communicated to parents once available. Progress reports will be sent home mid-quarter for parents to monitor progress, and report cards will be issued quarterly. Additionally, parents will be able to schedule conferences and communicate with teachers as often as necessary.

Parents will also have access to the SIS which will inform them—via a controlled access password—about their child's class work, test grades, and weekly progress towards meeting state-adopted benchmarks/standards. Parents will have information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement.

Interim benchmark assessments will take place up to three times a year. After administration of each assessment, that data, in conjunction with students' scores from state assessments, will be communicated to parents to keep them informed of student progress.

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

Security is vital in a school environment for safety, privacy, and compliance. To accomplish these goals, the following hardware-, software- and procedural-based security will be employed:

- A closed TCP/IP-based network protected externally through a firewall.
- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions.
- Implementation of best practices to prevent unauthorized access to network equipment.

- SSL encryption on CSUSA-based Internet services.
- WPA2 encryption on all wireless access points.
- Anti-virus/anti-malware software on all computers.
- Content filtering to protect against inappropriate access.
- Individual accounts with passwords.
- Network-based permissions assigned to individuals and/or groups.
- Computer- and network-based configurations to minimize alterations that could lead to security compromises and/or loss of functionality.
- Data sharing agreements with vendors prior to using their products for student use.
- Controls to restrict access to data to those that require it at the minimum required permission level.
- School device restrictions to reduce potential cybersecurity threats.
- Limited access to network equipment and servers.
- Security cameras throughout the school with recording and search capabilities.
- Visitor screening services located in the front office.

Student records will be maintained in locked cabinets in a secure area of the school. Compliance with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records will be maintained. All school employees will receive training, at least annually, related to the confidential nature of student records. Should areas of non-compliance be noted, the school's administrator will take necessary steps to correct them.

In addition to the above, all SCPA staff, students, and parents will be subject to CSUSA's Computer System and Internet Policy. This policy outlines access restrictions, acceptable use, the consequences of violating the policy, and is part of CSUSA's Employee Handbook. It will also be included in each student's registration packet and will be a requirement of employment or enrollment in a CSUSA-managed school.

Section 6: Exceptional Students

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

The school's anticipated enrollment of students with disabilities will be approximately 15% of the total student population. This projection was made based on a review of the enrollment profiles of neighboring schools in the community. However, there will be no enrollment cap on the number of students with disabilities who may enroll at SCPA, and staffing/resources will be adjusted based on actual student enrollment and need.

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

During pre-enrollment, marketing materials will reflect that SCPA, is a tuition-free charter school that serves all students, including exceptional education students. This information will also be conveyed to prospective families during school information sessions when details on programs and services are presented.

All students who apply to SCPA, will have an equal opportunity of being selected for enrollment in accordance with § 1002.33(10)(f), F.S. SCPA, will not discriminate, or limit enrollment based on race, color, nationality and ethnic origin, disability status, religion, sexual orientation, or gender. The enrollment application will not contain questions related to a student's disability status, and a student's disability will not be known until after the family accepts a seat and begins to submit registration documentation.

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

SCPA will adhere to district, state, and federal policies to ensure that students with disabilities receive a free appropriate public education (FAPE). The school's ESE staff will be trained to remain mindful of least restrictive environment (LRE) mandates to ensure that students are educated with their non-disabled peers to the greatest possible extent, based upon the student's individual circumstances. Educational placement for a student with a disability is determined through an IEP meeting after a review of the student's present levels of performance, accommodations, goals, and required services identified on a student's IEP. SCPA will invite an ESE representative from Sarasota County Schools to participate in ESE meetings at the school for initial eligibility determination; when the team suspects that a discussion around change of placement may ensue; for meetings when parents will be accompanied by an advocate or attorney; and at other times as requested by the district. If the ESE team determines that a student requires services outside of the continuum of services offered by SCPA, the school will collaborate with Sarasota County Schools on behalf of the student to determine the most appropriate placement to meet the student's needs. SCPA will work with the district to determine proper placement for students with disabilities within the full continuum of services offered by Sarasota County Schools.

To ensure that SCPA remains abreast of all local ESE policies and procedures, the ESE lead will participate in Sarasota County Schools ESE meetings and will work closely with the district ESE representative.

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

As part of the school's registration process, after accepting a seat, parents will submit a Special Programs Information form that requires parents to self-report information related to the student's disability status. The School Enrollment and Marketing Administrator (SEMA) will cross-check parents' forms with data from Sarasota County Schools' SIS. SCPA will also request records from students' prior schools, including special education records.

SCPA will implement a MTSS to ensure that academic programs target the needs of all learners. Through this model of support, all students will receive instruction at the Tier 1 level. SCPA will hold regularly scheduled, collaborative, multi-disciplinary team meetings to systematically review academic performance/behavioral data of all students and identify those in need of more targeted interventions at the higher tiers (Tier 2 or Tier 3). During the MTSS process, if a review of a student's progress monitoring/intervention data leads the team to suspect that the student may have a disability and require special education services or a 504 plan, the school will follow Sarasota County Schools' procedures for initiating the evaluation process (including obtaining parent/guardian consent as a required first step in the process).

If parents/guardians request an evaluation of their student before the general education intervention process is complete, SCPA will either obtain consent to conduct the evaluation while maintaining interventions concurrently or provide the parent/guardian with written notice of the school's refusal to conduct the evaluation. SCPA will work collaboratively with Sarasota County Schools to ensure that initial evaluations of students suspected of having a disability are completed within 60 calendar days from the date SCPA received signed consent for evaluation.

Upon completion of the formal evaluation of the student, the district-assigned school psychologist and/or other service providers involved in the evaluation process will share the results with the multidisciplinary team during the eligibility determination meeting. The team will be made up of at least the following: the student's parent, ESE teacher/provider, general education teacher, evaluation specialist, an LEA representative/designee, and the student, if appropriate. A Sarasota County Schools ESE representative will also be invited to attend the initial eligibility meeting. All Sarasota County Schools processes and procedures, as outlined in the district's ESE Policies and Procedures Manual (SP&P) will be followed related to student eligibility determination, as well as IEP development and placement decisions.

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

A continuum of special education services will be offered to allow for the provision of services to students whose needs can be met 80% or more of the time in the regular education classroom setting. This continuum will include consultation, collaboration, and support facilitation. In addition, SCPA will contract with related services providers to allow for the provision of special education or related services in areas such as speech therapy, language therapy, and occupational therapy, if these services are deemed necessary by a student's IEP team.

Special education teachers/providers will deliver services based on the individual needs of each student to support the student's progress. These services will focus on addressing the student's IEP goals and, as an example, may include pre-teaching, skill instruction, reteaching, or remediation. For some students, teacher-to-teacher consultation and/or collaboration might be sufficient. This allows the ESE teachers and general education teachers to work together on behalf of the ESE students, supporting the student's ability to continue to make progress within the regular education setting.

All teachers at SCPA will receive training on the differences between accommodations and modifications, as well as the requirements and procedures to ensure that both are provided to students in accordance with their IEPs. ESE teachers will also receive PD and participate in a dedicated PLC, both of which will specifically focus on topics relevant to working with an ESE student population.

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

SCPA will work closely with the Sarasota County Schools ESE representative to ensure that FAPE is provided to all students, understanding that the school's continuum of services will fall within the full continuum of services provided by the district. SCPA will work with Sarasota County Schools to determine and ensure proper placement for students with disabilities.

If a student provides a current IEP during the enrollment process that identifies the student as requiring services outside of the continuum offered by SCPA, the Sarasota County Schools ESE representative will be contacted. The IEP will then be reviewed in accordance with the district's procedures, and a timely decision will be made as to how the student's required services would be delivered to the student either by SCPA, if appropriate, or by a Sarasota County Schools managed public school. A similar process will be followed if the student is already enrolled at SCPA, and the IEP team is considering a resource placement. If necessary, the Sarasota County Schools ESE representative will then be contacted to participate in the student's IEP meeting to assist with facilitating a smooth change of placement.

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

As described above, SCPA will work closely with the Sarasota County Schools ESE representative to ensure that FAPE is provided to all students. If a student has a current IEP that is provided during the enrollment process that identifies the student as requiring a separate placement (less than 40% of instruction occurring with non-disabled peers) or if the IEP Team is considering a separate placement for a student who is already enrolled, the school's team will follow the process described above to ensure that the student receives FAPE and is placed in an appropriate educational setting.

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

Students with IEPs require quarterly IEP annual goals progress reporting. Prior to the end of each quarter the students' progress monitoring data will be reviewed collaboratively by the special education provider and general education teacher(s) and used to complete the IEP annual goals progress report. In accordance with Sarasota County Schools policy, this information will be shared with the parent/guardian at the same time that grades are reported. SCPA will also monitor student progress by reviewing interim benchmark assessment performance results. Reviewing this indicator of student growth on a quarterly basis allows SCPA to target intervention and remediation efforts on behalf of students.

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

The school's staffing plan indicates that for the first year, at least four full-time ESE teachers will be hired, with one serving in an ESE lead role overseeing compliance and providing instructional support to some of the school's ESE students. However, if ESE student enrollment dictates that this number needs to be adjusted, staffing changes will be made in alignment with students' needs. In addition, SCPA will contract with related service providers (such as a speech-language pathologist or an occupational therapist) as needed. Instructional staff will also include at least one teacher who is gifted endorsed to ensure that guidelines and procedures established by Sarasota County Schools related to meeting the needs of gifted students are implemented and followed.

All ESE teachers will be certified in Florida (ESE K-12) and all service providers will be certified and/or professionally licensed to work in their field. ESE team members will collaborate with the content area teachers of record of the ESE students on their caseload to allow for increased student support.

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

As described above, SCPA will review the individual progress of exceptional students, which will be part of the plan to evaluate the school's overall effectiveness in serving exceptional students. This will include a review of students' learning gains and levels of proficiency based on interim benchmark assessment data, as well as performance data from the annual state-mandated assessment program. Through the data analysis process, the team will review overall student academic performance on interim benchmark assessments by subgroups, including the ability to separate subgroups for students with IEPs, EPs, and 504 plans. Additionally, in alignment with § 1003.57(1)(f), F.S., every three years SCPA will complete a Best Practices in Inclusive Education (BPIE) assessment. Through this process, a team of stakeholders will be brought together to consider the school's effectiveness related to indicators of inclusive practices in the domains of Leadership and Decision Making, Instruction and Student Achievement, and Communication and Collaboration. This will allow SCPA to identify priority needs, develop goals, plan improvement strategies, and organize resources to support the ESE program.

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

SCPA will follow the Sarasota County Schools policies and procedures related to identifying students in need of gifted services. Students will meet eligibility criteria for gifted services if they (1) demonstrate a majority of gifted student characteristics based on a standard scale or checklist, and (2) possess superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence. In addition, students from

underrepresented groups as defined in Rule 6A-6.03019, F.A.C., who meet Sarasota County Schools eligibility criteria for gifted services under Plan B, will also be served by SCPA. Students who qualify for a Gifted Education Program and whose parents have given consent will each have an EP written at least every three years, which includes a statement of the present levels of educational performance, a statement of goals (including measurable short-term objectives), identified criteria, evaluation procedures and schedules for determining whether the goals are being achieved, and a statement of the specific services to be provided to the student.

The development of the EP is a process that builds parent-student relationships. It provides a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes, and determining appropriate service options. The EP will be reviewed during the year to determine if a goal has been met or should be rewritten. EPs are reviewed and rewritten as often as needed but no less than the frequency identified by the Sarasota County Schools Gifted Student Education department. Participants at an EP meeting will include the student's parents, at least one teacher of the gifted, one general education teacher, an LEA representative, and an evaluation specialist if evaluation results are discussed. When appropriate, the student may attend the meeting as well.

SCPA will select K-12 gifted service models in alignment with those outlined in FLDOE's *Resource Guide for the Education of Gifted Students in Florida*. This will be shared with families of our gifted students and services on students' EPs will be reflective of those chosen models, as appropriate based on student needs. Gifted services will be regularly scheduled and provided by a gifted endorsed teacher. The gifted endorsed teacher will also collaborate with the student's general education teacher(s) to support the extension of the student's learning. All gifted students are responsible for mastering grade level benchmarks/standards and differentiated instruction will be provided to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level.

Section 7: English Language Learners

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

SCPA's anticipated enrollment of ELL students will be approximately 11% of the total student population as detailed in **Section 2**. The goal of the ESOL program will be to prepare and successfully equip ELL students with different levels of English proficiency and with the academic and social skills needed to meet the same curriculum standards as non-ELLs. The SSC, or other principal designee, will be responsible for implementing and monitoring the ESOL program. The school will also have a Parent Leadership Council which will be comprised of the parents/guardians of active ESOL students, teachers, a member of school leadership, and students. The Parent Leadership Council will be the voice and advocate for the ELL community. SCPA will follow all Sarasota County Schools, state, and federal guidelines related to the identification, provision of service, assessment, monitoring, and exit of ELLs. The school will adhere to the Sarasota County Schools ELL Plan with the exception of references to the student progression plan. SCPA will follow the CSUSA Student Progression Plan, included in **Attachment E**.

ELL Student Identification and Placement Procedures

ELL student identification and placement procedures include screening, placement assessments, and the development of student ELL plans.

Screening

ELLs will be identified through the registration process. At the time of registration, parents will be given a Home Language Survey (HLS) to identify potential ELLs. Students whose parents respond affirmatively to any of the questions on the HLS will be referred to the coordinator and given the Initial Placement Test (IPT 1) by Ballard & Tighe in Kindergarten, IPT Oral/Aural for Grade 1 and the WIDA Screener in grades 2-12 to measure language proficiency. Additionally, for parents of students who answer "Yes" to any questions on the HLS, the Date Entered United States School (DEUSS) will be obtained by the registration team, which includes the month, day, and year in which the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).

Placement Assessments

The assessment instruments that will be used follow the established guidelines and procedures of Sarasota County Schools. Students will be referred to the coordinator, who will use the IPT 1, Ballard and Tighe in Kinder (grades K) IPT Oral/Aural for Grade 1 and the WIDA Screener in grades 2-12 assessments within 10 days of the student's first day of attendance. All students who are not proficient on the oral/aural assessments qualify as ESOL students and are coded LY.

Students in grades K-1 who score as English proficient on the IPT 1 or the IPT Oral/Aural for Grade 1 do not qualify for entry into the ESOL program, unless otherwise recommended by the ELL committee. The school's ELL committee will include a combination of four of the following: the ESOL designee/coordinator, mainstream teacher, ESOL-endorsed teacher, parent/guardian, administrator(s), and student services coordinator.

Students in grades 2-12 who score proficient on the WIDA Screener, will be assessed in reading and

writing using the WIDA Screener and following WIDA's recommendations for administering the appropriate grade level cluster . This will be completed within 10 school days of the student's first day of attendance.

Students who do not qualify will be placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services will be maintained in accordance with district requirements. Assessment information will be entered into the district system to indicate that the appropriate language assessment has been completed.

SCPA will advise parents that students will be given an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL program. If ESOL program assessments are delayed beyond the 10 -day period, the following documentation will be provided for each student on school letterhead: (1) Reason for the delay in assessing the student, (2) Evidence that the student is being provided ELL accommodations until the assessment is complete, (3) Timetable to complete the assessment, (4) Notification of the above documents to parent/guardian, preferably in their primary language.

Student ELL Plan

Students who do not score as English proficient will be classified as ELLs and placed in the ESOL program and managed using the district management system, . The scores and classification status will be entered into the district system and all respective parties will be notified. Each student's ELL plan will be updated annually in accordance with the DEUSS date: before October 1 or within 30 days of the DEUSS date if it occurs after the first two weeks of the school year, and any other time updates need to be made (change in student schedule, ESOL level, instructional program, assessment data, etc.) to ensure documentation of the student's current services. ELLs will be assessed using WIDA's Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) every spring to determine the student's level of English proficiency and appropriate services needed. ELL students will also participate in all required district and state assessments.

The ELL plan will include information on current services, language proficiency levels, assessment results, programmatic assessment forms, ELL committee documentation, testing accommodations and interventions, and other pertinent information that is applicable to the student's ELL Plan.

Family Communication

SCPA will ensure there is consistent communication between the parents/guardians of ESOL program students. The school will translate forms and communications into Spanish and other applicable languages. SCPA will use the translation services made available by the district to aid in the dissemination of communication which is Language Line according to the district's current ELL Plan. Bilingual assistance will be provided by staff members who speak the parents'/students' heritage language when available.

Parents/guardians will receive the necessary formal notifications as required by statute, including student eligibility for ESOL services. The eligibility letter will include information regarding the student's ESOL level, ESOL program information, date tested, principal's signature, and contact information for any parent questions or concerns. Parents will also be notified of any school ELL committee meetings, official documentation of ACCESS testing, or any other appropriate documentation noted in Sarasota County Schools ELL plan.

The Parent Leadership Council will assist with communication to all stakeholders with the goal of keeping

everyone apprised of the council's goals and initiatives, and volunteer opportunities, along with helping families with any concerns or students' educational rights.

Students Entering from Other School Districts

When students enter the school from another school district, SCPA will reach out to the prior school to request academic information as well as the original DEUSS date and other ESOL related documentation and ACCESS testing results. This will help us determine the student's ESOL status. Families with newly enrolled students will also be asked to provide this information as part of the enrollment process, when available. Students will be placed in the ESOL program, accordingly, based on the documentation that the school is able to obtain. Students who do not provide any documentation regarding their current ESOL status will be assessed using the previously mentioned screenings.

Equitable Access for ELL Students

ELLs who present academic difficulties are included in the MTSS framework and RTI process previously described in **Section 3**. A team will meet to discuss interventions and strategies to support ELL students continued academic success. Interventions provided will include push-in/pull-out support, tutoring, and small group instruction. PMPs will be created for ELLs as appropriate to properly document types and frequency of interventions. The ELL committee will take part in monitoring the PMPs to ensure ELLs are making adequate progress based on the performance on class and benchmark assessments. Additional information regarding support for ELLs performing below grade level is provided below in response to question B.

Equitable instruction will be provided by trained ELL staff. Teachers will use the WIDA ELD Standards and Can Do Descriptors to provide comprehensible instruction to ELL students. Teachers will complete the professional development offered by the district and by the school ELL coordinator and CRT to learn how to do this. ELL students will not be retained if evidence of comprehensible instruction and monitoring cannot be found or documented.

Accommodations for State-wide Assessments

SCPA will adhere to the accommodations required by the state and district and ELLs will receive the necessary accommodations for all statewide assessments. Accommodations include, but are not limited to additional time for assessments, use of an English-to-heritage language dictionary, oral presentation of test directions, and small group testing.

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

To promote both literacy and proficiency, the school's ESOL program will provide students with English language development instruction that is age and grade appropriate and tailored to the student's English proficiency level. A nurturing climate that develops listening, speaking, reading, and writing skills will be provided. ELLs will receive comprehensible instruction of the core curriculum so they can make academic progress comparable to that of native English speakers as documented by individual and group data.

Instructional Model - Mainstream/Inclusion

SCPA will provide mainstream/inclusion instruction during the first year of operation; however, this may be revisited annually based on the needs of the enrolled student population. Sheltered instruction may be

offered to students in grades 6-8 as needed via English Through ESOL and Developmental Language Arts Through ESOL courses based on their English proficiency level.

SCPA will offer ELLs equitable access to all instruction which will be provided in amounts, sequence, and scope equal to the instruction provided to non-ELLs at the same grade levels. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, and assessments, which will be monitored by the ELL committee and a school administrator and documented in lesson plans. Instruction is supported by ESOL and Universal Design for Learning (UDL) instructional strategies that include:

- Seating the student close to the front of the room.
- Establishing a daily routine in the classroom and preparing students for any changes using as many of the senses (seeing, hearing, touching, smelling, and tasting) as possible to present information to students.
- Providing alternative instruction whenever the class lessons are extremely difficult for ELLs.
- Arranging small discussion and talking activities that permit students to practice verbal skills.
- Utilizing oral techniques, such as cueing, modeling elicitation, and chunking.
- Utilizing graphic organizers such as webbing and semantic maps.
- Modifying lesson objectives according to the language level of the ELLs.
- Using manipulatives to help students visualize math concepts.
- Teaching math concepts and computation procedures through games and kinesthetic activities.
- Giving practice in reading word problems by identifying the key words to determine the operation needed to solve the problem.

For ELL students that are performing below grade level, provisions of supplementary supports and services and/or modifications and accommodations will be provided to ensure that they benefit from the curriculum. Students who have been in the ESOL program for more than three years may need additional support and the ELL committee will convene to make necessary accommodations. Students will be provided with English instruction designed to develop integrated language skills using specific ESOL curriculum strategies and instructional delivery models for both ESOL and content subject areas such as math, science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by Sarasota County Schools, state, and/or federal guidelines appropriate to those courses. ELLs will receive extra instructional minutes and proper intervention programs as indicated on their PMP to support their growth and learning.

CSUSA Florida support team members will review and approve intervention and instructional programs for all students, including ELLs. SCPA will have the opportunity to choose programs based on student need. Several of these programs have embedded features which will help support students with language acquisition and comprehension.

Depending on the number of ELLs enrolled, students will be grouped in the same courses as much as possible when schedules allow, in order to provide an environment that is more comfortable for them to foster communication and collaboration with each other.

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

The ELL committee will help implement ESOL programming and will also review files and conduct the following services:

- Review instructional programs and monitor progress.
- Review WIDA data and ESOL subgroup data from school interim benchmark assessments.
- Address parent/teacher concerns.
- Retention of ELLs.
- Review instructional program of former ELLs.
- Reclassification of former ELLs.
- Review academic progress for extension of ESOL services.
- Review all available data when exiting a student from the ESOL program.
- Request evaluations/support when needed.

As soon as an ELL meeting is scheduled, the parent/guardian will be notified and invited. During the meeting, recommendations will be made and recorded in the student's cumulative folder for documentation purposes. All members of the ELL committee will sign to acknowledge recommendations and a meeting log will be maintained annually.

Programmatic Assessment

Steps will be taken to determine the academic levels of incoming ELLs prior to placement into the ESOL program. SCPA will obtain all prior ELL plan and state assessment records from other schools to review and conduct parent/student interviews, classroom assessments, and teacher observations. This information will be documented in the student's ELL plan.

Extension of Services and Exiting ESOL

SCPA will utilize the state-mandated assessment, ACCESS, to measure the growth of students classified as ELLs on a yearly basis. ACCESS assesses students on four modalities: speaking, listening, reading, and writing. If the student does not show proficiency on ACCESS, the student will continue to receive ESOL services. A student will be considered for Extension of Instruction based on his/her third-year anniversary DEUSS date. The ELL committee will meet no earlier than 30 days prior to this anniversary date. Criteria for extension includes performance on ACCESS, state assessments, class grades, teacher input, progress monitoring data, social skills, and other information relevant to evaluate the child holistically. ELLs will be assessed annually at the end of the 4th, 5th, and 6th years of receiving extended services. In compliance with F.A.C.6A-6.0903, ELLs in grades K-2 who, at the end of the year, show proficiency in all modalities of the ACCESS will exit the ESOL program. ELLs in grades 3 and above who show proficiency in all modalities of the ACCESS and earn a passing score on the grade level state assessment in ELA will exit the ESOL program. If ACCESS test scores and Florida assessment scores are not available, the student will be assessed using the WIDA Screener language proficiency assessment(s) based on their grade level and an ELL Committee meeting will be held.

If the ELL Committee determines the student is not English proficient, ESOL services will be extended, and the committee will refer the student to the appropriate remedial, compensatory, special and/or supportive service evaluations and programs. If the ELL Committee determines the student is English proficient, the student will exit; parents' opinion will be considered in the final decision. For students whose DEUSS falls between October 1st and the end of the school year, a state approved proficiency assessment (i.e. WIDA Screener, IPT) will be administered to reevaluate English proficiency. The ELL Committee may determine a student to be eligible to exit or to receive an extension of ESOL services according to consideration of at

least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, F.A.C. All exits and extensions of services will be documented using the required district forms and entered in the district's management system.

Post-Program Review and Re-entry of ELL Students

Students' academic progress will be monitored through the Post Program Review for a period of two years through the Post-Reclassification Monitoring Form. Documentation, which includes report cards, progress reports, test scores, classroom performance, and teacher/parent input, will be placed in the student's ELL plan. Each student plan will be reviewed after the first grading period, after the first semester, after the first year, and after the second year of exiting the program. At each point, the review will be noted in the student's ELL plan and entered into the district's management system. The ELA teacher will indicate if the student is making appropriate progress or not performing due to language deficiencies, at which time a required ELL committee meeting will convene. During the ELL committee meeting, recommendations regarding the student's progress will be made, including whether the student should re-enter the ESOL program. During this two-year monitoring period students will be provided with extra time and dictionaries for state assessments.

Placement decisions for re-entry will be based on the ELL committee's review, the student's instructional needs and previous placement. Students may be provided additional support as appropriate and given diagnostic assessments (as described previously in this application) to determine areas of need. Students may only re-enter the ESOL program within their 2-year monitoring period after exiting the program.

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

An ESOL designee(s) will be appointed and serve as the direct liaison with the Sarasota County Schools ESOL department. In compliance with Florida law, META requirements, and the META Consent Decree, teachers will be required to participate in training when they have an ELL student assigned to their class. SCPA will provide adequate staffing of certified ESOL endorsed teachers based on the student population. If there are at least 15 students that speak the same native language, then the school will have at least one assistant or teacher proficient in that language and trained to assist in ESOL instruction.

Teachers of ELLs will be appropriately certified and ESOL endorsed, making use of instructional strategies in the delivery of the course or program curriculum. Teachers will include designated ESOL instructional strategies, such as small group instruction, use of graphic organizers, using manipulatives in math, along with using oral techniques cueing and modeling and accommodations such as visual aids and audio tools in lesson plans. Guidance and support on ESOL instructional strategies will be provided by the school's leadership team along with the CSUSA Florida support team members.

School administrators will keep track of all certification and PD to ensure teachers are taking the necessary courses to become ESOL endorsed. CSUSA's Human Resources department will also partner with the school administrative team to ensure that certifications are tracked and current. More information on certification monitoring is provided in **Section 11**.

Section 8: School Culture and Discipline

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

SCPA's school culture will aim to bring out the best in scholars, teachers, and parents and support the development of an environment in which rigorous academics, moral character, and a strong sense of civic virtue will flourish. According to ASCD (2017) both school culture and climate contribute to scholars' ability to learn. School culture will be developed through participation in PLCs (Colligere), grade-level meetings, professional learning, mentoring, and participation in the Parent Teacher Committee. As key components of the school's daily operations, these aspects of CSUSA classical schools will encourage culture-development, ownership of the school's mission and vision, life-long learning, and demonstrate the Beacons of Virtue. With this in mind, the principal will lead the development of a schoolwide culture that promotes a shared set of beliefs and values centered upon the Beacons of Virtue and reflective of the mission and vision. Most importantly, this ethos will permeate throughout the school building, allowing the development of healthy relationships with and among scholars.

The development of the school culture will incorporate the five areas of Marzano's research for achieving a safe, orderly, and positive academic environment:

1. Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or routines.
2. Establish clear schoolwide rules and procedures for general behavior.
3. Establish and enforce appropriate consequences for violations of rules and procedures.
4. Establish a program that teaches self-discipline and responsibility to students.
5. Establish a system that allows for the early detection of students who have high potential for violence and extreme behaviors.

To cultivate a culture deeply rooted in equity, positive interactions, academic success, the development and well-being of the whole child, the school's leadership team will utilize the following:

- Schoolwide Behavior Plan – Expectations and Procedures
- Positive Behavioral Interventions and Supports (PBIS)
- Social-Emotional Learning and Character Education
- Mental Health Plan

Beacons of Virtue (Beacons): 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 SCPA's mission and vision.

- 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.

All stakeholders will be immersed in the Beacons, through thoughtful connections to the school's Positive Behavior Systems of Supports (PBIS) and code of conduct, schoolwide events, and daily instruction.

Schoolwide Behavior Plan – Expectations and Procedures

The schoolwide behavior plan will be shared at the beginning of the school year to provide all school

community members with clear guidelines and expectations defining appropriate behavior both on campus and at school-sponsored events. The plan will be rooted in equipping scholars, teachers, and all other members of the school community with the tools needed to ensure an optimal teaching and learning environment, rooted in the principles of moral character and civic virtue. These tools may include the use of restorative classroom practices and conscious discipline strategies to create trauma informed, supportive classrooms. The school's approach to behavior and discipline will emphasize the use of clear, positive, and proactive approaches, the needs of the whole-child, and the integration of the Beacons as a moral threshold for self-reflection. Through the use of the aforementioned strategies, it is likely fewer disciplinary incidents will occur.

The school leadership team will be supported in planning a framework for behavior management. Routines and procedures will set the tone for efficient, focused classrooms and collaborative learning communities. To meet the needs of the whole-child, the school will continually strive to provide an environment that is physically safe, emotionally nurturing, and virtue-oriented. The goal will be to empower scholars to explore ways of improving their well-being, making virtuous choices, and communicating their thoughts and opinions with clarity and confidence. To promote this environment, SCPA will employ daily morning meetings to discuss important issues, devise solutions based on logic and reason, and use common schoolwide language (i.e., Beacons of Virtue) to communicate behavioral expectations. Since prevention is key to a successful classroom management program, SCPA will have explicit procedures and routines for daily activities that both teachers and scholars will be taught to minimize the opportunity for misconduct. Procedures will be taught until they are second nature for scholars and will be continuously implemented throughout the school year. Fidelity to these procedures will help keep the focus on academics, instruction, moral character development, civic virtue, and maintaining a positive school environment. Procedures will include arrival routines, transitions from common learning spaces in grades K-5, and use of outdoor learning spaces and school design features. All classroom and schoolwide expectations and procedures will be posted in scholar-friendly, specific language that will serve as a reference for all school community members. Teachers will model the introduction of each routine, allowing scholars enough practice opportunities and feedback to instill guidelines as habits.

Teachers will receive extensive training throughout the year on the importance of routines and setting expectations for scholars, beginning with New Teacher Induction (NTI) and Returning Teacher Orientation (RTO) before the start of each school year. The first two weeks of each school year will focus on the explicit teaching and practicing of school procedures and classroom routines, and the Beacons of Virtue, integrated within lessons aligned to the GVC. Classroom routines will be developed by teaching teams to ensure classroom community structures are primed to build scholar independence, promote virtuous interactions, and diminish opportunities for misbehavior. Teachers will be expected to demonstrate positive teacher language, model virtuous behavior, and adhere to the system for logical consequences in accordance with the scholar code of conduct. The school leadership team and CRTs will conduct instructional rounds focused on providing teachers with feedback on the implementation of expectations, procedures, and the Beacons of Virtue. This will help ensure appropriate and fair accountability aligned to a component of the teacher evaluation plan, maintaining a well-managed learning environment. **Section 12** details the teacher evaluation plan.

The schoolwide behavior plan will be communicated to all stakeholders in a clear and ongoing manner, as well as discussed with scholars in the classroom to ensure full understanding. All stakeholders will be encouraged to provide feedback on the plan and its implementation throughout the school year. Additionally, parents, scholars, and teachers will use biannual satisfaction surveys to provide written

feedback which will be reviewed by FCEF and CSUSA and used by SCPA administrators to gauge the effectiveness of its overall plan.

The school's PD plan will address the development of daily professional habits, virtuous conduct and modeling, and classroom management that begins prior to the school's opening. Described in **Section 13**, PD is a vehicle for establishing collegiality, scholarship, and promoting a growth mindset in staff. PD sessions, which include reflective collaboration structures, will also serve to develop relationships among content-area teachers as well as with instructional support staff, to develop an academic community of scholarship, comradery, and intellectual growth

SCPA will comply with the legislative requirements for charter schools that are deemed a "persistently dangerous school," and any student who is a victim of a violent criminal offense (as defined by the FLDOE) has the option to transfer from SCPA since it is a school of choice. Students who become violent or disruptive will be removed from other students when safety permits. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them to a safe area. The disruptive student's parents/guardians shall be immediately notified, and the student will be counseled by the school's staff when possible. If a student becomes violent, law enforcement will be notified immediately, and appropriate disciplinary action taken.

With the assistance of parents, a strong bond will be created at SCPA that helps prevent bullying. Communication among parents, students, and teachers concerning incidents of bullying will be used to help prevent acts of violence and possible tragedies. Schools and parents must educate children about bullying behaviors to help create a safe and secure school environment. Children who bully need to be taught empathy for others' feelings in order to change their behaviors, and SCPA will enforce a zero-tolerance policy regarding bullying. The "Jeffrey Johnston Stand Up for All Students Act" (§ 1006.147, F.S.) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. All employees are required to report allegations of bullying and/or harassment to the principal or the principal's designee. All other members of school community, including students, parents/legal guardians, volunteers, and visitors will be encouraged to report any act that constitutes bullying or harassment to the principal or principal's designee, anonymously or in-person. This required communication among stakeholders concerning incidents of bullying mitigates risk in this area. SCPA will follow Sarasota County Schools policy to meet these required standards.

Positive Behavioral Interventions and Supports

SCPA may formalize its schoolwide behavior plan around a Positive Behavioral Interventions and Supports (PBIS) model after the first year and when a full understanding of the enrolled scholar population is attained. Though a comprehensive PBIS plan may not be rolled out in the first year, SCPA will provide behavior guidelines and discipline processes in alignment with PBIS expectations ready for roll out on day one. This will help emphasize prevention and improve scholar academic achievement, social development, and character development through the instruction and modeling of the Beacons of Virtue. A PBIS model will help ensure evidence-based practices and tiered behavioral interventions will be selected and implemented to address scholar behavioral needs in line with the MTSS framework.

Social-Emotional Learning and Character Education

As mentioned in **Section 3**, SEL and character education are core to positively impacting academic achievement as well as school culture. Developing student SEL skills is critical to developing young, productive citizens, while character education is essential in the development of moral astuteness, good

hearts, and healthy minds. The development of SEL skills and providing character education will help SCPA fulfill its mission and vision, by cultivating scholars into virtue-oriented, civically-minded citizens through rigorous academics and emphasis on the well-being and development of the whole-child. PD opportunities for teachers will be provided to help build capacity to teach SEL skills, Beacon development, character education.

SCPA will support SEL and character education through its emphasis on the instruction and integration of the Beacons of Virtue into planning, instruction, and school-wide events. Each quarter, SCPA will focus on one of the four Beacons (prudence, fortitude, temperance, and justice), which will resonate throughout the school building to support instruction in character development through the following ways: Morning Announcements, Classroom Activities, Class or Grade-Level Newsletters, Social Media Content, Parent Communication, PLPs, School-Wide Events and Community Service, and Scholar Mentorships (between lower and upper grades).

SCPA will develop five SEL competencies as part of the school's commitment to a positive school culture and meeting individual scholar needs. The competencies listed below are defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015):

1. **Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. **Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. **Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
4. **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible Decision-Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SCPA intends to implement the AIA curriculum, identified in **Section 3**. AIA works to empower students to reach their goals and enrich their lives while serving as positive difference makers in the world. AIA is structured across instructional units organized to introduce and deepen understanding of the five SEL competencies defined above. Scholars work through project-based learning and other experiential learning methods to develop these competencies. The AIA curriculum allows for flexibility in delivery, providing three tiers of instructional activities that align to the most appropriate learning experiences for students. One tier may be used per grade level, or the tiers can be used to differentiate by the abilities, interests, or maturity levels of students.

Mental Health Plan

Upon review of the district's Mental Health Assistance Allocation Plan (MHAAP), SCPA will determine whether to follow the district's plan or use its own MHAAP. This decision will be revisited annually.

SCPA may implement its own Mental Health Plan, in alignment with § 1006.041 F.S., utilizing the school's share of state appropriated Mental Health Assistance Allocation Plan (MHAAP) funding to help address student mental health needs. SCPA will provide mental health services at the school, using an evidence-based, multi-disciplinary approach to the treatment of youth with mental health/substance use challenges. The decision as to whether to use the school's Mental Health Plan or follow the district's plan will be revisited annually.

The school's Mental Health Plan will employ a multi-tiered system of supports approach to its identification and treatment of students with mental health needs.

- **Tier 1 – Low Risk:** Full school and classroom level interventions.
- **Tier 2 – Moderate Risk:** SCPA will support students through the use of small groups, embedded strategies, and targeted support for identified students. This may include providing services to students through school support staff or referring students for services through a private provider or community mental health agency. SCPA will request that authorization be provided to allow for collaboration between the school and treatment provider.
- **Tier 3 – High Risk:** the school's mental health liaison will refer students to the school-based mental health clinician. The clinician will develop a treatment plan and work to secure parent consent if services are recommended. Tier 3 interventions will be provided by the school-based mental health provider with available support from a Board-Certified Behavior Analyst (BCBA), if warranted.

SCPA will designate a team member to serve as the school's mental health liaison who will be tasked with coordinating the components of the plan. The mental health team, which will meet regularly to review student data and monitor program implementation, may be comprised of the principal, assistant principal, mental health liaison, mental health counselor, school safety officer, and others as appropriate.

The Mental Health Plan consists of the following components:

1. **Planning and Screening:** The mental health team will meet regularly to discuss students of concern. Factors to be considered during the discussion will include common at-risk indicators, such as school mobility, attendance history, discipline data, academic history including recent school performance, as well as other factors that may be impacting the student. This process will allow the team to consider students they wish to refer for further assessment/interventions.
2. **Assessment and Intake:** Administration of screening instruments which may include the CDC's Adverse Childhood Experiences (ACEs) Survey, Beck Youth Inventory, Family Inventory Assessments, or others at the discretion of the mental health team. The results of the screening assessment will be used to drive treatment plans and student interventions.
3. **Treatment Plans and Roll Out:** Treatment plans developed by the school-based clinician. Student case reviews conducted by the mental health team.
4. **Intervention:** Individual and group sessions conducted, parent empowerment meetings held, and Classroom Functional Behavior Assessments implemented. Student case reviews will be conducted, and data will be analyzed by the mental health team.
5. **Evaluation and Transition:** Treatment plans regularly revisited, progress monitoring, and identification of students for transition.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed,

provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:

- Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
- List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
- Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
- Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
- Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
- Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

SCPA will utilize the Sarasota County Schools Student Code of Conduct and follow the mechanism outlined in **Section 10** for the expression and resolutions of grievances.

SCPA will work collaboratively with Sarasota County Schools on severe disciplinary matters to ensure that the correct discipline process is followed, as well as any referrals to alternative learning environments. The student code of conduct will be made available to families electronically. Additional school-specific procedures, aligned to Sarasota County Schools, will be shared with families prior to the start of the school year.

SCPA will adhere to all federal laws regarding proper handling of disciplinary action of all students, including IDEA policies and students with a 504 plan.

Section 9: Supplemental Programming

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

Supplemental programming offered will be determined by the interests and needs of the school community. The list below describes proposed programs, activities, and potential partnerships. The scheduling and frequency of activities will be contingent on the level of interest and engagement of students, teachers, and partnerships with community organizations. The funding for these programs may derive from different sources, such as allotments in the school's future budget, stipends to staff which are built into the operating budget, or student contributions.

Partnerships: Partnership opportunities will be cultivated to support the school's vision to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child. Local businesses, chambers of commerce and their members, local colleges and universities, and local and state governmental entities will be identified for outreach.

Clubs and Activities: Clubs and activities will be planned to nurture students' academic growth and character development. The interests of students and faculty advisors, as well as local resources into account when designing final program offerings. As a starting point, the following clubs and activities are being explored:

- Academic clubs: National Elementary Honor Society and National Junior Honor Society, and Scholar Science Club.
- Cultural/Arts clubs: Young Thespian's Club, Young Poet's Society, Foreign Languages Club, Scholar Art Club, , Photography Club, Comic Book/Anime Club, Chorus, and Band
- Social clubs: Yearbook, Safety Patrol, Scholar Chess Club, Young Caritas Club

Interscholastic Competitions: Competitions may include participation in local or statewide contests to demonstrate skills in select academic areas, as well as competitions and showcases that highlight problem-solving and creativity skills. Possible classical interscholastic competitions may include the following:

- Association for Latin Teaching Reading Competition
- Fitzwilliam College Cambridge Essay Competition
- LSA Classical Association Ancient Worlds Competition
- Oxford Ancient Drama Competition
- Leeds Classics Reading Competition
- Cambridge School Classics Project Ovid Competition

Interscholastic Athletics: As identified by stakeholder opportunities and partnerships, athletic programs will be developed. Basketball, cheer, flag football, soccer, volleyball, and baseball are examples of team sports that may be offered. Additionally, per § 1006.15(d), F.S SCPA students will be eligible to participate in interscholastic extracurricular activities at the public school to which they would be assigned according to the district school board attendance area policies.

II. ORGANIZATIONAL PLAN

Section 10: Governance

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

FCEF is a Florida-based not-for-profit corporation with current IRS 501(c)(3) status and organized exclusively for the purpose of governing charter schools. **Attachments H-J** contain corporate documents including the IRS Letter of Determination, Articles of Incorporation, and bylaws. The current governing board members are:

- Valora Cole, Chair
- Randy Walker, Treasurer
- Steve Knobl, Secretary
- Eric Johnson, Vice Chair

Board member resumes, signed Statements of Assurances, and Board Member Information forms are included as **Attachment L**.

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

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

FCEF's Articles of Incorporation can be found as **Attachment H**; Tax Exempt Status Letter as **Attachment I**; Bylaws as **Attachment J**; and Code of Ethics and Conflict of Interest Policy as **Attachment K**.

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

FCEF is governed by the general philosophy that it is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of its schools. As the charter holder, FCEF has ultimate authority over and responsibility for school operations, including all responsibilities set forth in § 1002.33(9), F.S. This includes, but is not limited to, annual adoption of the budget; ensuring SCPA retains the services of a certified public accountant or auditor for the annual financial audit; reviewing the annual audit; reporting progress annually to the Sponsor; and designating at least one administrative person to be responsible for duties associated with performance evaluations of instructional personnel and administrators. FCEF is responsible for continuing oversight over the operations of SCPA and will conduct itself in accordance with all applicable laws and regulations. FCEF will contract with CSUSA to manage the day-to-day operations of SCPA and will oversee CSUSA via a performance-based management agreement. The principal will be an employee of CSUSA and is responsible for managing all school staff and liaising with parent organizations and community partners. FCEF will be responsible for developing and outlining the mission, vision, and values of SCPA; developing the appropriate policies to ensure those fundamentals are maintained; and effectively and properly managing public funds. To ensure that SCPA achieves academic, operational, and financial success,

FCEF's primary role is to:

- Determine and preserve the organization's mission and vision
- Create and oversee the organization's operational policies
- Exercise continuing oversight over charter school operations
- Ensure effective organizational planning
- Ensure adequate resources, finances, and fiscal propriety
- Manage resources effectively (adopt and monitor budget and financials)
- Determine, monitor, and strengthen programs and services
 - Assure programs and services are consistent with the mission
 - Assess the quality of programs and services
- Ensure charter compliance
- Enhance public standing
- Ensure legal and ethical integrity and maintain academic and financial accountability
- Understand laws applicable to charter school board members
- Recruit and orient new board members and assess board performance
- Monitor school academic performance and ensure adequate progress is made
- Select ESP
- Perform operational oversight of the ESP
- Attend training and conferences regularly

FCEF will also be responsible for the legal and financial obligations of SCPA. FCEF is represented by the Law Offices of Levi Williams, P.A., which is separate and independent of CSUSA's legal counsel, Tripp Scott, P.A. FCEF will establish policy consistent with SCPA's mission and ensure that all programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements. FCEF has the ultimate responsibility of ensuring that SCPA's finances are managed properly. FCEF will annually adopt SCPA's budget and provide continuing oversight over charter school operations, including:

- Communicating the mission and vision to the school community
- Holding CSUSA accountable for achieving results as outlined in the management agreement
- Leading by example in their personal and professional endeavors

FCEF may, by resolution, establish standing committees and special committees of the board. Unless otherwise specified by resolution of the board or FCEF's bylaws, the Chair will annually appoint the members and the chairmen of the standing committees and will fill vacancies on any standing committee.

Appointments by the Chairman will be made at FCEF's annual board meeting. In addition, the Chairman may, if authorized by FCEF appoint the members and chairmen of such special committees as the board may create, which members and chairmen may include persons who are not members of FCEF. All committee appointments and chairmen appointments must be approved by board vote. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third of the committee members. Members of each committee will continue in office until the next annual meeting of the board and until their successors are appointed. A member of any committee may resign at any time in writing to the Chair of the board. FCEF, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three consecutive meetings of the committee. FCEF does not currently have any committees other than the finance committee.

The relationship between FCEF and CSUSA provides clear accountability for the services provided by CSUSA. The governing board as a whole is responsible for SCPA 's performance, and CSUSA will be actively involved in managing school operations to ensure successful outcomes. A strong relationship will exist between SCPA 's principal and FCEF. The principal participates in all board meetings. During board meetings, the principal presents SCPA 's status report and fields any questions. CSUSA's Florida State Superintendent maintains primary responsibility for reporting to FCEF and conducting follow-up action items. The principal will also act as the liaison between FCEF and the school's Parent-Teacher Committee (PTC). The board will interact with the PTC primarily through the principal, and vice versa. FCEF will hold the principal accountable primarily through the performance expectations defined in the management agreement between FCEF and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by CSUSA, which aligns expectations to the Education Model and the specific mission of FCEF.

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

Per § 1002.33(9)(p)3, F.S., FCEF will hold at least two meetings per school year in Sarasota County with the principal and parent representative, or their designee, present and may hold additional meetings at its discretion. During meetings, FCEF will be presented with information regarding SCPA 's monthly financial expenditures; enrollment; personnel issues and changes; facility updates; any additional school-related issues. Board meetings are open to the public and held in accordance with Florida Sunshine Laws. Although SCPA will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns during that time. The tentative meeting schedule will be provided to the district as part of pre-opening compliance.

All meetings will be publicly noticed in advance on SCPA 's website and will be physically posted at the school. FCEF will provide public notice of the date, time, place, and accessibility to meetings (in accordance with FLDOE requirements and Florida Sunshine Laws) and make meeting minutes available for public review in accordance with Florida's Public Records Law, Chapter 119, and Florida Statutes. FCEF regularly scheduled meetings will include sufficient member attendance to constitute a quorum for the official conducting of school business. The meeting minutes will be posted on the school's website.

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

FCEF currently consists of four board members. In accordance with FCEF Bylaws, the board may consist of up to nine members, but no less than three. Below is a description of each role on the board along with background information.

Chair/President – _Valora Cole

Valora Cole is the Chair/President of the FCEF Board of Directors. Her experience in community outreach, education, and leadership is vital to the board's ability to connect and communicate with the local community.

Valora currently serves as co-founder of Coalition Force, a coalition of local and national pastors and leaders; Founder/President/CEO of Agape International, a community development organization that

focuses on the advancement and education of children, adults, and families; and co-founder of Perfected Love International Fellowship, Inc., a non-denominational, multi-ethnic, and multicultural church. She received her Bachelor of Science in Applied Science in Public Administration from the University of South Florida and received the designation of Certified Leader from the University's Center for Leadership and Student engagement.

She is also a member of Temple Terrace Women's Club and Toastmaster's International, a nonprofit educational organization that operates clubs worldwide for the purpose of helping members improve their communication, public speaking, and leadership skills.

Vice Chair/Vice President – Eric Johnson

Eric Johnson serves as a director for FCEF. His experience as an accomplished government and community relations director combined with his unique skill set of acquiring budget appropriations, executing legislative agendas, directing senior leadership, and building relationships with key leaders bolsters FCEF's ability to engage in government and community relations.

Eric received a Bachelor of Arts degree in Political Science and Interdisciplinary Social Science from Florida State University in 2006, and earned his Master's of Business Administration from the University of South Florida in May 2019. He currently serves as the Director of Community and Government Relations for Hillsborough Community College, where he works directly with the College's President and Board of Trustees, elected officials, government agencies, and business leaders to develop and execute the college's strategy for legislative and government relations priorities. Prior to his time with Hillsborough Community College, Eric worked as a Commissioner's Aide for the Hillsborough County Board of County Commissioners District 2, where he directed all legislative, budgetary, and administrative actions by developing and maintaining relationships with state and local officials, agency representatives, and business leaders. Prior to his role with the Hillsborough County Board of County Commissioners, he served as a Senior Legislative Assistant for the Florida Senate, District 12.

In addition to his professional experience, Eric has extensive board experience, serving as a Hillsborough County Citizens Advisory Committee Appointee, a Greater Tampa Chamber of Commerce Policy Advisory Committee Member, and the East Pasco YMCA Advisory Board Chairman from 2012-2017.-

Treasurer – Randolph Walker

Randolph Walker currently serves as the Treasurer for FCEF. His experience in portfolio management, credit analysis, business banking, risk management, relationship management, and history of serving on various boards and committees prove invaluable in his role as treasurer.

Randy received his Bachelor of Science degree in Supervision and Management from Broward College in 2013, and his MBA in Business and Finance from Texas A&M University in 2019. Currently, he serves as a VP Hub-Branch Manager & Small Business banker for BankUnited, where he manages a staff of 10 employees and provides financial advice to businesses regarding SBA loans, equipment leasing, commercial mortgages, lines of credit, remote deposit captures, and treasury management. In this role, he has managed a portfolio of over \$116 million and increased quarterly assets by 25%. While at BankUnited, he has also served as AVP Assistant Branch Manager and Relationship Banker and has been responsible for the training and development of team members, assisted company leaders in making critical and analytical decisions, and developed sales and networking plans that increased deposits by 25%. He has served on the BankUnited Training Advisory Committee, the Retail and Small Business Goals and

Development Committee, and the Broward County Community Redevelopment Agency Task Force Committee and Liaison. In addition to his professional experience, Randy also serves on the Greater Caribbean American Chamber of Commerce and the Lauderdale Lakes Library of Friends.

Secretary – Dr. Steve Knobl

Dr. Steve Knobl is the Secretary for FCEF. Steve has extensive experience in all levels of education and is a member of multiple boards.

Steve received a Bachelor's degree in Elementary Education from the University of Florida, an M. Ed. in Educational Leadership from Saint Leo University, and a Ph.D. in Curriculum and Instruction with cognate in Marketing and Leadership from the University of South Florida. He currently serves as the Chief Executive Office of the Early Learning Coalition. In his professional career, he has served as Regional Campus Director for Rasmussen College's New Port Richey and Land O' Lakes campuses, Academic Dean at Rasmussen College, Principal of Gulf High School, Principal of Bayonet Point Middle School, Assistant Principal of Administration at Gulf Middle School, Assistant Principal for Curriculum and Instruction at Land O' Lakes High School, and various teaching positions throughout his long career.

An active member on several boards, Steve serves on the Pasco-Hernando Early Learning Coalition Board of Directors; the Pasco County United Way Board of Directors; Congressman Gus Bilirakis' Workforce Board of Directors; the West, Central, Wesley Chapel, Zephyrhills, Dade City, Trinity/Odessa Chamber of Commerce; and the University of South Florida Alumni Association.

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

FCEF's current members were elected through a nomination and vote of the board, and future members will be elected in the same manner. FCEF may have a Chair, President, Vice President, Secretary, and Treasurer, each of whom will be elected by the board. Other officers and assistant officers, as may be deemed necessary, may be elected by the board. Any two or more offices may be held by the same person. All officers of FCEF will be elected by a vote of FCEF at the annual meeting of the governing board. A duly elected officer will hold office for a term of one year, commencing at the close of the annual meeting, and until their earlier death, resignation, or removal.

Vacancies occurring, however caused, will be filled as soon as practical by election. Except for a director elected due to the natural expiration of his predecessor's 1-year term, a director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

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

FCEF successfully operates 12 charter schools in the state of Florida and has the expertise, knowledge, and experience to ensure that any new school opened attains academic, operational, and financial success. FCEF in conjunction with CSUSA, will implement an education model and governance structure that have been successful for FCEF's current schools. To ensure that SCPA is on track to meet its goals for success, FCEF will present an annual progress report to the district, which will include:

- SCPA's progress towards achieving the goals outlined in the charter contract

- The information required in the Charter School Annual Accountability Report, pursuant to § 1002.33(9)(k), F.S.
- Financial records of SCPA, including revenues and expenditures
- Salary and benefit levels of school employees

Table 10.1 below illustrates FCEF’s organizational goals, which also ensures that SCPA attains academic, operational, and financial success.

Table 10.1

FCEF Organizational Goals	Measurable Objective
Properly Manage and Govern School	<ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Reporting the school’s progress annually to FLDOE • Policies consistent with the school’s mission • Ensuring the school’s programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements
Oversee Operational Policies	<ul style="list-style-type: none"> • Adhere to regularly scheduled governing board meetings in a manner compliant with Florida’s Sunshine Law • Ensure the school’s operations align with operational policies and procedures
Ensure Financial Accountability	<ul style="list-style-type: none"> • Annually adopt, maintain, and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that the school has contracted with a certified public accountant for the annual financial audit • Review and approve the audit report, including audit findings and recommendations
Accountability for Performance	<ul style="list-style-type: none"> • Implement required reporting policies for CSUSA. Review performance reports from CSUSA on a periodic basis (monthly, quarterly, or annually as appropriate): • Financial reports • School report (enrollment, withdrawals, staffing, facility issues, and ongoing activities) • Satisfaction surveys • Strategic plan • Annual accountability report

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

Name	Current or Prospective Governing Board Member	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Valora Cole	Current	Chair/President	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Randy Walker	Current	Treasurer	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Dr. Steve Knobl	Current	Secretary	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Eric Johnson	Current	Vice Chair/Vice President	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

I. Describe the plans for board member recruitment and development, including the

orientation process for new members and ongoing professional development to increase the capacity of the board.

Board development and recruiting is an ongoing process. Therefore, FCEF actively searches for qualified candidates for consideration for governing board service. FCEF board members leverage relationships from their professional careers and charter school involvement when searching for new governing board members. Skill gaps in expertise are also identified when recruiting new members to maintain a well-rounded and experienced governing board. FCEF has developed a questionnaire that is used for both recruiting and screening potential board members, ensuring that only the most qualified candidates serve on the governing board. New governing board members are nominated by existing members through a nomination committee. FCEF has developed a nominating committee that includes a board member, board attorney, and a member of CSUSA senior staff. The nomination committee compiles and submits a slate of candidates to FCEF for the directorships and offices to be filled at an upcoming meeting. These submissions are deemed to be nominations for each person named. Positions on the governing board are contingent upon a favorable vote of governing board.

All FCEF members complete initial and ongoing governance training in accordance with Rule 6A-6.0784. Each board member completes a minimum of four hours of instruction focusing on the Government in the Sunshine Act, conflicts of interest, ethics, and financial responsibility as specified in § 1002.33(9)(g), F.S. After four hours of initial training, each member, within the subsequent three years and for each three-year period, thereafter, completes a two-hour refresher training on the four topics above in order to retain his or her position with FCEF. Any member who fails to obtain the two-hour refresher training within any three-year period will take the four hours of instruction again to remain eligible as a governing board member.

New governing board members complete the four-hour training within 90 days of their appointment. Covered topics, as specified in § 1002.33(9)(j)(b)4, F.S., include:

- Conflicts of Interest
- Models of Governance and Leadership
- Charter School Law in Florida
- Ethics
- Basic Understanding of Parliamentary Procedures
- Government in the Sunshine Law
- Financial Responsibility
- Guided Questions for Mission Statement and Strategic Planning
- Drafting Board Policies

All members of the governing board will comply with fingerprinting and background check requirements pursuant to 8. Each governing board member also receives a comprehensive binder containing copies of FCEF bylaws, charter contract, management agreement, minutes from previous year's meetings, contact information, and other pertinent information.

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

The purpose of the conflict of interest policy is to protect the taxpayer and FCEF interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of FCEF, or might result in a possible excess benefit transaction. This policy is intended to

supplement, but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. Please reference **Attachment K** for the FCEF code of ethics/conflict of interest policy. FCEF is governed by and adheres to all applicable laws regarding conflict of interest, including subsections (2), (3), (7), and (12) of § 112.313, F.S.

FCEF board members do not receive compensation for services rendered in their capacities as directors/officers, and no loans are made to any board member. All FCEF members participate in governance training, as required pursuant to § 1002.33(9)(j)(b)4, F.S. which includes training on ethics. As required, all governing board members adhere to the following sections of the Florida Code of Ethics for Public Officers and Employees:

- § 112.313 (2) Solicitation of Gifts
- § 112.313 (3) Doing Business with Own Agency
- § 112.313 (7) Conflicting Contractual Relationship
- § 112.313 (12) Exceptions to Subparts (3) and (7)
- § 112.3143 (3) Voting Conflicts

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

A Parent/Teacher Committee (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new programs. A PTC will be organized each school year at SCPA and will participate in and provide input for fundraising, volunteering, and operations (e.g., car loop). The PTC shall be comprised of parents of enrolled students, school leadership, and teachers.

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

Parents will be encouraged to attend governing board meetings, which are open to the public and offer an excellent opportunity for parents to address any issues or concerns they may have. In addition, all parents will have access to the FCEF website (which provides the FCEF email address) and may contact FCEF at any time to address any issues or concerns.

FCEF believes in just, fair, and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for addressing grievances and complaints from students and parents, and resolution of discriminatory practices have been established. Below is a summary of the FCEF complaint/grievance policy, which will be in effect for parents/students who attend SCPA. FCEF believes that school-based concerns and complaints are best handled at the school level. Although parents are encouraged to communicate with FCEF directly either at public governing board meetings or via FCEF's email address, there is a formal procedure in place for parents to file a grievance/complaint at the school level. In general, when a parent complaint or concern is received, FCEF will first ensure that the parent has contacted the appropriate school administrator about the concern, and

that the issue had the opportunity of being addressed at SCPA. If this is not successful, FCEF will then generally refer them to CSUSA or address the issue directly. It is the governing board's responsibility to make every effort to address all such complaints and concerns and not that of the Sarasota County Schools.

Rights: Students/parents have the right to report and seek redress for unfair treatment, discriminatory practices, or harassment.

Responsibilities: Students/parents have a responsibility to know and follow procedures for filing complaints. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student or parent may request a conference with the principal or assistant principal. The student/parent may also request the presence of a third party, such as an SSC, teacher, or other staff person. A parent may also be present. If a student or his/her parents have a grievance, the steps below should be utilized:

1. Carefully analyze the problem and be sure they have all the facts.
2. Ascertain that they have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher, if applicable, through appointment.
4. If a student and/or parent does not believe the problem has been resolved, meet with school administration.
5. If left unresolved, students and/or parents should contact the CSUSA support center.

If left unresolved, students and/or parents should contact FCEF directly or utilize the public comment policy during governing board meetings.

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

M. Name of the partner organization.

N. Name of the contact person at the partner organization and that person's full contact information.

O. A description of the nature and purpose of the school's partnership with the organization.

P. An explanation of how the partner organization will be involved in the governance of the school.

Items M-P are not applicable to FCEF's proposal.

Section 11: Management and Staffing

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

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

The school's organization charts are included in **Attachment M**.

B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

SCPA's principal will be responsible for the administration of school staff. The principal selection criterion will include the following, at a minimum:

- Educational Leadership Certification.
- Educational Background – degree in education with appropriate school grade-level background; experience as an educational leader.
- Teaching experience.
- Knowledge of the needs of the school population.
- Knowledge of curriculum for appropriate grades of student body.
- Experience in working with school governing boards.
- Skills in using technology as a tool for learning and monitoring student progress.
- Ability to work with community organizations, agencies, and resources.
- Motivation to establish innovative and creative learning programs.
- Dedication to providing supplementary programs to enhance student learning.
- Commitment to PD programs for faculty and school concepts.
- Ability to implement staff development and training.
- Ability to promote a positive school climate.

- Commitment to enabling each student to reach his/her personal best.

Please see **Attachment N** for a list of the school leader's job description which details job qualifications.

Process Used to Select the School Leaders

CSUSA will consult with FCEF, per the management agreement, regarding the hiring of the school leader. The goal will be to hire the school leader approximately six months prior to school opening. CSUSA uses a robust recruiting process called the Leadership Assessment Center (LAC). Before a candidate is invited to attend the LAC, they first go through a phone screen to identify their background and experience and determine if they will be a viable candidate for a school leadership position. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for assistant principal and principal participate in the one-day event. The LAC activities are detailed below.

Data Analysis Performance Task

Candidates are provided a mock scenario in which they need to analyze school data as part of a charter contract renewal. Mock data regarding a school's historical academic performance, demographics, staff turnover, and staff survey questions are provided to the candidate. As part of the school's leadership team, the candidate must assist in summarizing the past three years of performance data and identifying areas of improvement, then help design an action plan to address the identified challenges. During this activity, the candidate will be required to:

1. Identify two or more areas that require attention and validate their selections.
2. Identify possible causes of the shortfalls that are identified.
3. Develop an action plan/school improvement plan that will address the identified shortfalls.

Candidates are then required to present the information to the mock leadership team via an oral presentation and supplemental handouts during the Phase 2 Interview.

Phase 1 Interview

The Phase 1 Interview is conducted by two to three high-performing CSUSA principals. The questions during this interview phase are focused on the candidate's background, vision, knowledge of data, and their potential fit for the school. Candidates are asked to develop career plans and goals, along with what they perceive as the potential advantages and disadvantages of working at CSUSA. Based on their survey results, candidates are then asked to answer a series of questions:

1. What are your top two strengths according to the survey?
 - a. Do you agree with the results?
 - b. If not, what character strengths do you believe to be your top two?
2. What are your bottom two strengths according to the survey?
 - a. Do you agree with the results?
 - b. If not, what do you believe to be your bottom two character strengths?
3. How have your top character strengths influenced your leadership style?
4. What challenges have you faced as a leader as a result of your bottom two character strengths?

Phase 2 Interview

The Phase 2 interview is conducted by the CSUSA Florida Superintendent or area Deputy Director and may also include two to three lead principals. During this interview phase, questions are focused on the candidate's leadership style as well as past challenges and results. During the Phase 2 interview, the candidate also presents the action plan they developed as part of the Data Analysis Performance Task.

Final Decision

Finalists for the school's leadership position will visit a CSUSA school. The talent acquisition department receives feedback on the visit from both the principal and the candidate. Finalists then progress to a third and final interview with members of the CSUSA executive team, such as the CEO or Chief of Schools. The third interview is conducted to allow leadership members that did not participate in the first two interviews the opportunity to assess the candidates, as well as to confirm that feedback received from the first two interview phases is consistent with the how the candidates present themselves in the final interview. The third interview is also conducted to ensure that the candidates' strengths align with the leadership team's vision for the school.

Final decisions regarding school leadership hiring are made collectively by CSUSA's CEO, Chief of Schools, Florida Superintendent, and area Deputy Director with input from the governing board. Candidates that participate in the event but do not get hired as a principal may be invited into the pool of approved candidates or be considered for a different administrative position, such as assistant principal or dean. As the organizational demand for talented leaders arises, candidates in the pre-approved pool may be offered positions within CSUSA's network of managed schools. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths or their preferred regional areas. The governing board is consulted about leadership candidates to support a positive working relationship between the principal and the governing board. CSUSA will remove the principal if the governing board is reasonably dissatisfied with his/her performance.

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

FCEF will contract with CSUSA for the provision of certain management services, including personnel services. FCEF will govern SCPA and CSUSA will manage day-to-day operations of the school, including personnel management, with governing board oversight. All administrators, teachers, and staff at SCPA will be solely employed by CSUSA. The principal will report to both FCEF and CSUSA. The relationship between the governing board and CSUSA is codified with a performance-based management agreement in **Addendum EE**. The proposed management agreement outlines the duties and responsibilities of each party and the specific performance requirements of CSUSA. The governing board is responsible for overall policies regarding FCEF's governance, academic, personnel, discipline, and grievance procedures. It is the governing board's responsibility to hold CSUSA accountable for the successful operation of SCPA and its ability to deliver academic results.

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

Please see **Attachment Q** for teacher job descriptions. The staffing plan can be found in **Tables 11.1 and 11.2** below.

Table 11.1

Staffing Plan – Administration					
Administration Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	1	1	1	2	2
Dean of Students	-	1	1	1	1
Administrative Salaried	2	2	2	2	2
Administrative Assistant	1	2	2	2	2
Receptionist	1	1	1	1	1
Guidance Counselor	-	1	2	2	2
Student Services Coordinator	1	1	1	1	1
Nurse	1	1	1	1	1
Clinic Assistant	-	1	1	1	1
IT Support	1	1	1	1	1
Before/Aftercare Director	1	1	1	1	1
Before/Aftercare	3	4	4	4	4
TOTAL Administrative Staff	15	18	19	20	20

Table 11.2

Staffing Plan- Instructional					
Instructional Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers (K-5)	25	24	24	25	25
Teachers (6-12: Math, Science, Social Studies, ELA)	13	19	24	27	27
Teachers (Other: Reading Interventionist, ESOL Coordinator, Gifted)	3	3	4	4	4
Teachers (Electives)	6	7	8	9	9
PE Aide	1	2	2	2	2
ESE/Special Education	4	4	4	4	4
Curriculum Resource Teacher	2	3	3	3	3
TOTAL Staffing	54	62	69	73	74

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

Recruitment

All employees must be committed to the high academic benchmarks/standards that will be implemented at SCPA. Faculty must be able to work cooperatively and collaboratively with colleagues, parents, community organizations, and the business community. Quality teaching requires energetic, creative, and knowledgeable individuals who possess a desire to make education exciting and to make a difference in the educational experience of each student. If students are to reach their maximum potential, having a quality teacher working with every student is paramount. Both FCEF and CSUSA will be committed to recruiting, selecting, inducting, and retaining highly effective teachers. Hiring talented people who continue

to develop skills and increase their value to students, is critical and educators will be the school's most important asset. The purpose of the employment procedures and policies is to recruit employees who will contribute to SCPA in a way that aligns with academic programming and conduct themselves in a professional manner. CSUSA provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff that fit these criteria. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

SCPA will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. The school will value diversity and strive to maintain a work environment that welcomes individual perspectives and fosters equitable opportunities for employees to succeed. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- The CSUSA website.
- The school's website.
- Online job posting boards and resume database searches, such as, but not limited to: Indeed, Career Builder, LinkedIn, ZipRecruiter, Handshake, Career Arc, and ADP applicant tracking systems.
- Social media recruitment platforms such as, but not limited to: LinkedIn, Twitter, Facebook, Instagram, and Handshake.
- Job fairs at the national, state, and local level, including the Great Florida Teach-in and hiring fairs.
- Ads in local papers and newspapers, as well as in other areas nationwide that have a surplus of teacher applicants compared to the number of available jobs locally.
- College recruiting (colleges and universities, both locally and nationally, are identified to attract and hire newly graduated teachers).
- Minority organizations (work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served).
- The Employee Referral Program (which produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover).

CSUSA will manage job advertising, conduct applicant screening, and refer qualified applicants to the school leadership team to ensure that the school's staffing needs are met. Implementing a consistent process of screening, interviewing, and selecting employees is essential to the school's ability to continuously recruit qualified staff. A consistent process also ensures that candidates have been provided an equal and fair opportunity to demonstrate and/or articulate their skills and abilities.

Selection

Research-based data on interviewing and the qualities of effective teachers guide the teacher selection process, which is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts. SCPA will employ a systematic approach to screen applicants that ensures final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills, and experiences in an initial screening interview. As the applicant pool is narrowed, successful candidates will advance toward a more in-depth interview with the principal and/or interview team.

The utilization of research-based interview protocols support interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff

uses a panel or team interview approach assembled by the principal. During the first phase, candidates will be interviewed by the school's lead teachers. In Year 1, these interviews will be led by teachers from schools in the same area. Final candidates progress to an interview with the. Questions are consistent throughout each phase and align with the six Teacher Quality Indexes identified below in **Table 11.3**. Interviewers will ask a set of questions from a pre-constructed question bank and will vary their selections depending on candidates' varying levels of experience. These questions typically guide interviewers to ask teacher applicants about their past performance and experience using an anchored rubric to evaluate responses. According to research, six quality indexes of teacher effectiveness ultimately influence student achievement: Pre-requisites of effective teaching, the teacher as a person (i.e., personal attributes), classroom management and organization, planning for instruction, implementing instruction (i.e., instructional delivery), and monitoring student progress and potential (i.e., student assessment and student expectations).

The quality indexes in **Table 11.3** below are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants.

Table 11.3

Teacher Selection Process	
Prerequisites of Effective Teaching	<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience
Teacher as a Person	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice
Classroom Management and Organization	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline
Planning for Instruction	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning
Instructional Delivery	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement
Assessment	<ul style="list-style-type: none"> • Student engagement • Homework • Monitoring of student progress • Response to student needs and abilities

Certification Monitoring

Certification status will be continually monitored at SCPA. The school will strive to have all teachers certified or working towards certification and will make every effort to assist teachers in obtaining certification. The School Operations Administrator (SOA), in conjunction with the school's administrators, will oversee and monitor teacher certifications and maintain copies of current certifications for each teacher at the school. CSUSA's human resources department will also partner with the SOA and school leadership team to ensure that certifications remain current and the human resources system, currently ADP, reflects certification status. It is the responsibility of CSUSA to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Temporary (non-renewable) certificates and 5-year renewable requirements will be actively monitored for compliance.

To maximize the number of certified teachers at SCPA and assist teachers in obtaining their certification, CSUSA has implemented the New Educator Prep Program and Florida Teachers of Tomorrow programs in its network of managed schools. Representatives from the programs visit each school and conduct an analysis of teachers who have not yet received their certification. The programs each provide teachers with general guidance regarding the certification process, develop and provide study guides to prepare for certification exams, as well as assist them in studying. CSUSA covers the cost for teachers who participate in either program and in return, participating teachers agree to remain employed with CSUSA for a period no less than three (3) years.

Section 12: Human Resources and Employment

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

FCEF will contract with CSUSA for the provision of personnel services. All administrators, teachers, and staff at SCPA will be solely employed by CSUSA. As allowed in § 1002.33(12)(i), F.S., SCPA will operate as a private employer and will reflect an employment practice that seeks to mirror the diversity of the community and student population. SCPA will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. Employees will be considered "at-will" and as such, will not enter into any type of employment contract.

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

Instructional Evaluation System (IES)

The CSUSA Instructional Evaluation System (IES) is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. The purpose of the IES is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The IES is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. Instructional practice and professional growth have the largest impact on a teacher's score (55%) with student academic performance (growth) accounting for 45% of the final evaluation. Pursuant to § 1012.34, F.S., at least one-third of the evaluation is based upon instructional practice. The instructional practice and professional growth component of the IES is comprised of two tools: (1) the Teacher Feedback and Evaluation Tool (TFET) (35%); and (2) a teacher's Deliberate Practice Plan (DPP) (20%). All teacher evaluations are conducted by the school leadership team (principal and assistant principal).

The Teacher Feedback Evaluation Tool

The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education. The TFET is first organized by nine domains that incorporate strategies and behaviors observed both inside and outside of the classroom. Additionally, it supports a continuous improvement framework, which balances both traditional educational priorities and the unique challenges of charter schools. Talent development is one of nine strategic priority areas that work cohesively to drive student success. These priority areas work in tandem to ensure that the energies, abilities, and specific knowledge of all employees throughout SCPA and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning.

Deliberate Practice Plan

All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected

element will become a goal in the teacher's DPP. The DPP will be created, reviewed, and monitored collaboratively with the school leadership team.

Student Performance Measures

For the term of this plan (2022-2025), historical student growth on nationally normed assessments will be utilized (NWEA MAP or comparable assessment such as i-Ready) as a measure of student academic performance. These nationally normed, interim assessments, measure student achievement and growth in ELA and math. Assessments are aligned to state benchmarks/standards as well as college and career readiness standards (ACT/SAT – MAP only).

SCPA will base 45% of teachers' overall performance rating on data and indicators of student academic performance and learning growth assessed annually by nationally normed assessments. Growth for students with disabilities and ELLs will be incorporated per the specifications of Florida statute.

For all full-time staff members in instructional roles, including "newly hired" teachers, pursuant to § 1012.34, F.S., SCPA will utilize three years of nationally normed growth data in math and ELA. Growth ratings will be assigned according to normative growth trends across both math and ELA for a teacher's students. All students in grades K-8 will be monitored and assessed at least two times per year with MAP.

After each MAP administration, each student will receive a scale score growth target for normative/typical growth. These targets are provided by the vendors and represent the status (percentile) and growth norms drawn from over 5 million students' assessment results nationwide. A student's grade and instructional level impact their projected growth target. Students in the same grade, but at different achievement percentiles/levels, will receive growth targets tailored to their ability level and the average growth achieved nationwide by students in the same grade and scoring at the same percentile/level at the beginning of the year. Each spring, MAP calculates the total percentage of students meeting their typical growth targets.

Leader Evaluation System

The CSUSA Administrator Evaluation System is a comprehensive, multi-component assessment of a Leader's instructional leadership and the academic growth of their School. Instructional Leadership has the largest impact on a Leader's score- 55%, with Student performance (growth) accounting for 45% of the final evaluation. Evaluations of administrators are conducted by the school leader, and the school leader is evaluated by the CSUSA Florida Superintendent. Updates to the LES will reflect new state requirements for the 2023-2024 school year and beyond.

Leader Performance Evaluation (LPE)

With domains organized according to the Florida Educational Leadership Standards and aligned to the CSUSA strategic priorities: 1. Student Success in School and Life, 2. Teaching and Learning, 3. Equitable Opportunities and Outcomes, 4. Local Decision Making, 5. Operational Excellence, 6. Customer Service Culture, 7. Talent Development, 8. Resource Optimization, 9. Educational Solutions – the PPE/APPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of each CSUSA leader and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996). The strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services needed to increase student learning growth.

Performance of Students

Forty-five percent of an administrator’s overall performance rating is based on data and indicators of student academic performance and learning growth assessed annually by nationally normed NWEA MAP assessments. Three years of nationally normed growth data from NWEA MAP assessments, or a comparable assessment, in math and ELA will be utilized. Students are monitored and assessed at least two times per year with MAP, which are aligned to state accountability measures as well as college and career readiness standards (ACT/SAT).

Growth ratings are assigned according to normative growth trends across both math and ELA for all students. After each MAP administration, each student will receive a RIT (scale score) growth target provided by NWEA. A student’s grade and instructional level impact their projected growth target. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets. Three years of ratings are used when available, with the most recent year carrying the most weight. Growth for students with disabilities and ELLs will be incorporated per the specifications outlined in the Florida statute. These values are subject to change pending the school’s distribution of growth scores and updates to the normative distributions from NWEA.

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

Table 12.1

Compensation - Teacher Pay		
Min	Mid	Max
\$47,500	\$50,905	\$54,311

*Starting salary does not reflect merit increases, extra allocations, and school/individual bonuses.

Initial Compensation

FCEF establishes budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees. A salary worksheet is used to calculate starting salaries in a fair and consistent manner. Based on differentiated pay requirements of the Student Success Act, each teacher’s actual compensation will vary based on experience, education, area(s) of expertise, and performance incentives. When determining an employee’s starting salary, several factors are considered, including, but not limited to:

- Base pay.
- Years of experience.
- Higher education degree such as a master’s degree.
- Critical shortage area: science, math, etc. (as needed).

Once the starting salary is determined, the employee receives increases depending on how well he/she performs. Increases are assessed annually based on local market analysis, cost of living adjustments, and the school’s budget. SCPA will also provide additional bonus opportunities for which employees may be eligible. Details regarding performance-based compensation are outlined below.

Performance-based Compensation

FCEF believes that it is in the best interest of both SCPA and its employees to fairly compensate its

workforce for the value of the work provided, and the school's compensation system will be structured in a way that rewards high performers based on criteria linked to student achievement. Examples of these are student academic achievement and school enrollment metrics. Performance incentives will be provided to supplement base pay and reward high-performing staff. Each year, a percentage increase is built into the budget for merit increases as funding allows. The proposed budget includes a Performance Assessment Pool line item that will be utilized for merit increases.

Research supports that employees are motivated through achievement and growth. Research has also validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. The school's leader and teacher performance evaluations comply with Florida's Student Success Act. As such, SCPA will have a performance-based compensation plan that may include, but not be limited to, the following:

- Merit increases built into the budget and awarded based on performance on formal evaluations. Merit increases awarded in conjunction with CSUSA's annual performance evaluation period in August.
- Performance bonuses for administration based on pre-determined goals.
- Participation in various state-approved trainings or programs to provide incentive bonuses for teachers based on student achievement.
- Schoolwide performance incentive goal provided to faculty and staff that achieves predetermined schoolwide goals, such as student growth measures.

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

CSUSA is an equal opportunity employer and will not unlawfully discriminate in its employment practices. CSUSA's hiring policy is designed to offer an equal employment opportunity to all qualified employees and complies with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker's Compensation and Unemployment Compensation, and any other applicable amendments to these laws.

A comprehensive criminal history background check is conducted for each applicant. CSUSA also asks legal questions on its employment application in relation to criminal convictions, probation, pleadings, and pending disciplinary actions. If a candidate misrepresents information, CSUSA reserves the right to end the hiring process or employment relationship.

Upon selection, education credentials are verified through a process that includes checking for clearance of disciplinary actions against an applicant's education credentials. All employees are fingerprinted and have background checks conducted as required by § 1012.56, F.S. SCPA will work with the district to process fingerprinting and background checks. All support staff will also be required to be fingerprinted and have background checks conducted prior to employment. The support staff may include but not be limited to cafeteria staff, custodians, paraprofessionals, administrative assistants, substitute teachers, and other individuals approved to support the school's programs.

Processes are in place to ensure hiring is consistent with all state and federal law and that it supports the school's budget. Approval processes that outline positional requirements, human resources consistency regarding equity in pay and experience requirements, and financial accountability will be followed. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Upon acceptance of the offer, a New-Hire Packet is presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within three days of employment), W-2, Employee Handbook and acknowledgement page, and information related to company benefits.

Employees will participate in a mandatory human resource orientation to familiarize new employees with key areas of the Employee Handbook included in **Attachment R**, such as the code of ethics. The first 90 days of employment are considered an introductory period, and during this period new teachers participate in NTI. Since all employees will be considered "at-will," employees may resign without reason and/or notice and CSUSA may terminate employment without cause and without notice.

SCPA will comply with § 1002.33(9)(k)4, F.S. by providing descriptive information about the school's personnel to Sarasota County Schools as part of its required annual school report, including salary and benefit levels of employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field. The minimum and preferred qualifications for each instructional and student service position applicable at SCPA will also be included in the report.

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

The current CSUSA Employee Handbook is included as **Attachment R**.

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

The school's academic progress and success will be evaluated by FCEF via financial and academic performance reports, which will be provided at governing board meetings. As such, instructional and administrative staff will be accountable to FCEF. FCEF will collaborate with CSUSA to determine if personnel actions need to be taken if FCEF feels that deficiencies in instructional or administrative staff are the cause of any perceived shortfalls at SCPA.

In situations of unsatisfactory performance or violations of Employee Handbook policies, SCPA will utilize an Improvement Action Form (IAF) to address concerns in a timely manner and provide the employee with an opportunity to improve on their actions. Execution of an IAF is determined by the principal or assistant principal. Throughout the performance improvement process, the employee will receive coaching from the principal or another member of administration regarding specific directives and goals for improvement. The principal will receive coaching from the CSUSA Florida Deputy Director or designated support team leadership member. The goals and directives may include but are not limited to mentoring assistance, additional PD training focused on improving identified shortfalls, and classroom/building observations with corresponding constructive feedback. The employee will have regular check-ins to monitor their progress

on achieving the established directives and goals. If the employee does not make adequate progress in achieving the goals outlined in their IAF, SCPA will have the option to take further corrective disciplinary action, up to and including termination. In addition, if the unsatisfactory performance results in a more serious issue such as safety concerns or misconduct, the sequential progressive discipline process may be bypassed and escalated to unpaid administrative leave pending investigation and/or separation of employment. If the governing board feels that the school's inability to meet financial, operational, or academic performance goals is directly related to inadequate school leadership, the governing board can advocate for the termination of the principal.

In instances of teacher turnover, daily or permanent substitute teachers will be hired to compensate for the loss of staff until permanent certified teachers are hired to fill the positions. In addition, CSUSA maintains a pool of approved teacher applicants to expedite the hiring process for cases of unexpected teacher turnover. In instances of leadership turnover, all attempts will be made to hire a replacement from within the CSUSA network. If a suitable replacement cannot be found internally, CSUSA can draw from a pool of approved candidates that have completed the LAC, the process used to select school leaders. Details regarding the LAC are included in **Section 11**.

Section 13: Professional Development

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

1. Identify the person or position responsible for overseeing professional development activities.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.
3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?
4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

A model of continuous growth and improvement drives both FCEF and CSUSA. To ensure the school's administrative and instructional staff have access to the most current research-based information and practices, members of the CSUSA Florida support team will help plan and deliver ongoing PD. **Addendum FF** includes a sample PD plan.

Professional Development Oversight

The school's PD will aid in implementation of the Education Model and the acquisition and refinement of classical approaches to teaching and learning. In compliance with educator certification requirements, PD opportunities will be aligned with Florida's Educator Accomplished Practices (FEAPs). PD will be considered a strategic tool for the school's continued growth, culture development, productivity, and ability to recruit and retain valuable employees. The school leadership team will map PD goals to initiatives and ensure instructional coaching cycles are purposeful and ongoing. Differentiated PD opportunities will also be developed to ensure instructional staff are successful in using data effectively, maximizing intentional features of the learning space and supplemental classical materials, and designing impactful learning experiences that align with the school's mission, vision, and Beacons of Virtue.

PD for the Administrative Team – Principals, Assistant Principals

The school's assigned Deputy Director will oversee the PD plan for the principal, which will begin with a systematic onboarding period. This will help build understanding of the school's mission and vision, Beacons of Virtue, Education Model, state accountability goals, and academic programming. The school's principal will oversee the assistant principal's PD plan, which will include systematic onboarding as described above. PD will be facilitated by the principal, CSUSA Florida support team members, and contracted vendors. Examples of PD activities, coaching, and training to be provided are outlined below in **Table 13.1**.

PD for Instructional Staff – Dean, Teachers, Interventionists, Student Services Coordinator, Curriculum Resource Teachers

The school's principal will oversee instructional staff PD plans with the help of the assistant principal and

members of the CSUSA Florida support team as needed. SCPA will be assigned a curriculum specialist who will collaborate with the principal on PD planning, participate in the delivery of the school's initial pre-opening training, and provide targeted support for CRTs and other instructional staff as needed. Through meeting facilitation, coaching support, and training guides/materials, instructional staff members will be provided with a variety of opportunities for professional growth, the acquisition and refinement of classical content knowledge, and classical approaches to teaching and learning rooted in the Trivium. Additionally, support team members will provide targeted support for instructional staff implementing ESE, RTI, and ESOL programming.

The effectiveness of instructional PD will be evaluated through multiple measures, including formal and informal observations, continual teacher feedback, coaching cycle reflections, and use of the TFET and DPP described in **Section 12**. Instructional staff PD may be facilitated by the school's leadership team, members of the support team, external vendors, and sponsor mandated trainings for ESE and ESOL staff, among others. Examples of the school's planned PD for instructional staff are detailed in **Table 13.2**.

Table 13.1.

Professional Development Core Components: Administrators
Principal Leadership Academy (PLA)
Every summer, all CSUSA Florida-based administrators participate in the Principal Leadership Academy. During the 3-day PLA, leaders experience a combination of in-person, mobile and flexible learning models and are provided strategies to bring back to their schools that would ensure all students receive a quality educational experience for the upcoming school year.
CSUSA's National Education Institute
An annual 2-day leadership conference for CSUSA-managed schools featuring keynotes and break-out sessions intended to improve student learning and academic achievement.
Coaching
One-on-one mentorship and problem-solving support provided to school leaders. Onboarding in CSUSA Education Model and school implementation plan.
QUEST and MSA
Outlined in Section 5 , these practices are intended to support implementation of schoolwide initiatives, strategic plan efforts, enhancing delivery of the Education Model, and maximizing instructional resources. All three are considered part of the administrative team's PD.

Table 13.2

Professional Development Core Components: Instructional Staff
IMPACT
IMPACT is a PD event that kicks off the new school year. Teachers come together for initial training to set them up for success in the new school year and network with colleagues.
New Teacher Induction (NTI)
NTI serves as an annual introduction to the school community and programming for new staff members prior to school opening. In year one, an extended NTI/RTO (15-days) will be facilitated by curriculum specialists from the CSUSA Florida support team. This will help calibrate understanding of the Education Model, as well as provide foundational information on the collaborative community school design described in Section 16 . Additionally, the extended NTI/RTO will provide teachers with team planning time and opportunities to develop a sense of school community. After year one, NTI will take place over 3-5 days prior to Returning Teacher Orientation, described below. Topics will include:
<ul style="list-style-type: none"> • Great Works: Faculty will receive professional learning on the Great Works of classical literature and how to utilize primary instructional strategies to effectively deliver core content. • Trivium: Faculty will receive professional development on the key components of each stage of the Trivium (Grammar, Logic, and Rhetoric) and how to implement the key components into their instructional practices. • Latin K-12: Faculty will receive training on how to implement Latin instruction and language acquisition across content areas. • Beacons: Faculty will receive professional learning on the Beacons of Virtue (Prudence, Fortitude, Temperance, and