Charter School Application

Submitted on: August 9, 2024



Florida High School for Accelerated Learning - Cutler Bay Area

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Florida High School for Accelerated Learning – Cutler Bay Area (School name will be changed to reflect school neighborhood once facility is selected)

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Florida High School for Accelerated Learning – Miami Campus, Inc.

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

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

NAME OF CONTACT PERSON: Danny Fernandez

TITLE/RELATIONSHIP TO NON-PROFIT: Regional Director, ALS Education

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

Full Name	Current Job Title & Employer	Role with Proposed School
Albert Richard "Dick" DiRenzo	Chairman, Florida High School for Accelerated Learning – Miami Campus, Inc.	Board Chair
Angela Whitford-Narine	CEO, ALS	Leadership and Oversight of School Operations/Organizational Support
Mark Ornstein	Vice President of Operations, ALS	Supervision of School Leadership
Danny Fernandez	Regional Director, ALS	Supervision of School Principal and oversight of contractual accountability
Emily Booker	Executive Director of Business Development, ALS	None
Greg Engeman	Executive Vice President, Organizational Relationships, ALS	Charter Board Support
Jeff Dilley	Chief Financial Officer, ALS	Oversight of Financial Management
David Zeiler	Executive Vice President of Educational Platforms, ALS	Leadership and oversight, development and delivery of curriculum and instructional programs
Drew Hill	Vice President of Marketing and Enrollment, ALS	Development and execution of marketing and enrollment plans

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

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

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

_____Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
_____Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
_____Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
__X__ Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*
Name of ESP: ALS Education, LLC
__X__ Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*
_____Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. *(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? ____ Yes ___X__ No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? _____Yes ___X__ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? __X__ Yes _____No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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

Signature

Regional Director, ALS
Title

Danny Fernandez
Printed Name

08/02/24
Date

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EXECUTIVE SUMMARY

MEET A STUDENT

Kevin is 17.5 years old and not on track to graduate with his cohort group because he has only earned enough credits to be classified as a 10th grader. Kevin's mother is a single parent and is working two jobs to support her family; yet she still finds her income below the poverty line. Kevin has three younger siblings and he is expected to help with childcare and hold a part-time job to contribute to the household income. These family responsibilities distracted him from focusing on his schoolwork and prevented him from regular attendance at his neighborhood school. He found himself falling farther and farther behind his peers.

Enrollment in a non-traditional high school is helping Kevin get back on track. The scheduling flexibility has allowed him to stay in school while also balancing family commitments. Not only is he optimistic about finishing high school and graduating, but the small school model with post-secondary planning supports also exposed him to opportunities for his future so he now knows that he CAN graduate and move on to a successful career.

Kevin is the type of student our proposed school intends to serve: students in need of a high school graduation option that takes their unique needs into consideration and provides a supportive environment where they can focus on their learning.

Proposed Plan for the School

Our plan is to replicate the successful model currently being implemented in other schools operated by this Board in Miami-Dade County: Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools.

School's Mission and Vision

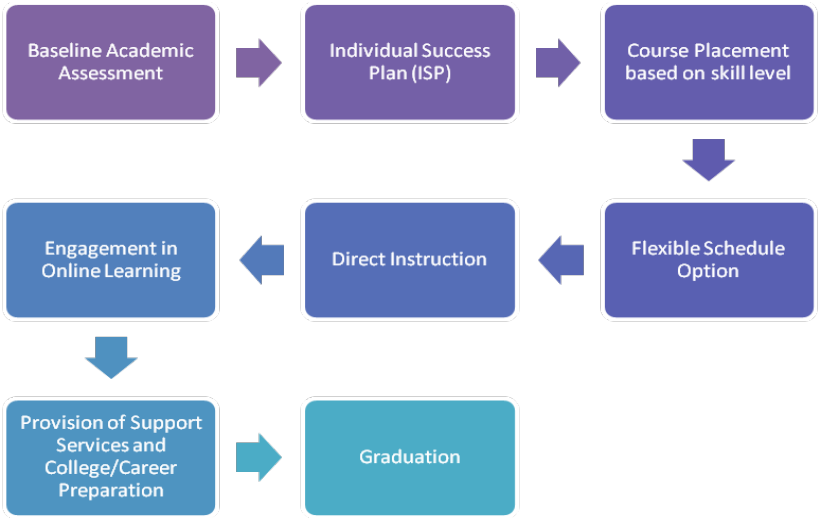
The mission of the Florida High School for Accelerated Learning – Cutler Bay Area (FHSAL or referred to as "the School") is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. The vision of School is to provide students with an innovative, non-traditional educational alternative leading to high school graduation. This vision is based on the philosophy that all students deserve a quality education, opportunities to succeed in school, and preparation for postsecondary success.

Anticipated Student Population

Our dropout prevention and recovery program (DPRP) model provides an innovative option for students who have fallen behind and are at-risk of not graduating or not graduating on time as well as students who have already dropped out. The instructional and support model of the School have been designed to respond to the unique needs of the target population.

Education Plan and School Design

The following graphic outlines the key features of the School's model. Each of these features is described in detail in Section 3 of the application.



School Culture

The school culture will be based on caring, respect and results. The tone of the school will reflect respect and care from all administrators and staff members for all students, regardless of their circumstances. Students will be recognized regularly for meeting expectations and demonstrating success. Both schoolwide and classroom celebratory events will highlight students and their work. Teachers will make regular contact with parents to communicate and praise student progress. A student incentive program will also be implemented to reward students when they pass courses, pass state exams, demonstrate good attendance, demonstrate growth in their reading and math skills, and when they exhibit leadership or citizenship skills that represent the values of the School.

Community Partnerships

Community support is anticipated from a number of community organizations, many of which are already working in other ALS-managed schools in this community operated by the same management company. Examples of the support to be provided include wrap-around social services and mental health support, college and career fairs, community resource fairs, internships, etc.

Capacity to Open and Operate School

The members of the applicant Board, in conjunction with its Education Service Provider (ESP, Accelerated Learning Solutions (ALS), successfully opened three charter schools in Miami-Dade County in 2011: Green Springs, North Gardens and North Park High Schools. These were followed by the opening of Kendall Greens High School in 2022 and Doral Park High School in 2023. As described more fully in the application narrative, we believe there is additional need in the county to serve at-risk students who do not currently have an alternative option that meets their needs. We believe our track record of academic, organizational and financial success provides evidence of our capacity to open and operate another school.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – CUTLER BAY AREA

(School name will be changed to reflect school neighborhood once facility is selected)

I. EDUCATIONAL PLAN

1. MISSION, GUIDING PRINCIPLES AND PURPOSE

1.A. PROVIDE THE MISSION AND VISION STATEMENTS FOR THE PROPOSED CHARTER SCHOOL

(1) Mission

The mission of the Florida High School for Accelerated Learning – Cutler Bay Area (FHSAL or referred to as "the School") is to help at-risk students earn a standard high school diploma and prepare for postsecondary success.

(2) Vision

The vision of FHSAL is to provide students with an innovative, non-traditional educational alternative leading to high school graduation. This vision is based on the philosophy that all students deserve a quality education, opportunities to succeed in school, and preparation for postsecondary success.

1.B. PROVIDE THE PAGE NUMBER(S) OF THE MATERIAL WITHIN THIS APPLICATION THAT DESCRIBES HOW THE PROPOSED SCHOOL WILL UTILIZE THE GUIDING PRINCIPLES FOUND IN SECTION 1002.33(2)(A), F.S.

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE(S) __4-19__.
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S)_107_.
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE(S) __10, 48-51__.

1.C. PROVIDE THE PAGE NUMBER(S) OF THE MATERIAL WITHIN THIS APPLICATION THAT DESCRIBES HOW THE PROPOSED SCHOOL WILL MEET THE PRESCRIBED PURPOSES FOR CHARTER SCHOOLS FOUND IN SECTION 1002.33(2)(B), F.S.

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

- *Improve student learning and academic achievement.* PAGE(S) _4-19_.
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) _4-19, 25-30_.
- *Encourage the use of innovative learning methods.* PAGE(S) __4-19_
- *Require the measurement of learning outcomes.* PAGES _40-45_.

1.D. PROVIDE THE PAGE NUMBER(S) OF THE MATERIAL WITHIN THIS APPLICATION THAT DESCRIBES HOW THE PROPOSED CHARTER SCHOOL WILL FULFILL THE OPTIONAL PURPOSES OF CHARTER SCHOOLS FOUND IN SECTION 1002.33(2)(C), F.S.

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

- *Create innovative measurement tools.* _40-45_.

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGES (N/A) .
- *Expand the capacity of the public school system.* PAGE(S) 2-4 .
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S) (N/A) .
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGES 87-90 .

2. TARGET POPULATION AND STUDENT BODY

2.A. DESCRIBE THE ANTICIPATED STUDENT POPULATION TO BE SERVED. DESCRIBE THE ANTICIPATED STUDENT POPULATION TO BE SERVED AND HOW THAT ALIGNS WITH THE SCHOOL'S MISSION.

In accordance with its mission to help at-risk students earn a standard high school diploma and prepare for postsecondary success, the Board of Directors proposes to serve students in grades 7-12 [including students with special needs, students with disabilities, and English Language Learner (ELL) students]. As permitted in s. 1022.33(10)(e)2., F.S. the target population includes students who are low-performing, under-credited, or have dropped out (or are dangerously close to dropping out) from their traditional public schools.

Our target high school student population includes students who are over-age for their current grade level and not on-track to graduate with their 9th grade cohort. High school students enrolling in this School's first class are expected to have the following characteristics[1]:

- Approaching 18 years old and 2 or more years behind their expected grade level.
- Academically unsuccessful—98% reading below grade level (average 5th grade level) and 95% performing math below grade level (average 4th grade level).
- Average number of credits earned before enrolling at 9.5. This is 14.5 credits (or more than 2 years in a traditional high school) away from meeting graduation requirements.
- Average GPA of 1.6 (compared to the 2.0 required graduation).
- Significant personal/social obstacles that often impede academic success - 40% parenting, pregnant or caring for other family members and 34% holding a job to help support themselves or family.

Our target middle school population also includes 7th and 8th grade students who are over age for middle school with a primary focus on those repeating 8th grade who have not yet met the requirements of s. 1003.4156, F.S. for promotion from middle school to high school. This intervention for over-age middle school students will ensure that these students are better prepared for success in high school and will help reduce their risk of dropping out.

The school has outlined its enrollment preferences in Section 14. The School will comply with the class size requirements of s. 1003.03, F.S. by providing two sessions of classes with no more than 25 high school students or 22 middle-grade students.

[1] Based on the typical student enrolled in 2023-24 at the other ALS-managed high schools in Miami-Dade County: Doral Park, Green Springs, Kendall Greens, North Gardens and North Park.

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

A facility has not yet been identified, but the applicant intends to serve students in the Cutler Bay area of Miami-Dade County. Attachment T includes maps of the facility search area.

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

Enrollment projections are shown below. These projections assume that, if slots are available, seventh and eighth grade students will be enrolled beginning in year two.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
7	0	15	20	25	25
8	0	20	30	35	35
9	50	125	125	125	125
10	100	100	125	125	125
11	100	100	125	125	125
12	100	100	125	125	125
TOTAL	350	425	500	500	500

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

The Board believes the Cutler Bay area has a student population that will benefit from a dropout prevention and recovery program. As shown in the following table, the Board identified five district high schools in that area that had 219 combined non-graduates from the graduating classes of 2021, 2022 and 2023. These schools also had a substantial number of students with below-standard scores on the 2023 Algebra I EOC and 9th and 10th grade FSA ELA. These low-achieving students are at-risk of becoming non-graduates. The Board projects from this group an enrollment of 440 to 450 students by year 4.

Non-Graduates and At-Risk Students from the District High Schools in the Target Search Area

Target Search Area	District High Schools in Area	Non-Graduates from these five schools' Classes of 2021-2023	Students Scoring Below Standard on 2023 Algebra I EOC	Students Scoring Below Standard on 2023 Grade 9 and 10 ELA FSA
Cutler Bay	Coral Reef HS Cutler Bay HS Maimi Killian HS Miami Palmetto HS Miami Southridge HS	219	773	1,848

As demonstrated in Attachment T, the proposed area also provides an excellent location to serve middle school students who have been deemed "not proficient" on 8th grade math and ELA tests. In the sixteen middle schools near the proposed school, for example, there is a sizable population of 8th grade students who have been absent 21+ days as well as significant numbers who scored not proficient in ELA and/or math in 2023. From these students, the Board projects that by year 4 of the charter an additional 60 middle school students who are struggling and have fallen significantly behind would benefit from enrollment in the School.

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

Student population projections were confirmed using historical enrollment data from other dropout prevention programs in Miami-Dade County that use the same operating model and are managed by the same Educational Services Provider (ESP) proposed for this school. These schools (Doral Park, Green Springs, Kendall Greens, North Gardens, and North Park High Schools). The Board believes that sufficient need and demand continue to exist among the target population of students in Miami-Dade County to meet the School's projected enrollment of 350 in year one and 500 by year five.

3. EDUCATIONAL PROGRAM DESIGN

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

(1) Philosophy

We believe that delivering instruction through our instructional model, implementing research-based interventions and curricula, and utilizing evidence-based approaches that improve transition from high school best fit the individual educational needs of our target population.

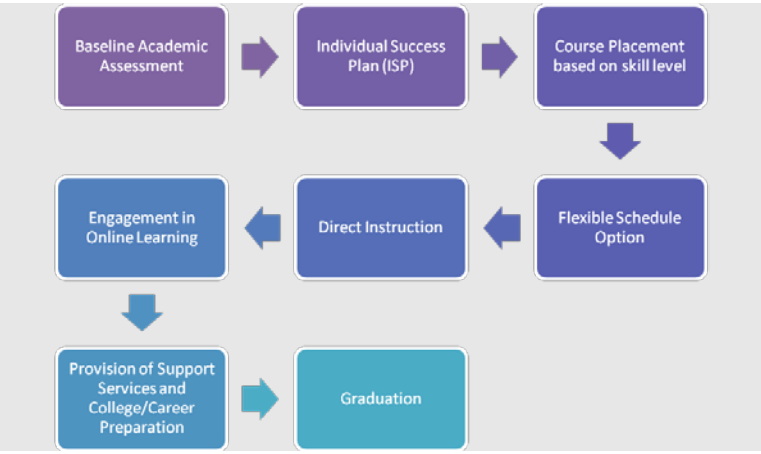
(2) Accelerated Learning Model

Our accelerated learning model provides an innovative option for students in one of three target groups: students at-risk of dropping out of their traditional high school; students about to drop out in the very near future; or students who have already dropped out and are interested in returning to school to earn a high school diploma. The educational program and instructional model of the School have been designed to align with the School's mission (to help at-risk students earn a standard high school diploma and prepare for postsecondary success) and respond to the needs of the target population.

Our students will come to us with the desire to earn a high school diploma but with gaps in their foundational and academic content area skills. It is for this reason that the School will administer a baseline assessment that will allow us to provide students with an individualized plan to bridge gaps while they work toward earning credits.[2] This Individual Success Plan (ISP) will be specifically designed to take students where they are and outline all of the coursework and necessary intervention and supplemental instruction needed to ensure that course and graduation standards and requirements are met. Students will be provided with a rigorous and engaging curriculum that is aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Florida Next Generation Sunshine State Standards (NGSSS) as defined by s. 1003.41, Florida Statutes (F.S.).

[2] *Strategies and Resources to Create a Trauma-Sensitive School*, Wisconsin Department of Public Instruction , https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/traumastrategies.pdf.

Key features of the Educational Model include:



(a) A **baseline academic assessment** administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other similar diagnostic assessment. The baseline academic assessment is conducted to identify or predict students who may be at risk for poor learning outcomes. This universal screening is conducted with all students and is followed by additional testing or short-term progress monitoring to corroborate students' risk statuses.

(b) An **Individual Success Plan** created for each student based upon the results of the baseline entry assessment(s), past academic performance, and previous school records, a career interest inventory and career plan, social/personal needs inventory, disciplinary records, and parent and student input.

(c) **Course Placement** that matches students' skill levels as determined by prior school records and the baseline assessment results.

(d) **Flexible Schedule Option** provided where students can choose a morning or afternoon instructional session (or both as space permits).

(e) **Differentiated direct instruction, coaching, and guidance** provided by highly qualified teachers. Targeted, face-to-face instruction will be conducted in large groups, small groups, or individually to assist struggling students. This targeted, face-to-face instruction will address identified gaps in student learning and provide appropriate interventions and remediation. Instruction will be differentiated according to students' individual needs. We believe in providing students with personalized and collaborative learning experiences by organizing our students into small learning communities. In these learning communities, students will work closely with a team of certified core content teachers and a career coach, who together, as a team, ensure that students set short and long-term goals to fulfill their Individual Success Plan.

(f) **Engagement in online learning experiences** using Edmentum for core curriculum supplemented with lessons from additional remediation, such as *Reading Plus*®, *Wilson Reading*, *March 2 Success*®, *MindSage*, *FDIC Money Smart*, and *Kuder*. With the support of a team of on-site certified teachers, students use on-line curriculum specific to their unique Individual Success Plans with the ability to move at a pace that is appropriate to their learning style and current academic levels.

(g) **Provision of support services and focused college and career preparation**. Students will be provided with comprehensive social services, crisis intervention, and behavioral health services designed to help them overcome non-academic obstacles that are impacting their success. They

will also receive instruction and support in employability skills, career and college readiness, and postsecondary options. All students work with an on-site Career Coach to complete a graduation checklist prior to commencement that ensures a post-secondary plan is in place and steps necessary for a successful transition have been supported.

(3) Additional Support for Middle Grades

As described in Section 2, the school proposes to include students who are over age for middle school and have not yet met the requirements of s. 1003.4156, F.S. for promotion from middle school to high school. Although the middle school students will be served in separate classrooms from high school students (and the middle school classrooms will include no more than 22 students to comply with the class size requirements of s. 1003.03, F.S.), these students will also be served by the School's blended learning model, which combines technology-based education with direct, face-to-face, small and large group, and individual instruction.

3.B. DESCRIBE THE BASIC LEARNING ENVIRONMENT (E.G., CLASSROOM-BASED, INDEPENDENT STUDY, BLENDED LEARNING), INCLUDING RATIONALE FOR CLASS SIZE AND STRUCTURE AND HOW THE LEARNING ENVIRONMENT SUPPORTS AND IS CONSISTENT WITH THE MISSION.

The School will offer an innovative and individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Accordingly, the major focus of the School's instructional methods directly aligns with its mission to help at-risk students earn a standard high school diploma and prepare for postsecondary success.

The School's instructional program has four essential components that encompass the model's key elements: a) flexible daily schedule; b) individual success plans; c) instructional delivery through blended learning; and d) support services. These are described below:

(a) Flexible Daily Schedule

Many students who drop out of school have been unsuccessful in a traditional school environment. Students report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, lack of financial support, or the need to work can distract them from their educational success. High-need students require a variety of instructional approaches, targeted resources, support services, and intervention strategies to motivate them, support their learning, and ensure both short-term and long-term success. According to the National Dropout Prevention Center, schools that have been effective in improving the success of students who are returning to school provide a small learning community, caring faculty, individualized learning, and flexible scheduling options.[3]

We believe that respecting and acknowledging students' other life obligations by offering a **non-traditional school schedule** and a choice among school sessions will permit students to attend on a more regular basis than a traditional school schedule. This, in turn, will support attainment of a high school diploma. The School will offer at least two (2) sessions for curriculum instruction. Students will choose to attend one of these sessions or more as space permits (i.e., a student can choose to attend for extended hours so long as there is classroom space with fewer than twenty-five (25) high school students or twenty-two (22) middle school students in attendance). Consistent with s. 1011.61(1)(a)(2), F.S., the School will operate as a double session school with an instructional calendar

[3] http://www.dropoutprevention.org/effective-strategies/alternative-schooling

providing no less than the 900 annual instructional hours required by statute. In addition, the School will mirror the district's school calendar relating to holidays. A sample calendar, as well as an explanation of typical student schedule, is included in Attachment B.

(b) Individual Success Plans

The National Dropout Prevention Center reports that individualized plans, similar to those used in Special Education, can make a difference in the lives of at-risk students.[4] These plans communicate to students that they and their unique needs are understood and that the School is committed to their individual success. Many schools provide a "one size fits all" program; however, our School's academic program is highly personalized so that all students' needs are met, and all are provided the opportunity to realize their full potential. This individual approach begins at New Student Orientation, where a baseline **academic assessment** will be administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other approved diagnostic assessment. GAIN is a ninety (90) minute diagnostic assessment of English and math skills – from basic literacy and numeracy to advanced skills taught in secondary schools as defined by the NRS' Educational Functioning Levels.[5] GAIN helps **place students in courses appropriate to their skill levels** and provides information used to create individual intervention plans to remediate deficiencies.

An **Individual Success Plan (ISP)** will be created for each student. This plan will include: a middle school promotion plan or high school graduation plan, a postsecondary transition plan, personal goals, and diagnostic and summative assessment data. The ISP will outline all academic and social needs and career and postsecondary transition plans for each student, including promotion or graduation requirements. Administrators and highly-qualified certified teachers, along with support staff, will collaborate to develop the ISP together with student input and involvement.

(c) Instructional Delivery through Blended Learning

The School's blended learning model will be fully implemented on-site at the School, and will combine technology-based education with direct, face-to-face, small and large group, and individual instruction.[6] This will allow students to work at their own pace while having access to personal attention, assistance, and instruction from a certified teacher along with supplementary resources, as needed.[7] The goal of this blended approach is to join the best aspects of both face-to-face and online instruction.

In the past, digital materials have served in a supplementary role in many classrooms, helping to support face-to-face instruction. The School's blended learning program uses technology to individualize educational plans, address foundational gaps and provide acceleration opportunities for students. This is particularly appropriate for students who have dropped out of school or are at risk of dropping out. An educational model that allows students to focus on the courses needed for graduation, at a pace commensurate with their ability, creates an ideal opportunity for success. In fact, one of the key findings from a study of the effectiveness of blended learning was: Online and blended learning programs are tailored to meet individual student needs, allow students to self-pace, and are

[4] http://www.dropoutprevention.org/effective-strategies/individualized-instruction
[5] https://wonderlic.com/student-admission-assessment/placement-insight/gain/
[6] Tucker, C.R. (2013). The basics of blended learning. Educational Leadership, 70(6), 57-60, online at http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/The-Basics-of-Blended-Instruction.aspx
[7] Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from: http://edglossary.org/hidden-curriculum

often considered more engaging than traditional courses, all of which make them well-suited to promoting the success of minority and high-need students. Blended learning programs are better suited for this purpose than purely online programs, as they are accessible to all students (not just those whose parents are able to supervise them at home) and can be customized to address the needs of students with limited English capabilities.[8] The School's instructional delivery methods also meets the expectation of s. 1006.29(3), F.S., which states, "Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format."

[1] Face-to-Face Differentiated Direct Instruction

Carefully-selected, highly-qualified teachers who are certified in at least one core subject area (many will hold multiple subject-area certifications) will provide direct instruction, coaching, and guidance in order to ensure students are engaged, reengaged, and making progress on their individual Success Plan (ISP) developed during the orientation program. Instruction will be differentiated by teachers in face-to-face groups and will include a variety of instructional strategies.

Differentiated direct instruction refers to explicit, guided instruction that is designed by the teacher, led by the teacher, and responds to the specific learning needs of each student within the classroom.[9] It emphasizes having clear objectives, demonstrating skills to students, and allowing students time to practice new skills. This will be done in small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.[10]

Instructional strategies used during large and small group and individual instruction will incorporate effective strategies identified by Marzano including, but not limited to: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

[2] Technology-Based Instruction

Technology is the tool that maximizes the teacher's ability to personalize and individualize learning in the classroom.[11] According to Cakir, Delialioglu, Dennis, & Duffy,[12] technology-enhanced learning environments that support teaching and learning processes with advanced technology may close the achievement gap. The National Dropout Prevention Center[13] states that:

> Technology can remove barriers to learning and be especially helpful to at-risk students. The use of educational technology can:
>
> - improve student mastery of content;

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[8] Hanover Research (2011). Blended Learning Programs, http://www.hanoverresearch.com/wp-content/uploads/2011/12/Blended-Learning-Programs-Membership.pdf

[9] *BEST PRACTICES FOR TRAUMA-INFORMED INSTRUCTION*. Hanover Research, August 7, 2019, https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/0681T000006zCJAQA2.

[10] *INSTRUCTIONAL PRACTICES TO SUPPORT RIGOROUS INSTRUCTION*. Hanover Research, Jan. 2018, https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/06850000004jjZFAAY.

[11] Patrick, S., Kennedy, K. & Powell, A. (2013). Mean what you say: Defining and integrating personalized, blended and competency education. Vienna, VA: International Association for K-12 Online Learning, http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf.

[12] Cakir, H., Defilingly, O., Dennis, A., & Duffy, T. (2009). Technology enhanced learning environments for closing the gap in student achievement between regions: Does it work? AACE Journal, v17 n4 p301-315.

[13] http://www.dropoutprevention.org/effective-strategies/educational-technology

- provide individualized instruction;
- improve students' attitudes toward learning;
- prepare students for the workforce; and
- increase the cost effectiveness of instruction.

The use of technology supports differentiated instruction based on student needs. The technology provides students and teachers with the tools, resources, and curriculum to be successful learners and increase student achievement. The technology enhanced curriculum is based on a three-component model of personalization, performance data, and intervention support. Research has consistently shown this three-pronged strategy will significantly increase student achievement levels when implemented in a Web-based learning environment (Chou & Wang, 2000; Federico, 2000; Rasmussen & Davidson-Shivers, 1998; Wang, et. al. 2006).[14] The curriculum software tracks student achievement and can add or remove practice and application assignments based on student success. Students can move through the lessons at their own pace - moving as fast or as slow as needed to fully understand the content and demonstrate that understanding. Technology provides students with the opportunities to easily access pronunciation and definitions for unfamiliar words; access a video, graphic, or photo to illustrate a concept; listen to text using headphones; or utilize supplementary resources for additional practice. The use of technology can prohibit progress to the next lesson until the student demonstrates mastery in each lesson within each course.

The current belief is that seat time represents student learning as expressed by grade levels that are one school year in length or semester units that are defined by time units of the daily school calendar and the annual school calendar. However, educational research and trends suggest more appropriate measures of learning should include demonstrations of what students know and are able to do. This can be referred to as competency-based, proficiency-based, mastery-based, or performance-based education.[15] The instructional software programs used by the School will allow students to demonstrate mastery based on performance through pre-tests, post-tests, and completion of learning activities. Credit is awarded upon successful course completion at mastery level (not on seat time). The Board understands that all classes and courses must be of reasonable length and include both content and contact sufficient to meet state requirements, while maintaining high academic quality and standards commensurate with credits awarded for a "traditional" class or course. Mastery-based learning with instructional software together with differentiated direct instruction will ensure that all objectives, rigor, and cognitive level requirements are addressed and met.

[3] Monitoring and Communicating Performance

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile for each student. The learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's graduation plan to show which state assessments the student is required

[14] Chou, H. & Wang, T. (2000). The influence of learning style and training method on self-efficacy and learning performance in WWW homepage design training. International Journal of Information Management, 20, 455-472; Federico, P. (2000). Learning Styles and student attitudes toward various aspects of network-based instruction. Computers in Human Behavior, 16, 359-379; Rasmussen, K. & Davidson-Shivers, G. (1998). Hypermedia and learning styles: Can performance be influenced? Journal of Education, Multimedia and Hypermedia, 7, 291-308; Wang, K., Wang, T., Wang, W., & Huang S. (2006). Learning styles and formative assessment strategy: Enhancing student achievement in Web-based learning. Journal of Computer Assisted Learning, 22(3), 207-217.

[15] Patrick, S., Kennedy, K. & Powell, A. (2013). Mean what you say: Defining and integrating personalized, blended and competency education. Vienna, VA: International Association for K-12 Online Learning, http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf.

to pass to graduate as per state regulations for the student's cohort year. The learner profile will identify the student's postsecondary pathway and profession, along with links to the Student Services page showing interventions provided to students by faculty and outside service providers. The learner profile will also enable faculty and administrators to use the data to ensure that all students have customized learning plans and interventions resulting in students graduating prepared for postsecondary success.

Administrators and faculty will be able to view multiple sources of data by individual student as well as by classroom and school. These data will be analyzed to inform interventions, school improvement decisions, test preparation and professional development. The Principal will use the School Dashboard (See Attachment FF) and the Student Information System (SIS) to review performance data every day: including school-level data, class-level data, and individual student data. Teachers will meet regularly in Professional Learning Communities (PLCs) organized by content-area to review student data. PLCs will use data to solve real problems and expand the knowledge base of all employees through an inquisitive problem-solving approach. Weekly faculty meetings will include a review of School performance indicators, including, but not limited to, attendance, credit earning rates, academic progress, graduation, course access, student skill growth, etc.

The Assistant Principal will meet with every student each time a course is finished to review graduation requirements, identify the next course to be taken, and set goals for completion. The MY SUCCESS® Student and Parent Dashboard (See Attachment FF) will serve as the foundation for communicating (internally and externally) and monitoring student progress and results. This portal will link with the School's student information system to provide up-to-date information on student attendance, grades, state assessment results, skills development, and academic performance. For students and parents/guardians without access to the Internet, hard copies of progress reports will be sent home with students and reviewed with parents during progress meetings. Teachers will connect with parents not less than monthly to discuss progress, highlight achievements, and set face to face meetings if there are concerns with a student's performance.

(d) Support Services and College and Career Planning

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success. Likewise, at-risk students often lack the models and supports critical to establishing the education-career relevancy needed to foster engagement and plan for the future. For these reasons, the School will dedicate resources and expertise to post-secondary planning and comprehensive student support services for every student.

[1] College and Career Planning

Space will be allocated in the School for a College and Career Center where resources for postsecondary preparation, test preparation, scholarship application, employment search, etc. will be readily available to all students, their families, and school staff. This state-of-the art center will be multi-dimensional and multi-functional and will help prepare students for success after high school graduation. The Center will provide dedicated space and supporting resources for the following uses, including, but not limited to: post-secondary exploration; employment assistance and employability skills training; and SAT/ACT/college entrance exam preparation.

A Career Coach will provide time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's Individual Success Plan (ISP). The Career Coach will work closely with students to teach resume writing and job skills, assist with finding employment, completing postsecondary institution and financial aid applications, and preparing students for a successful postsecondary transition. Students will explore career options and develop requisite skills for postsecondary success while they develop career and exit portfolios using career planning and preparation print resources and software.

Students will use *Kuder*, a college and career planning tool, to explore career options and develop requisite skills for postsecondary success. Students will have the opportunity to earn elective credit for courses such as Personal Social Career Development and Executive Internship, which will be taught by certified staff members. These courses will focus on postsecondary readiness skills, including researching requirements for careers. Parents and students may access the career software and student's electronic portfolio for three years after the student graduates from School.

Middle school students will begin to explore potential post-secondary interests using a personalized aptitude discovery assessment and platform. The YouScience aptitude and career discovery platform will provide our middle school students with personalized aptitude-based college and career guidance.

[2] Comprehensive Wrap-Around Support Services

At-risk students often report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success.[16] A key differentiator of this School will be the provision of on-site social services, crisis intervention, and behavioral health services to students as described in this section.

In accordance with Section 1011.62(16)(a)2., Florida Statutes, the School shall implement a defined Mental Health Assistance Plan to ensure efficiency and efficacy of mental health services in the School; established collaboration with community-based social service agency partners; and early detection and interventions to support student emotional health and a safe school climate.

The School's mental health plan will include an on-campus mental health/social work clinician, a comprehensive psycho-social assessment at the time of enrollment, and both on-campus and off-campus referrals to a wide array of social services targeting the individual needs of each student. The Schools' licensed clinician (Family Support Specialist- FSS) will secure Memoranda of Understandings (MOUs) with local social welfare agencies to ensure a seamless process in which students and their families will connect with and have easy access to needed supports. These partnerships will include both on-campus and referral-based services for behavioral, social and mental health needs to include but not limited to individual student counseling; crisis intervention; basic needs case management; grief counseling; family counseling and addictions and substance abuse counseling. The FSS will also be a qualified supervisor for undergraduate and graduate level social work and mental health interns from accredited universities who will provide clinical services to students on-site.

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[16] Bridgeland, J.M.; DiIulio, Jr., J.J., & Morison, K.B. (March, 2006). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices.

In addition to supports to students and parents, the Family Support Specialist will coordinate and deliver on-going professional development for school administration and staff on mental health topics to include but not limited to crisis intervention, ACEs (Adverse Childhood Experiences), suicide awareness and prevention, physical and sexual abuse awareness and reporting requirements, and general best practices in effectively working with at-risk youth and youth and family with histories of trauma. All staff will be trained and certified in Handle With Care, a crisis intervention and prevention behavior management system as well as the National Counsel for Behavioral Health's Youth Mental Health First Aid certification as required by statute.

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

(1) Rationale

Our School's program has been designed based on research regarding the needs of our target student population: students who are at risk of dropping out of school as well as those who have already dropped out. In general, research suggests that a mix of academic instruction and experiential learning appears to be most beneficial.[17]

(2) Rationale for Instructional Methods

The School's instructional program and support services were developed based on the needs identified in evidence-based research on success with students who are at high risk of not graduating. The National Dropout Prevention Center[18] has identified that:

- Dropping out of school is related to a variety of factors that can be classified in four areas or domains: individual, family, school, and community factors.
- Dropouts are not a homogeneous group. Many subgroups of students can be identified based on when risk factors emerge, the combinations of risk factors experienced, and how the factors influence them.
- Students who drop out often cite factors across multiple domains.
- Dropping out of school is often the result of a long process of disengagement that may begin before a child enters school.
- Dropping out is often described as a process, not an event, with factors building and compounding over time.
- The School's educational approach is based on a comprehensive and systematic model of teaching and learning. A plethora of research[19] identifies elements of programs that have been effective in

[17] Eyler, J. (2009). The power of experiential education. *Liberal Education*, 95(4), p. 24-31; Woods, E.G. (1995). *Reducing the dropout rate.* School Improvement Research Series: Close Up #17.

[18] Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs.* Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.

[19] Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school.* Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). Grad nation: A guidebook to help communities tackle the dropout crisis. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Morelia., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic.* Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Bridgeland, J.M., DiIulio, Jr., & J.J., Morison, K.B. (2006, March). *The silent epidemic: Perspectives of high school dropouts.* A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Calkins, A., Guenther, W., Before, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools.* Boston, MA: Mass Insight Education & Research Institute; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, *65*(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008–4025). Washington, DC: National

keeping students in school, leading them to graduation, and assisting them in planning for postsecondary success. This research points to success through targeted and coordinated efforts in three broad categories: School Environment, Academics, and Supports.

(a) School Environment

The primary support structure for a successful school campus is the tone of the building supported by administration, faculty and students. The tone of the building is generated through respect and care from all administrators and staff members for all students regardless of their circumstances. The following components underpin the development of quality culture and climate our School:

- *Significant Adult Connection* - It is important that every student have at least one adult that knows them very well. Creating this important connection will begin the first day the student comes on campus and will continue throughout the student's stay. It is expected that this important connection will assist in the retention of each student through the long term.
- *Positive Adult Interactions* - Throughout the School, adults and students alike will be coached to engage in language and behavior that is conducive to positive interactions and student engagement. Teachers will receive training that allows them to focus on the fundamental personal traps that lead adults into non-productive conversations with students who have extended experience with dysfunctional behavior. Teachers will model appropriate behavior while coaching students as they interact with other adults on campus. In addition, students will be expected to exhibit appropriate behavior with each other.
- *Daily Personal Greetings* - At the beginning of every instructional session, administrators and staff will be at the door greeting students by name. This simple, yet critical, part of the expected daily service model supports a school environment in which all students feel known, recognized and appreciated. This action also allows staff to identify students who may arrive at school in need of additional personal/social support or intervention.
- *Celebrations and Recognition* - A prominent aspect of a supportive, encouraging culture is the existence of routine celebrations that are designed to support and uplift student progress . Administrators and teachers will be expected to regularly recognize student achievement through actions to include but not limited to:: 1) notifications of notable progress or achievement placed in classrooms, 2) hallway posters displaying student progress, 3) attendance acknowledgements, 4) pictures of seniors and graduation ceremonies, 5) events celebrating achievement on standardized tests, 6) recognition of students who have achieved honors in the community, 7) regular positive phone calls to parents/guardians, and 8) student achievement highlights on the school website and social media The Principal will lead and invite School staff, community, family members, and Board members to celebratory events.

(b) Academics

Not surprisingly, the majority of studies reviewed in the design of the proposed educational program recommend a clear focus on academic innovations and interventions. Successful dropout prevention

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Center for Education Evaluation and Regional; Gunn, T.M., Chorney, D.W., & Poulsen, JC. (2009). High school completion: A comprehensive review of projects directed toward keeping students in school. *The Journal of At-Risk Issues*, *15*(1), 17-24; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices; Quint, J. (2008). Lessons from leading models. *Educational Leadership*, *65*(8), 64-68; Seltz, J. (2008). A focus on high school reform. *Educational Leadership*, *65*(8), 96; Shore, R. & Shore, B. (2009, July). *Reducing the high school dropout rate* (KIDS COUNT Indicator Brief). Baltimore, MD: The Annie E. Casey Foundation.

programs are characterized by challenging coursework and rigorous academics, coursework that is clearly relevant to postsecondary goals, an expectation that all students will be successful, and early interventions to provide support to struggling students and close achievement gaps.[20] Each of these elements has been thoughtfully and deliberately integrated into our School model.

(c) Supports

The research on dropout prevention and recovery is clear about the need for comprehensive and coordinated support services to students. Small, safe, and flexible school environments with an emphasis on academics alone will not be as successful as the same environment and academic emphasis in a school with supports that are designed to also address the social, emotional, and psychological well-being of the students. Several support structures appear to be key in leading students to school success and graduation, including effective use of data, personal attention and a close relationship with an adult at school, a graduation and postsecondary plan, family and community involvement, skilled teachers and leaders who participate in regular and meaningful professional development, and access to specialists including a Family Support Specialist and Career Coach. Our educational program model closely and thoughtfully aligns with these recommendations for dropout prevention and recovery.

(3) Research on Instructional Delivery

Our blended learning approach integrates face-to-face classroom instruction together with computer-generated activities, forming a cohesive and highly effective instructional model supported by research.. Perhaps the strongest case for blended learning programs comes from the U.S. Department of Education's meta-analysis of forty-five (45) studies that indicated that instruction combining online,[21] Classroom time can be used to engage students in interventions to eliminate barriers as well as to provide advanced interactive experiences. The online portion of the course can provide students with multimedia-rich content throughout the course of the day. This allows for an increase in flexibility for scheduling intervention, social support, and post-secondary planning and career guidance for students.

Students in blended learning environments have a significantly higher motivation to learn than those in other educational models (Klein, Noe & Chongwei, 2006).[22] The School's blended learning model takes into account the instructional and social emotional needs of at-risk students. "At least two-thirds of current and recent high school students agree that attending a school focused on social and emotional learning would help improve their relationships with teachers and peers, their learning of academic material, and their preparation for college, careers, and citizenship" (Darling-Hammond, et al.,2018, p.13).[23] As a result, the School's model takes into account the whole learner. Each student will work on an individualized plan, will be provided academic and social/emotional interventions and support, and will benefit from a climate of encouragement and celebration.

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[20] *Benchmarking Alternative K-12 Education*. Hanover Research , 4 Jan. 2018, https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/06850000003zoLuAAI.

[21] Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies, 50, 37-54.

[22] Klein, H. J., Noe, R. A., and Chongwei, W. (2006). Motivation to learn and course outcomes: The impact of delivery mode, learning goal orientation, and perceived barriers and enablers. Personnel Psychology, 59(3), 665-702.

[23] Darling-Hammond, et al. *From a Nation At-Risk to a Nation at Hope*. National Commission on Social, Emotional, & Academic Development, 2018, http://nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf.

In addition to meeting social and emotional needs of at-risk students, holding students' interest throughout their instructional session is also critical. Amen (2013) reports that thirty-three percent (33%) of untreated people with Attention Deficit Disorder (ADD) never finish high school.[24] These individuals need constant novelty in order to sustain interest and follow through. Digital learning can provide that novelty through interactive, original subject material; multimedia tutorials; manipulative tools that encourage hands-on interaction; and engaging exercises and self-checks.

In the blended learning environment, according to *Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice* (2010)[25], "the teacher is critical, as blended learning requires a transformation of instruction as the teacher becomes a learning facilitator; instruction involves increased interaction between student-and-instructor, student-to-content, and student-to-student." *Keeping Pace* also notes that blended learning offers more possibilities for engagement, personalization and increased learning, stating: "Blended learning can personalize instruction to each student in a classroom, freeing the teacher to focus on working one-on-one with students in particular areas that they need additional help;" and "Quality blended learning prepares students to think critically, to build collaborative relationships, to problem solve, and to communicate in a diverse global community."

In a study of blended learning (face-to-face and online/digital), Pape[26] observed:
…with blended learning, teachers can use online tools and resources as part of their daily classroom instruction. Using many of the online tools and resources students already are using for social networking, blended teaching helps teachers find an approach that is more engaging for this generation of students. The benefits of blended learning include giving students a variety of ways to demonstrate their knowledge while appealing to diverse learning styles and fostering independent learning and self-directed learning skills in students, a critical capacity for lifelong learners. Blended learning helps students better develop their higher education and workforce skills. It extends teaching and learning beyond the classroom walls, developing critical thinking, problem solving, communication, collaboration and global awareness.

According to Cakir, Delialioglu, Dennis, & Duffy,[27] the student achievement gap between urban and suburban districts is a major issue in U.S. schools. Technology-enhanced learning environments that support teaching and learning processes with advanced technology may close this achievement gap. Their research studied the impact of student and school factors with an emphasis on schools' geographic location on student achievement in a technology enhanced learning environment. The instructional model investigated by Cakir et al. combined face-to-face learning with online/digital curriculum and instructional materials that were distributed over the Internet so that all teachers and students received the same instructional materials and content tests. 4,670 students from 386 high schools participated in this study. Considering together with gender, ability and motivation factors, results showed that students located in different districts achieved equally well. Their results concluded that the combination of technology-enhanced classroom learning and face-to-face instruction helped students be successful, which gives promising results to remedy student achievement gaps between urban and suburban districts and their respective student populations.

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[24] Amen, D.G. (2013). Healing ADD. New York, NY: Berkley Books.
[25] Watson, J., Murin, A., et al. (2010). *Keeping pace with K-12 online learning: An annual review of policy and practice.* Retrieved from http://www.kpk12.com/wp-content/uploads/KeepingPaceK12_2010.pdf.
[26] Pape, L. (2010). Blended teaching and learning. Education Digest: Essential Readings Condensed for Quick Review, 76(2), p22-27.
[27] Cakir, H., Delialioglu, O., Dennis, A., & Duffy, T. (2009). Technology enhanced learning environments for closing the gap in student achievement between regions: Does it work? AACE Journal, v17 n4 p301-315.

As noted by Larson, Kuhn, Collins, Balthazor, Ribble, & Miller,[28] high school students spend much of their educational journeys immersed in 'old' literacies with paper, pencil, and print books. But outside of the classroom, they are exposed to information and communication technologies--such as blogs, wikis, Internet browsers, multimedia, social networking sites, and a wide range of software-each of which demands new literacies. This disconnect is a serious problem for schools because it reflects a decline in school's relevancy to students' futures, and the gap between how schools teach and how students learn will only grow over time.

A study conducted by Korkmaz & Karakus[29] investigated the impact of a blended learning model on students' attitudes towards a Geography course and their critical thinking dispositions and skills. An experimental pattern with pretest-posttest control group was used in the study. The study group consisted of fifty-seven (57) high school students (28 in the experiment group and 29 in the control group). The experimental group was subject to hybrid learning through the Geography web page, while the traditional learning model was used for the control group. The results indicated that the blended learning model contributed more to student attitudes toward the geography course when compared to the traditional learning model.

As noted by the National Council of Teachers of Math (NCTM)[30]: Technology is an essential tool for learning mathematics in the 21st century, and all schools must ensure that all their students have access to technology. Effective teachers maximize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. When technology is used strategically, it can provide access to quality mathematics instruction for all students.

Barrow & Rouse[31] examined whether a computer-based curriculum in mathematics was more effective than traditional classroom instruction at teaching pre-algebra and algebra concepts to middle- and high-school students. The study included about 1,600 students in fifteen (15) high schools and two middle schools in three large urban school districts. Math classrooms in each school were randomly assigned to use either the computer-based curriculum or a traditional math curriculum. The study assessed the program's effectiveness by comparing the test scores of the two instruction groups at the end of the school year. At the end of the school year, students in classrooms using the computer-based curriculum scored higher on the assessment of pre-algebra and algebra skills than students in traditional math classrooms. The estimated effect size was 0.17, equivalent to moving a student from the 50th to 57th percentile.

In summary, research has indicated that blended learning offers a compelling alternative to traditional instructional methods. Moreover, blended learning offers a promising solution to narrowing the achievement gap for at-risk learners, ensuring that all students have access to high-quality educational opportunities.

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[28] Larson, L., Kuhn, C., Collins, R.A., Balthazor, G., Ribble, M., & Miller, T.N. (2009). Technology instruction: Fixing the Disconnect. Principal Leadership, v10 n4 p54-58.

[29] Korkmaz, O. & Karakus, U. (2009). The impact of blended learning model on student attitudes towards geography course and their critical thinking dispositions and levels. *Turkish Online Journal of Educational Technology - TOJET*, 8(4) p51-63.

[30] National Council of Teachers of Mathematics. (2008). The role of technology in the teaching and learning of mathematics: A position of the National Council of Teachers of Mathematics. Available online at: http://www.nctm.org/uploadedFiles/About_NCTM/Position_Statements/Technology%20final.pdf

[31] Barrow, L., Markman, L., & Rouse, C. (2008). Technology's edge: The educational benefits of computer-aided instruction, NBER Working Paper No. 14240. National Bureau of Economic Research.

3.D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B.

A sample daily schedule and annual school calendar, as well as a description of a typical day are included as Attachment B.

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

The School's educational programs and curricula are built upon rigorous and relevant standards that will help improve student achievement and attainment of the NGSSS and B.E.S.T. standards. The School's instructional staff will utilize assessment data and results to drive instructional decisions, integrate strategic interventions to address gaps in student performance, and improve student outcomes.

The School will offer multiple levels of core curriculum including foundational courses, core courses integrated with reading development, core content courses, honors courses, CTE courses, and advanced placement courses. Course offerings (a complete list is included here) will depend upon student needs. Our goal is to graduate students who are prepared to enter the workforce or military, or to enroll in freshman-level college courses and succeed without requiring remediation.

Research demonstrates that high-need, high-risk students often need a variety of instructional approaches to meet their needs, motivate them, support their learning, and ensure both short and long-term success.[32] Our charter school model will enhance the academic outcomes for students and support the attainment of state-adopted standards in the following ways:

1. Build Foundational Skills in Reading and Math

- Initial assessment of reading and math skills upon enrollment, and assignment of courses and interventions based on current functional levels
- Development of an Individual Success Plan (ISP)
- The Multi-tiered System of Support (MTSS) Team review and analysis of student information/data after New Student Orientation to determine Tier placement, allowing teachers to design individualized instruction for students
- Technology-based curriculum selected and assigned to address specific learning skill gaps in reading and math

[32] Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school.* Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). Grad nation: A guidebook to help communities tackle the dropout crisis. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Moore,L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic.* Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, *65*(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional.; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education.* (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices.

- Targeted face-to-face instruction in reading and math intervention programs if reading or math is below grade-appropriate levels
- Instruction on study strategies, note-taking, and organizational skills beginning in new student Orientation

2. Rigorous and Relevant Curriculum and Instruction
- Mastery-based curriculum aligned to state assessments and designed to meet graduation requirements
- Instruction informed by student entry capacity to prepare students for graduation and postsecondary pathway
- Teacher-directed differentiated instruction – highly qualified, certified teachers leading instruction in every classroom at a ratio of no greater than one (1) teacher for every twenty-five (25) students in high school, and one (1) teacher for every twenty-two (22) students in middle school.
- Blended learning that includes both online as well as one-on-one, small group. large group, and pull-out instruction
- Curriculum and instruction differentiated to meet each student's academic needs
- Software instruction that includes audio support for all lessons, written transcript for all video and audio portions of lessons, interactive graphics, and hyperlinks to definitions of key terms and additional review activities
- Software available with significant language translation supports (e.g., text and audio)
- Software activities and teacher lessons address multiple modalities and levels of cognition
- Data-driven focus on continuous program improvement and student achievement

3. Increasing Student Engagement Through Communication and Celebration of Success
- Climate and culture of respect and high expectations
- Recognitions and celebrations to include incentives for attendance and academic progress
- Attendance calls made to applicable student / parents / guardians daily
- Positive contact monthly for every student

4. Accelerate the Successful Completion of Courses and Earning of Credits
- New Student Orientation that sets expectations for success, emphasizes rules and procedures, and introduces student to the curriculum
- Two sessions per day to accommodate students who are working, have family responsibilities, or need scheduling flexibility
- Individual-pacing by the student
- Technology-enhanced classrooms using the best available instructional software and computer technology that are a proven solution for at-risk students and allow for the individualization of instruction
- MTSS, a multi-tiered approach to improving behaviors and accelerating academic progress
- Continuous progress monitoring by MTSS Team to include data review and short cycle assessments
- Students and parents/guardians able to track student progress, attendance, goals, and assessment scores via MY SUCCESS® Student and Parent Dashboard
- Equipment and materials provided to each student, e.g., computer, paper, notebooks, and graphing/scientific/four function calculators

5. Provide a Foundation for Students to Become Successful Members of Their Communities
- Staffing includes a Family Support Specialist and Career Coach

- Employability Skills Training
- Individual Success Plan that includes a Postsecondary Transition Plan, College and Career Center for postsecondary planning and preparation
- Support by social services, crisis intervention, and behavioral health professionals located in the School to help students to remove barriers that prevent them from attending and/or being successful in school
- School events such as cultural field trips, college visits, financial aid nights, health fairs, job club, college and career fairs to increase relevance and exposure

4. CURRICULUM AND INSTRUCTIONAL DESIGN

4.A. DESCRIBE THE SCHOOL'S CURRICULUM IN THE CORE ACADEMIC AREAS, ILLUSTRATING HOW IT WILL PREPARE STUDENTS TO ACHIEVE FLORIDA STANDARDS. DESCRIBE THE PRIMARY INSTRUCTIONAL STRATEGIES THAT THE SCHOOL WILL EXPECT TEACHERS TO USE AND WHY THEY ARE APPROPRIATE FOR THE ANTICIPATED STUDENT POPULATION.

The School will implement a blended instructional model that includes a standards-aligned curriculum for both computer based and direct instruction. The instructional software used by the School delivers a broad curriculum (from foundational skills to Advanced Placement courses) to meet diverse learning needs and support teachers in creating rich, in-depth differentiated learning experiences for their students. The technology provides students and teachers with the tools, resources, and curriculum to be successful learners and increase student achievement. The curriculum is based on a three-component model of personalization, performance data, and intervention support. Research has consistently shown this three-pronged strategy will significantly increase student achievement levels when implemented in a web-based learning environment (Chou & Wang, 2000; Federico, 2000; Rasmussen & Davidson-Shivers, 1998).[33] Each course provides a complete scope and sequence with original instructional content that not only guides students in mastering critical skills and developing an understanding of key concepts but also encourages them to extend their learning beyond required content.

The School's curriculum resources are described in detail below.

(1) Edmentum Learning (Edmentum includes a portfolio of products which includes Apex Learning**)** (accredited by the Commission on Schools of the Northwest Association of Accredited Schools, an accreditation division of AdvancED) provides comprehensive online instructional content and assessments that help teachers individualize instruction, ensuring each student has the opportunity to achieve to his or her potential. Edmentum digital curriculum has been developed from the established body of learning research and best practices in teaching. Evidence-based work from leading learning theorists is used to develop curriculum that incorporates basic and higher levels of learning, builds critical thinking skills, deepens understanding, and engages and motivates students to

[33] Chou, H. & Wang, T. (2000). The influence of learning style and training method on self-efficacy and learning performance in WWW homepage design training. International Journal of Information Management, 20, 455-472; Federico, P. (2000). Learning Styles and student attitudes toward various aspects of network-based instruction. Computers in Human Behavior, 16, 359-379; Rasmussen, K. & Davidson-Shivers, G. (1998). Hypermedia and learning styles: Can performance be influenced? Journal of Education, Multimedia and Hypermedia, 7, 291-308; Wang, K., Wang, T., Wang, W., & Huang S. (2006). Learning styles and formative assessment strategy: Enhancing student achievement in Web-based learning. Journal of Computer Assisted Learning, 22(3), 207-217.

succeed. The research base that serves as the foundation for course development is documented in *Research Put into Practice: Apex Learning Curriculum and Pedagogy* and *Learning Design and Research Base for Edmentum Courseware*.

Edmentum courses in math and English Language Arts are aligned to the Florida Standards (and will be aligned to B.E.S.T. standards prior to the school opening in 2023) and incorporate rigorous instruction, active learning experiences, and meaningful assessment. Sample correlation reports are available online. [To access the Edmentum Correlations Engine, please visit: https://edmentum.clickhelp.co/articles/#!courseware-instructor-resources/florida-ccrs. Login with Account: ALSE; Username: DemoUser; Password: 1234.]

Each Edmentum online course provides a complete scope and sequence based on state and national standards. Courses are organized into semesters, units, lessons, and activities. A typical semester includes 5-6 units, each with 5-6 lessons. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, web explorations, reviews, and both computer- and teacher-scored assessments, including unit diagnostics. Each semester has an average of 750 pages, 1,000 images, 250 multimedia tutorials, 250 interactive exercises, 50 computer-graded assessments, and 85 vetted web links.

Edmentum helps teachers create active learning experiences that keep students engaged. Study plans help teachers guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding. Students progress through course content by interacting with each concept as they are prompted to observe, inquire, create, connect, and confirm. Interactive, original subject material is presented in a step-by-step fashion designed specifically to appeal to students. Multimedia tutorials provide opportunities to explore and discover new material. Multiple representations help teachers reach each student. Manipulative tools encourage hands-on interaction to master concepts. Interactive exercises and self-checks give frequent opportunities to confirm understanding and apply new concepts. Instructive feedback is immediately provided as students apply their understanding, creating a continuous interplay with the subject matter that keeps students attentive and motivated. Through ongoing interaction with course content, students are able to take responsibility for, and ownership of, their individual learning experience. As students experience success, their confidence builds, and achievement increases.

One of the features of Edmentum software is that it is designed to allow teachers to differentiate instruction for students based on individual needs. Edmentum gives teachers the flexibility to determine how to most effectively use these online curriculum resources to enhance classroom instruction.

Assessment opportunities – including formative, summative, and diagnostic assessments – are integrated throughout Edmentum's digital curriculum and address each learning objective. Formative and diagnostic assessments provide opportunities to pinpoint student strengths and weaknesses and gauge student progress on an ongoing basis. Summative assessments require students to demonstrate content mastery at the end of each semester. Detailed reports provide teachers with performance information for an entire class and individual students (See Gradebook samples in Attachment FF).

(a) Course Options

The School will offer the curriculum required for: promotion to high school; earning a high school diploma; and meeting the Florida Next Generation Sunshine State Standards (NGSSS) as defined by

s. 1003.41, F.S., including B.E.S.T. standards. A complete list of course offerings is included at https://s3.amazonaws.com/finishschool.com/CourseOfferings.pdf. Through utilization of the Edmentum curriculum, the School will be able to offer courses aligned to individual student needs and delivered through a secure network. These include Foundations Courses, Core Courses, Honors Courses, and Advanced Placement Courses.

[1] Foundations Courses. Designed to provide a bridge to high school, Edmentum Foundations Courses target middle and high school students unprepared to successfully complete grade-level work. Foundations Courses feature structured remediation designed to facilitate student progress through grades 3-8 skills. Courses develop math and English-language arts skills and strategies while raising academic performance up to high school levels. Each semester course offers approximately 70-90 hours of interactive instruction, guided practice, and integrated formative, summative, and diagnostic assessment. Students working on foundations courses will also receive supplementary instruction to ensure alignment to the Florida Standards.

[2] Core Courses. Focused on building essential skills and content knowledge, Edmentum Core Courses are designed to support success for both struggling and mainstream middle and high school students. Rich graphics, engaging multimedia, hands-on interactivity, video, and audio tracks provide support for those reading below grade level and address different learning styles for all students. Robust scaffolding in the form of annotated readings, study sheets, and graphic organizers assists all learners in making consistent progress through coursework. Each semester course offers 70-90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

[3] Honors (College Prep) Courses. Edmentum Honors Courses are designed to meet the needs of highly motivated students who want to build advanced skills and content knowledge in preparation for undergraduate study. Placement in Honors (and Advanced Placement) classes will be determined by Assistant Principal's review of students' academic history upon enrollment, the student's goals, recommendations of teachers or other staff who identify students with potential for more advanced coursework, and teachers' and Assistant Principal's progress monitoring meetings with the student.

[4] Advanced Placement (AP) Courses. Authorized by the College Board AP Course Audit, Edmentum online Advanced Placement Courses are designed to meet the higher education expectations of a college-level course and prepare students to demonstrate college-level achievement through success on the AP exams. Courses target highly-motivated students who are reading at grade level or above and who have a track record of success in high school coursework. Each semester course offers approximately 120 hours of direct instruction and integrated formative, summative, and diagnostic assessment.

[5] Exam Preparation Courses. Even the most accomplished students can benefit from targeted preparation before high stakes exams. To ensure students are adequately prepared, the school will offer SAT, ACT, and Advanced Placement (AP) Exam Review. Additionally, the school will provide interventions to help prepare students for meeting state assessment standards. Interventions will be aligned to the state's test blueprint, including the state required assessments.

(2) Reading and Math Curricula

Given the School's target population, it is likely that many of the School's students will struggle with English language literacy in some way. Some may be English Language Learners, some may have reading difficulties, and others may have a limited vocabulary. In order to effectively address the challenging needs of these students, the School has a detailed plan for reading instruction as described below in Section 4.B. – The School's Reading Curriculum.

Reading Plus®, the School's selected primary reading curriculum, is an online reading intervention program aligned to the Florida Standards that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. *Reading Plus*® was chosen because of its ability to differentiate instruction and pinpoint student needs. It is described in detail in Section 4.B.

It is also expected that a majority of the School's students will struggle in math. In order to help students meet state assessment and graduation requirements, supplementary online mathematics such as IXL Math programs will be used to serve as an intervention to improve student mathematics performance. The school will offer mathematics support using a variety of standards-based materials through direct instruction. These materials may include but are not limited to classroom hands-on math manipulatives, Khan Academy and Algebra Nation. In addition to direct instruction in mathematics, students struggling to pass the Algebra 1 EOC exam will have the opportunity to engage in math intervention software at school or at home (example- Imagine Math).

Students will need to meet all academic state requirements for reading and math including End-of-Course (EOC) assessments. Students enrolled in Algebra I will be required to pass the EOC assessment, which will constitute thirty percent (30%) of the student's final course grade.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum and software, the School will continuously review the curricula used and the research and development of new software options that may become available. The Board and school administrators will remain open to replacing these planned curricula or selecting new ones if more effective options become available in the future.

(3) Middle School Curriculum

For over-age middle school students, the School will be using a Middle School Course Catalog which includes offerings in the following areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Reading[34]
- Art
- Music
- Physical Education[35]
- Comprehensive Health[36]

[34] Reading instruction is required for all middle school students in grades 6-8.

[35] Students are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled in an intensive instruction course.
2. The student's parent indicates in writing to the school that:
    a. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
    b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

[36] The School recognizes the importance of comprehensive health education and requires its implementation in the regular curriculum.

• Personal/Social[37]

(4) Personal, Social, and Career Development Curriculum

In addition to the core academic content, the School will deliver an expansive personal, social, and career development curriculum designed to help students refine social skills, develop financial literacy, evaluate aptitudes and interests, and plan for postsecondary success. A blended instructional approach will include engagement in on-line curriculum as well as direct instruction lessons by teachers to include interactive discussions and activities involving collaborative problem solving, respectful listening, effective communication, cooperative learning, and responsible decision making. The personal, social and career development curriculum resources may include, but are not limited to:

Mind Sage: The focus of *MindSage* is to prepare students for the workplace and life. The subjects covered include the top 20 most important or vital skills/qualities that employers and hiring managers look for in employees.

Kuder: *Kuder* is a comprehensive education and career planning system that helps students succeed in the increasingly competitive global economy. Students will learn about themselves, discover the many options and opportunities for their future, and gain access to the information and tools to achieve their goals. It will assist students in clarifying their interests, values and skills, leading to an exploration of possible post-secondary options or career pathways.

March 2 Success®: *March 2 Success®* is a free online test preparation tool developed by the United States Army that helps students prepare for state assessments and college/career and military placement exams like SAT, ACT and ASVAB.

Federal Deposit Insurance Corporation (FDIC) Money Smart: FDIC Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals enhance their financial skills. Research shows that the curriculum can positively influence how students manage their finances in the short and long-term.

(5) Career and Technical Education (CTE) and Dual Enrollment

In accordance with s. 1003.4282, F.S. Career and Technical Education Graduation Pathway Option the school plans to provide opportunities for postsecondary readiness and industry certifications for its students by providing engaging career and technical education courses aligned with the FLDOE CTE framework. A study by Hanover Research (2019) links high school career academies with a variety of highly desirable outcomes, including truancy and dropout prevention, increases in credits earned, enhanced student achievement, and improvements in local labor markets. CTE courses have also been shown to motivate students who are otherwise unengaged in the education process, helping them to garner and hone skills in reading, writing, and mathematics, as well as develop their ability to apply critical thinking in real-world situations. Offering a CTE program as part of the school's curriculum is the first step in reducing dropout rates and spurring academic progress.

To promote student success, the instructional model will focus on each student's individual needs using a blended learning approach that combines direct, face-to-face, small and large group, individual, and technology-enhanced instruction. The school's unique CTE courseware utilizes cutting-edge virtual reality (VR) and real-world simulations which, by their very nature, connect with and help motivate students on a personal level. These courses and the interactive technologies they feature also make it possible for students to earn industry credentials prior to graduation. Industry credentials

[37] All students will participate in daily Personal/Social lessons which are designed to improve the social, emotional, and academic skills of students and strengthen relationships between students and teachers as well as among students. The curriculum also includes lessons on personal financial management and career readiness.

provide significant value to job placement and professional advancement beyond high school for many post-secondary pathways. The CTE program educates students in trade-specific theory, equips them with valuable certifications, and through partnerships with leading organizations like HBI and YouthBuild, provides job placement and relevant work experience.

CTE Curriculum and Instruction

The school's CTE program will emphasize a blended format featuring online learning, certification preparation, and relevant work experience. The CTE courseware offerings make it possible for students to fulfill state requirements for a high school diploma while also earning certifications, licensing, and apprenticeship opportunities. Students engaging in these courses will graduate prepared to enter the workforce or continue on with post-secondary education or training.

Using the school's CTE courseware, students also have access to certified industry experts who provide blended instruction and comprehensive support virtually while on-site Advisory Teachers serve as physical proctors and supports within the classroom All of the competency-based course lessons are delivered using engaging videos and interactive simulations created with VR technology. Realistic images, sounds, and even physical sensations are generated in a virtual environment, allowing learners to participate in performance-based tasks as if they are on the work-site. The simulations offer practice runs at techniques, skills, and concepts aligned to industry performance certification exams. Students access and engage in these courses using a standard laptop, computer, or VR headset. In addition, industry-certified partners come to the school periodically to deliver specialized workshops and face-to-face instruction.

Finally, the school will build partnerships with certification agencies, trades organizations, career placement centers, and employers to provide our students with industry-specific training and job placement. This approach is consistent with and furthers the mission of helping at-risk students graduate from high school duly prepared for post-secondary success.

Expected Program Outcomes

The CTE program is an effective dropout prevention strategy that can lead to a variety of positive student and school outcomes, such as increases in attendance, credits earned, and graduation rates. Most of all, this program will help motivate our students to graduate with a career or college pathway and better prepare them for post-secondary success.

Students who take advantage of these CTE opportunities can graduate with high school diplomas, industry credentials, and college credits. Students may choose to participate in career dual enrollment for courses that will lead to an industry certification. The school will collaborate with local colleges and universities to establish MOUs for dual enrollment opportunities for eligible and interested students for both industry certification opportunities and/or degree seeking opportunities.

One of the national credentialing agencies the school plans to use is National Occupational Competency Testing Institute (NOCTI). NOCTI's Job Ready assessments have been designed and developed for assessing entry-level knowledge and performance. The NOCTI assessments are based on industry standards, are valid and reliable, and are intended to assist in making informed decisions to support high-quality educational programs. Students who meet the benchmark on the NOCTI assessments will be eligible for industry certification and college credit.

As part of providing students with a pathway to industry certification, the school will prepare students for the associated certification exams using Certify-ED competency-based courses.[38] The Certify-ED courses provide students with a curriculum that includes practice assessments and performance-based tasks aligned to the FLDOE CTE framework. Engaging lessons, assessments, and performance-based tasks prepare students for a variety of certifications including: the FAA Remote Pilot's Certificate, ServSafe certifications, Home Builders Institute (HBI) PACT Core certification, as well as a variety of certifications which may be earned through passing NOCTI exams (i.e. Medical Assistant, Nursing Assistant, Welding, Culinary Arts, Criminal Justice, and Carpentry, etc.). The high-quality online curriculum is designed by industry experts using cutting edge technology to assess knowledge and skills using FLDOE CTE Frameworks and work-based industry standards. The Board and school administrators will continually assess CTE curriculum choices for students to ensure these planned options are the best options for our students.

4.B. IF THE CURRICULUM IS FULLY DEVELOPED, SUMMARIZE CURRICULAR CHOICES (E.G. TEXTBOOKS) BY CORE SUBJECT AND THE RATIONALE FOR EACH. INCLUDE AS ATTACHMENT C, A SAMPLE COURSE SCOPE AND SEQUENCE FOR EACH CORE SUBJECT FOR EACH DIVISION (ELEMENTARY, MIDDLE, AND HIGH SCHOOL) THE SCHOOL WOULD SERVE.

Edmentum offers fully developed curriculum offerings, including a wide variety of courses that will be delivered through a secure network using the blended learning flex model of instruction. A sample course listing and sample scope and sequences are included in Attachment C.

- **PROVIDE EVIDENCE THAT READING IS A PRIMARY FOCUS OF THE SCHOOL AND THAT THERE IS A RESEARCH-BASED CURRICULUM AND SET OF STRATEGIES FOR STUDENTS WHO ARE READING AT GRADE LEVEL OR HIGHER AND, INDEPENDENTLY, A CURRICULUM AND STRATEGY FOR STUDENTS READING BELOW GRADE LEVEL. INCLUDE THE SCHOOL'S READING CURRICULUM AS ATTACHMENT D.**

In accordance with Rule 6A-6.053, F.A.C., the School's Comprehensive Evidence-Based Reading Plan ensures that:

- School leadership is guiding and supporting reading;
- The analysis of data drives all decision-making;
- Intensive reading interventions will be delivered by a teacher who is certified or endorsed in reading;
- Measurable student achievement goals are established and clearly described; and
- Evidence-based instructional materials comply with section 1011.67(2), F.S.; and Supplemental instructional materials comply with section 1001.215(8), F.S.

The school's reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

[38] https://www.w3award.com/winners/gallery/?award=4&event=1031&id=221445

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

The School's educational program will utilize reading curriculum that is appropriate for students at all levels from enrichment to remediation. All students will be enrolled in a reading course and participate in a daily reading block where they receive direct instruction from a certified reading teacher along with practice and application through a digital curriculum. The School will focus on mastery of the B.E.S.T. Standards and adhere to the specifications set forth by, and take full advantage of, the myriad of resources available through the Just Read, Florida! initiative.

Upon entering the School, students will take an adaptive reading assessment to determine their current reading comprehension levels. The *Reading Plus*® curriculum then delivers programming based on the skills and individual performance of each student providing scaffolds and increased instruction when students struggle and increasing levels of instruction and rigor as students progress. The program advances through to college and career level reading. After successful completion of the *Reading Plus*® diagnostic assessment, students will be enrolled in an Intensive Reading course.

During New Student Orientation, students will receive explicit instruction on a set of content area reading strategies that are best suited for a technology-enhanced learning environment. These specific strategies will include, but are not limited to, the following: SQ4R (survey, question, read, record, recite, review), Two Column Notes, and 1-2-3 Power Notes or Cornell Note Taking. Students will be required to use these strategies and keep an organized notebook for all coursework. Teachers will receive professional development on content area reading strategies and provide guidance and monitoring of the use of these strategies.

The School will employ no less than one full-time reading teacher who is certified in reading or is a certified teacher with a reading endorsement. The reading teacher(s) will play a lead role in ensuring

effective delivery of the *Reading Plus*® program, implementation of direct instruction push-in and pull-out interventions, and oversite of reading instruction across content areas.

The School's curriculum options will address a comprehensive array of reading skills at different levels. By combining various research-based curriculum options, the School will provide the building blocks for systematic and explicit teaching of reading skill and strategies, while offering courses that target a wide array of skill levels necessary to accommodate all students. School administrators and staff will ensure that students are receiving the appropriate reading intervention, and that the reading curriculum is implemented with fidelity.

(1) Students Reading Below Grade Level

Reading instruction for students reading below grade level, including the special needs and English Language Learner (ELL) populations, will begin with a careful review of each student's data and a plan to meet each student's individual needs.

In alignment with the School's mission, students who score at Level 1 or Level 2 on the Florida Assessment of Student Thinking (FAST) ELA, or FSA and who have intervention needs in the areas of decoding and/or text reading efficiency will have designated time for reading intervention and are assigned an Intensive Reading course. Reading interventions will include explicit instruction, differentiated instruction, independent reading practice, a focus on informational text, and opportunities for accelerated achievement. Students scoring at Level 1 and 2 on the FAST ELA, or FSA will be progress monitored a minimum of three (3) times per year, which will include a baseline, midyear, and an end of the year assessment.

In addition to independent work in *Reading Plus*®, reading instruction for students performing below expected grade level will include teacher-directed interventions using evidenced-based resources including but not limited to programs like *Phonics for Reading*, *Wilson Reading,* and off-line materials within *Reading Plus*®. Additionally, reading teachers will participate in regular professional development and professional learning community (PLC) experiences to enhance their ability to teach reading most effectively for low performing students and to provide feedback for review and selection of current and future literacy curriculum.

Reading Plus® will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text. *Reading Plus*® is an online reading intervention system that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. The program provides rapid, sustainable, and deep vocabulary, comprehension, and silent reading fluency gains. *Reading Plus*® will help to develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

Phonics for Reading has been selected to strengthen the reading intervention program for the disfluent level 1 students who are independently reading below a 5th grade level. The program enhances the blended model for the most intensive/at-risk reading population in our school with an emphasis on direct instruction. It is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills and is taught in small groups or one-on-one by the reading teacher; or following training, by an aide, tutor, advisory teacher, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions.

Phonics for Reading focuses on phonics, a key component of reading instruction identified by the National Reading Panel (2000). The program's structured and direct approach aims to help students master the "print-to-speech" system of our alphabetic language. This is achieved by developing automaticity in letter-sound relationships and word reading skills.

Reading instruction will include whole group direct instruction of the standards, effective literacy strategies, academic vocabulary, evidence-based writing, and grammar along with small group instruction that is a combination of independent student work using instructional technology and small group instruction with the reading teacher that is tailored to meet the specific needs of the group.

The School will use a Multi-tiered System of Support (MTSS)[39] to match quality interventions to student needs. MTSS is a problem-solving model that integrates multi-tiered service delivery including primary, secondary, and tertiary levels of support. The primary, or first tier, is focused specifically at effective instructional delivery of the core curriculum for the majority of students. Special needs and ELL students achieving at grade level should meet grade level norms within the School's curriculum with teacher and reading strategy support.

Of particular priority is detecting reading difficulty at the very start of the student's enrollment at our school. In an attempt to intervene early, if students are not performing proficient on the most recent state test and/or perform at or below an established level on the GAIN assessment during New Student Orientation, an immediate screening of a word list and fluency measure will be administered to determine grade level equivalencies prior to students receiving coursework and intensive intervention in a content area.

Another incredibly important research-based strategy for the struggling reader is learning and implementing organization and study skills. There is a direct relationship between a student's ability to organize content information, take ample notes, and be successful in school. Students will receive thorough instruction in notebook organization and note taking requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. In order to be an efficient and effective student at our School, student materials that will be provided must include notebooks, pen or pencil, highlighter and headphones. The note taking structures that are best utilized in a technology-enhanced environment include: SQ4R; 1-2-3 Power Notes or Cornell Note taking; and Two Column notes.

Interventions will also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. The School will supply each classroom with resources for students to access additional information or reinforce learned concepts. These may include but are not limited to the following:

- Adopted core curriculum textbooks
- Dictionaries
- English: No Fear Shakespeare book series
- Online research sites are available as icons on selected research workstations

Reading interventions for students with disabilities will be determined by the student's Individual Educational Plan (IEP) team and documented on the student's IEP.

[39] MTSS Implementation Components, http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Wilson Reading is an intensive Tier 3 research-based program, with unique characteristics, that fully supports students who have not internalized the sound-symbol system for reading and spelling and have word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability or ELL students with limited vocabulary.

The *Wilson Reading* program was selected to support those students who need a highly structured literacy program based on phonological-coding research and Orton-Gillingham principles. *Wilson Reading* directly and systematically teaches the structure of the English language. Students learn fluent decoding and encoding skills to the level of mastery and receive instruction in:

- Word structure (in depth) for automatic decoding and spelling
- Word recognition and spelling of high frequency words, including irregular words
- Vocabulary, word understanding, and word-learning skills
- Sentence-level text reading with ease, expression, and understanding
- Listening comprehension with age-appropriate narrative and informational text
- Reading comprehension with narrative and expository text of increasing levels of difficulty
- Organization of information for oral or written expression
- Proofreading skills
- Self-monitoring for word recognition accuracy and comprehension

Lessons are delivered in a small group setting for approximately 40-50 minutes daily. Teachers follow a ten-part lesson plan that addresses the following in a sensible and logical fashion: decoding, morphology, and the study of word elements, encoding and orthography (internalizing the rules that govern English), high frequency word instruction, oral reading fluency, vocabulary, and comprehension. There are 12 Steps, not corresponding to school grade levels, that are further divided into 52 incremental sub-steps, each building upon the previous one. Requiring the mastery of each sub-step before progressing to the next one makes the demands of the subsequent sub-step manageable and achievable. This provides a systematic and cumulative approach to teaching total word structure for reading and spelling and includes an extensive collection of controlled and readable text (wordlists, sentences, stories).

The ultimate goal is for students to be successful in reading comprehension. Research has found that the ability to decode words is a prerequisite for reading comprehension. Therefore, for students who need practice with decoding, including ELL students targeted, systematic phonics instruction is essential (Torgesen et al, 2007). Furthermore, as with all students, ELL students need instruction in word learning, comprehension strategies, and academic language in order to comprehend text (Torgesen, et al., 2007).

(2) Students Reading At or Above Grade Level

Students scoring satisfactory and above on the state assessments will also receive reading instruction. As mentioned above, all students will be enrolled in a reading course and participate in a daily reading block. The instructional focus for students reading at or above grade level will be vocabulary and comprehension strategies that prepare the students for rigorous college coursework. While they read, students will connect the new knowledge with prior knowledge and verify their predictions. Teachers will model active reading comprehension strategies for the students. After students have finished

reading, they will learn to summarize and organize what they have learned. The School's teachers will receive professional development in scientifically-based reading research through participation in the District's reading endorsement classes, if available, as well as other reading trainings and professional learning communities organized by the ESP and through the Just Read. Florida! Office.

(3) Reading Program Summary

The School will ensure that there is an ongoing and primary commitment to improving reading and writing skills so that students meet the B.E.S.T. Standards. Through high quality and well vetting curriculum and evidence-based teaching strategies, the School will strive to achieve the goals outlined by Florida's Just Read, Florida! reading initiative. Furthermore, the School will base its reading instruction framework at all times on the current and relevant research findings by the National Reading Panel (NRP), International Reading Association, the National Council of Teachers of English (NCTE), and the National Assessment of Educational Progress (NAEP).

4.C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels).

The School does not plan to adopt or develop additional academic standards beyond those mandated by the state.

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

The School's primary curricula have been selected based the quality of the programs and evidence of effectiveness with our target population. All of these curricula have documented evidence demonstrating student success as elucidated below.

(1) Edmentum

Edmentum was selected as the core curriculum product because it has been recognized by the National Dropout Prevention Center as a comprehensive dropout prevention, intervention, and recovery/re-entry program with promising results.

Edmentum has used sound research to guide the development of its curriculum. Using the most recent research on acquiring knowledge and thinking skills, characteristics of learners, and assessment and feedback, the Edmentum curriculum effectively provides students with access to both the content and tools needed to be successful learners.[40] For example,

> …the learning sciences offer a time-tested base of research and practice on how people learn and how to design instruction so that students build knowledge modeled on the characteristics of expert knowledge. Second, students learn more when information in multiple media is presented to them in ways that reduce unnecessary cognitive effort, facilitate processing of essential information, and maximize processing potential. These knowledge-centered elements contribute to learning with understanding and the goal of adaptive expertise (Moore & Baer, p. 6).

In response, Edmentum has designed lessons that engage students in challenging activities that increase in depth and are supported by many examples that allow students to use and apply factual knowledge. As students work, a variety of instructional strategies such as predictions, advance

[40] Moore, A. & Baer, T. (2010) Research put into practice: Apex learning curriculum and pedagogy. Seattle, WA: Apex Learning.

organizers, and questions elicit prior knowledge upon which to build new knowledge. Further, multimedia presentations of information pique students' interest and lead to deeper understandings.

The effectiveness of Edmentum (Edmentum with a portfolio of products that includes Apex Learning)'s research-based curriculum is evident. Recently, Empirical Education, Inc. completed two studies of the effects of Edmentum curriculum on students at a charter high school in Ohio. One study sought to answer the following questions, "(1) What are the determinants of achievement and dynamics of growth for students using Edmentum courses in [drop out and prevention programs]? (2) How is student growth or achievement on math, science, or ELA assessments related to the students' quality of work metrics that the Edmentum system tracks?" (p. 1).[41] Researchers found that "…increased time spent in Edmentum courses is associated with higher assessment scores…" (p. 1) and there is a "…positive relationship between Edmentum digital curriculum usage and performance on math, science, or ELA assessments" (p. 3).

Evidence from around the country also points to success with the Edmentum (Edmentum with a portfolio of products that includes Apex Learning) curriculum. St. Mary's County Public Schools are located in Leonardtown, Maryland, and serve 17,450 students in 27 schools, including the county's first public charter school. In 2012, Great Mills High School in St. Mary's County Public Schools increased its four-year adjusted cohort graduation rate by six (6) percentage points in one year, from 76% in 2011 to 82% in 2012. Superintendent Dr. Michael Martirano attributed much of the increase to the school using Edmentum® digital curriculum in a new blended learning program.[42]

A 2018 Third-Party Study of the Effects of Apex Learning (Edmentum is a portfolio of products that includes Apex Learning) on School and Student Outcomes completed by Hanover Research indicated that the use of Apex Learning Courses had a positive impact on alternative school accountability ratings and student achievement. The results found that: Eighty-six percent (85.7%) of ALS managed schools received a "Commendable" school improvement rating compared to 7.86% of non-ALS managed alternative charter schools that did not use APEX. Students in ALS schools achieved higher academic growth than students in non-ALS alternative charter schools that do not use Apex Learning Courses in English language arts and mathematics. Students in ALS schools achieved higher academic growth than students in non-ALS alternative charter schools in Florida that did not use Apex Learning curriculum, particularly in math. ALS schools also had better school improvement ratings (SIRs) than those non-ALS schools.[43]

(2) *Reading Plus®*

Reading Plus® has one of the most extensive documentations of the effectiveness of its technology-delivered reading improvement techniques, especially in the area of silent reading fluency development. Beyond the pedagogical considerations observed in *Reading Plus*®, there is an array of studies dating back to the 1930s, when Earl A. Taylor initiated the first reading instrument training technique to develop fluency in silent reading. The studies continued through the 1960s and into the 1980s with the introduction of the Controlled Reader, Guided Reader, Tach-X, and Tach-Mate tachistoscopes by Stanford E. Taylor.

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[41] Empirical Education, Inc. (2012). Ohio life skills centers: A study of Apex Learning and student achievement. Palo Alto, CA: Empirical Education, Inc.

[42] http://www.apexlearning.com/Company/News/Great_Mills_High_School_Increases_Graduation_Rate.htm

[43] https://cdn.apexlearning.com/al/als-efficacy-study.pdf

Taylor Associates studied the records of over 300 schools and the reports on 65,000 students during the school years of 2005-2007, facilitating the creation of *Reading Plus*® 3.6, which contains an automated system of instruction, provisions for scaffolding of instruction to best accommodate individual student needs, ongoing formative and summative assignments, as well as many motivational measures that will maximize student progress toward developing reading proficiency.

Numerous studies conducted with *Reading Plus*® demonstrate the system's effectiveness in developing reading proficiency in elementary, middle school, and high school students. A study involving more than 28,000 students supported the following outcomes:

- *Reading Plus*® significantly improved reading scores in middle school and high school students regardless of student ethnicity or sub-population.
- A direct correlation was observed between the number of *Reading Plus*® lessons completed and gains achieved.
- Participating Exceptional Student Education (ESE) students (both non-gifted and gifted) made significantly greater gains compared to non-participating students.
- Participating English Language Learner (ELL) students made significantly greater gains compared to non-participating students.

Prescott High School in Prescott, AZ, is one of nine schools involved in the longitudinal component of the national research project being conducted by Dr. John Shelley-Tremblay of the University of South Alabama (2007). This portion of the study includes students ranging from Grade 9 through Grade 11. Over 70% of the students reported on thus far exceeded the expected Lexile growth for the period covered in this lay analysis, with the vast majority doubling and tripling the expected increase. The expected increase for the period is approximately 44 Lexile points; the average increase among the students reviewed was 105 Lexile points. Lexile points are equal-unit measures and, therefore, can be used for comparison. Within the *Reading Plus*® programs, the students increased their Guided Reading™ rate by an average of 115 words per minute while maintaining reasonable comprehension. The students also increased how efficiently they read overall.

A collaborative study[44] was conducted between August 2003 and December 2003 and involved 82 students in the ninth and tenth grades who were defined as struggling readers. Forty-four treatment-group students were assigned to *Reading Plus*® and Lexia S.O.S. programs (average time 541.6 minutes), and thirty-eight control-group students were assigned to intervention reading classes (average time 747.4 minutes). Pre- and post-tests used to determine student gains were from the Gates MacGinitie Reading Test, Lexia Comprehension Reading Test, Visagraph Reading Rate Grade Level Equivalent (GLE), and Visagraph Reading Rate with Comprehension.

While the control group showed no significant gains on the Gates Test, the treatment group made statistically significant gains ($p<.05$) from pre-test scores of 22.5 to post-test scores of 25.8. Although both groups showed improvement at the significant level on the Lexia Test, the treatment group having access to *Reading Plus*® made significant gains on the Visagraph GLE (5.1 to 6.5) and Reading Rate (168.4 to 182), while the control group made no measurable gain.

[44] Maycumber, Evelyn, M. Reading Plus® Research Study at Dixie High School in Cross City, FL, 2003-2004. Unpublished study conducted by North East Florida Educational Consortium's Foundation for Rural Excellence (NEFEC) and Educational Learning Systems, Inc. Cited by Florida Center for Reading Research in review of Reading Plus®, www.fcrr.org, January 2006

A study conducted at a high school in California also showed positive results. A total of 182 high school students from Golden West High School in Visalia, CA, participated as part of a national study evaluating the effectiveness of *Reading Plus*®[45]. Those in the treatment group considered in the final analysis received at least 40 sessions of *Reading Plus*®, which included PAVE™, Word Memory™, Cloze Plus™, Reading Around Words™, and Comprehension Power™, and at least 30 lessons in Guided Reading™. The control group used a literature book by McDougal Littell and both groups spent equal time in reading instruction.

The results show that the treatment-group students, who were shown to be low achievers, made a significant improvement in reading (p=.012) over the control group after pre- and post-testing on the Gates-MacGinitie Reading Tests. The treatment group also showed substantial improvement in visual/functional and perceptual skills after pre- and post-testing with the Visagraph®, with an average two-year grade-level gain and fewer fixations and regressions. Reading rate was also shown to have substantially increased in both Visagraph® recordings and in Part B of Guided Reading™. The control group's gain was slight, with an average half-year grade-level gain and little improvement in reading rate, fixations, and regressions.

(3) *Phonics for Reading*

Phonics for Reading is a research-based program that reflects the findings of the major national documents on reading, including Becoming a Nation of Readers (Anderson et al., 1985), Preventing Reading Difficulties in Young Children (Snow et al., 1998), and the National Reading Panel Report (2000), which summarized research on numerous topics, including phonemic awareness, phonics, fluency, and comprehension. In addition to these reports, the design of Phonics for Reading was informed by the research on beginning reading (Honig, Diamond, and Gutlohn, 2008), the research on reading interventions for older, struggling readers (Archer, Gleason, and Vachon, 2003), the research on explicit instruction (Archer and Hughes, 2011), and the research on literacy and cultural diversity (Morrow, Rueda, and Lapp, 2009).

(4) *March 2 Success* (M2S)

March 2 Success® is an online test preparation tool that will help students prepare for standardized tests through the use of online study materials and practice tests, and at the same time improve math, language arts and science skills. A study of the effectiveness of *March 2 Success* was completed in Broward County, Florida (2009) and included 163 students. This study focused on the High School Prep module, coursework, specifically Math General Principles (GP), which leads to success in 9th and 10th grade courses. The data clearly showed that:

- Users of the M2S High School Prep course had a statistically significant increase in GP Math scores. (The difference in mean scores could not be attributed to random or chance effects)
- Users with lower initial Math GP scores had the most significant increase.
- 9th grade students had the greatest percent increase in Math GP scores.

(5) *MindSage*

The focus of the *MindSage* curriculum is to prepare students for the workplace and life. The topics covered in the curriculum include some of the top 20 most important or vital skills that employers and hiring managers look for in employees. Topics include but are not limited to: growth mindset,

[45] Shelley-Tremblay, John, & Authelet, Ann. "Reading Plus® National Research Project; Golden West High School Study Overview 2005-2006." Preliminary report of a controlled study involving high school students, March 2007 cited in Taylor and Associates (2009). Reading plus: Response to intervention. Huntington Station, NY: Taylor and Associates/Communications, Inc.

adaptability, determination, habits of the mind, self-directed learning, lifelong learning, emotional intelligence, planning, communication, success, and self-esteem . The *MindSage* curriculum captures the attention of students through effective small, bite sized pieces of learning content in a highly focused and engaging way called Microlearning. When students are able to maintain prolonged focus during repetitive activities, they are displaying sustained attention. Studies have shown that heavy users of technology and social media have the hardest time displaying prolonged focus. However, they do exhibit high bursts of focus for short periods of time. *MindSage* provides sustained training, and it allows students to remain focused for short periods of time. Most video lessons are 2-4 minutes in length. This brief digital learning tool is combined with 5-10 minutes of class discussion followed by a short journal assignment that students complete on their own time. In addition, the *MindSage* course spans many grade levels (from 4th to 12th grade). By asking students to continuously analyze themselves and make changes based on what they find and learn, over a sustained period of time, *MindSage* effects strong positive changes in each student.

(6) FDIC Money Smart

The Federal Deposit Insurance Corporation (FDIC) developed *Money Smart* to help young adults outside the financial mainstream build financial knowledge and develop positive relationships with financial institutions. *Money Smart*, piloted in early 2001 in the Washington, D.C., area, was distributed throughout the United States later that year. A longitudinal study conducted by FDIC in cooperation with NeighborWorks America[46], showed that financial education changes attitudes and behaviors and can result in enhanced financial literacy (i.e., confidence about basic money management skills, confidence about personal finances and improved creditworthiness). Results also indicated that financial education results in some consumers establishing or strengthening relationships with financial institutions. For example, after completing the *Money Smart* program, results for those in this study who completed this curriculum showed that:

- 43 percent without a checking account opened a checking account;
- 37 percent without a savings account opened a savings account;
- 69% reported an increase in their savings; and
- 55% indicated they "always paid bills on time," up from 43% before taking the course.

(7) *Kuder* Education and Career Planning System

Kuder is powered by a suite of age-appropriate free online planning tools that are internationally recognized and specialize in research-based assessments. The online tools help students create a personalized plan that puts them on track for professional success. Research-based assessments are aligned to career clusters and occupational pathways to help students match their interests, skills and work values with potential jobs/careers. An extensive catalog of careers provides essential information about occupations, including educational requirements, salary, and job outlook.

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

[46] Federal Deposit Insurance Corporation, (2007). *A LONGITUDINAL EVALUATION OF THE INTERMEDIATE-TERM IMPACT OF THE Money Smart FINANCIAL EDUCATION CURRICULUM UPON CONSUMERS' BEHAVIOR AND CONFIDENCE*. Washington, D.C.: FDIC. Retrieved from http://www.fdic.gov/bank/analytical/quarterly/2007_vol1_2/site/2007_summer01.html

The School will offer all required instruction for middle school promotion and high school graduation as defined by Section 1003.428 and 1003.4282, F.S. This will include a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level (9-12) for students selecting the 24-credit graduation option. In addition, the school will provide required instruction on teen dating violence and abuse as required by Section 1006.148, F.S., The health education curriculum for students in grades 9 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

Electives will include both on-line and classroom opportunities. As illustrated in the Course Offerings list, the School will provide a number of elective courses that include, but are not limited to CTE, Fine Arts/Performing Arts electives with Music Appreciation, Art Appreciation. Additional electives such as Creative Writing, Geography, Multicultural Studies, Psychology, Sociology and College/Career Preparation will be provided as well.

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

As a dropout prevention and recovery school, all students in the target population are expected to enroll at high risk of not meeting academic requirements and/or of dropping out of school. Every element of our instructional and support model is designed to respond to the unique needs of this student population. Through an individualized program and a clearly defined multi-tiered system of supports, this model has proven highly successful in helping students reach academic success and stay engaged in school.

(1) Individualized Program

The School's academic program is highly personalized so that students' needs are met and all are provided with the opportunity to realize their full potential. This individual approach begins at the very beginning of each student's enrollment when a baseline academic assessment will be administered using the General Assessment of Instructional Needs (GAIN). This will allow staff at the School to immediately identify each student's strengths and needs. An Individual Success Plan (ISP) will be developed for each student laying out the courses and exams needed for middle school promotion/high school graduation. New students' transcripts will be obtained from the student's last school attended and reviewed by teachers and/or administrators for input into each ISP. This information is also projected to each student in their individual MY SUCCESS® Dashboard which serves as a daily road map allowing students to see their ISP progress in real time.

In this individualized program, each student may progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the Florida Standards, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the EOCs and/or other state assessments and comply with state middle school promotion requirements or graduation requirements to earn a high school diploma.

In addition to direct instruction, the instructional software courses incorporate three types of flexible instruction: multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, all of which are addressed in the software.

Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on developing reading, writing, and math skills and strategies. Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and complete courses for middle school promotion or earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding and other literacy enhancement strategies built into each course for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Targeted face-to-face direct instruction sessions will be conducted, as needed, to assist struggling students. These sessions will be targeted towards students' individual needs to include test taking skills preparation, foundational skill improvement, and additional reading, math, social studies, and science instruction.

(2) Multi-tiered System of Support (MTSS)

The School will use a Multi-Tiered System of Support (MTSS) model to match quality interventions to student needs. MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)[47]. MTSS includes elements common to many data-based problem-solving models including Response to Intervention (RtI), Positive Behavior Support (PBS), etc.

Academic and behavioral approaches will focus on evidence-based practices. The selection of practices (e.g., planning and implementing interventions) for each student will be based on the following:

- A short list of critical priorities identified by the School
- A limit of only one or two major adoptions at a time
- Strategies that have been proven effective in addressing the desired outcomes
- The ability to monitor progress of implementation[48]

Three tiers define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

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[47] Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS).* Tallahassee, Florida: Florida Department of Education.

[48] Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359–390). New York: Guilford Press. Accessed from http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation
- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include but are not limited to the following: 1) classroom teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. The team will use the following process:

1. Define the problem.
2. Analyze the problem using available data.
3. Develop and implement a plan that includes one or more performance goals for the student.
4. Measure the student's response to the intervention by using data from progress monitoring.
5. Continue or adjust the intervention based on the student's response and progress.

The main goal of MTSS academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed. Academic MTSS systems identify goals, a core academic curriculum, and organizational structures or strategies to enhance academic instruction.

[1] Tier I Interventions

The implementation of additional instructional programs will be driven by the Response to Intervention (RtI) process. It is likely that the majority of students served at the School will require at least Tier I interventions. General Tier I strategies will include:

o Delivering a Florida B.E.S.T Standards aligned curriculum
o Differentiated instruction
o Front-load learning to increase student success
o Explicit instruction and support in study and learning strategies

The School recognizes that students will enroll with varying background knowledge, readiness, language, and preferences in learning and interests, and it is the School's responsibility to respond appropriately to their differences. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting with his/her individual learning process and needs. The school will use the technology and digital curriculum described in this application to facilitate differentiated instruction and 1:1 support through the assignment of computers to each student. Research by Bebell and O'Dwyer (2010)[49] found that

> …participation in the 1:1 programs described was associated with increased student and teacher technology use, increased student engagement and interest level, and modest increases in student achievement. With regard to student achievement, positive increases were observed more frequently within the ELA domain than in mathematics…. (p. 11-12).

Special interventions will include instruction on developing study skills. An incredibly important research-based strategy for the struggling student is learning and implementing organization and study skills. Students will receive thorough instruction in notebook organization and note-taking

[49] Bebell, D. & O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings. *Journal of Technology, Learning, and Assessment, 9*(1). Retrieved [date] from http://www.jtla.org.

requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. Students will be provided and required to use organized notebooks, pen or pencil, highlighter, and headphones. Note-taking structures will include use of the SQ4R study system; taking 1-2-3 Power Notes or Cornell Notes; and Two Column Notes.

Tier I interventions also will also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. Each classroom will be provided with resources for students to access additional information or reinforce learned concepts. These resources may include but are not limited to the following:

- Adopted core curriculum textbooks
- Dictionaries
- English: No Fear Shakespeare book series
- Math: Graphing Calculators; Order of Operations Chart; Classroom math manipulative resources
- Science: Elements Charts; Cell Charts
- Social Sciences: Globes, World Maps, State/Local Maps
- Online research sites are available as icons on selected research workstations. These may include:
  - English: Brainpop; Brainpop Jr.
  - Math: Online Graphing Calculators KhanAcademy.com
  - Science: Gizmos
  - Social sciences: Hippocampus.org

[2] Tier II Interventions

When monitoring student progress through the data reporting system, any alerts on a student that may not be functioning successfully in Tier I will prompt the MTSS Team to convene to consider needed Tier II interventions. Students who are non-proficient on the state assessment and whose current level of performance is moderately below grade level on the GAIN and/or other assessments (e.g., *Reading Plus*®, Edmentum assessments, EOC, and/or other state assessment results, etc.) will be given Tier II or secondary instructional services. *Reading Plus*® will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text.

Additional Tier II Interventions may include but are not limited to:

- Review formative data to determine student progress and possible obstacles
- Introduce student tutors to remove possible learning blocks
- Increase scaffolds to provide an improved level of support
- Monitor Edmentum usage to ensure content and skill improvement
- Assist with notebook set-up and usage
- Provide bilingual dictionaries
- Begin small group instruction
- Increase teacher attention to the self-paced learning process
- Modify or adjust assignments or methods of instructional delivery within the curriculum
- Read assignments to students
- Provide a quiet learning environment
- Use supplemental curriculum
- Provide extra time to complete assignments
- Assign/encourage student to attend extra sessions

- Teach additional learning strategies – Organizational / Metacognitive / Work habits / Self-Management Techniques
- Monitor progress and attendance
- Check the need for social services intervention

Significant to Tier II interventions are the use of data and related data services. The following assessments will be used to further assist in the diagnosis of students that continue to exhibit difficulty with performance. Only those diagnostic assessments that are necessary will be used and the data included in the overall student profile. These screening and predictive assessments may include but are not limited to:

- State Assessments
- Benchmark assessments
- Word and passage reading fluency
- Reading comprehension
- Number sense screening
- GAIN
- *Reading Plus*®

The data from the following assessments may also be used to assist in determining difficulty that various students may be experiencing. This data will also be combined with the student's profile in an effort to gain an overall understanding of the difficulty and provide effective interventions.

- Benchmark Data
- Assessments from course software (Edmentum, math software, and *Reading Plus*®)
- Grades and Course Completion
- Comprehension Measure
- Word and Passage Reading Fluency

[3] Tier III Interventions

When difficulties persist, a more intensive approach is required. Students who are severely below grade level require intensive Tier III intervention. Students who qualify for this tier require more time, smaller groups, and greater intensity in instruction. Students who are non-proficient on state assessments and read at a 5th grade level or below on GAIN and/or other reading assessments will be further diagnosed by an oral reading fluency and word list measure to determine if they qualify for preliminary English language and reading skills.

The approach at this tier may be a combination of modified instruction, modified assessments, and/or a testing battery designed to diagnosis significant problems. The following may be used singularly or in combination to increase success:

- Assign the student to a specific support teacher most responsive to their individual needs (reading, special education/ESE, math, English, etc.)
- Increase frequency of one-on-one instruction
- Offer diagnostic assessments for learning disabilities
- Modify methods for interacting with coursework
- Use community resources
- Continue targeted pullouts
- Increase targeted assistance based on progress monitoring administered by classroom teacher or external interventionist
- *Phonics for Reading*

- *Wilson Reading*
- Match curricular materials and instructional level
- Teach additional learning strategies – Organizational / Metacognitive / Work habits
- Add intensive individual or small group instruction

Additionally, students in Tier III will be continually monitored to determine progress and impact of interventions. If there is no progress, then decisions will be made as to the appropriate services or interventions that should be provided. A teacher will be assigned to students that are classified as needing Tier III interventions. The teachers will provide intensive remediation. They will also provide direct instruction to individual or small groups of students, and will use interactive technology, instructional software, and other resources. Differentiated instruction will be designed specifically for each student and provided in pull-out sessions.

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile for each student. The learner profile will enable instructors to make decisions regarding next steps for each student. Careful remediation and monitoring are crucial to the success of a struggling learner.

5. STUDENT PERFORMANCE

5.A. DESCRIBE THE EXPECTED INCOMING BASELINE OF STUDENT ACADEMIC ACHIEVEMENT OF STUDENTS WHO WILL ENROLL IN THE SCHOOL. BASED UPON THE EXPECTED INCOMING BASELINE PERFORMANCE, DESCRIBE THE SCHOOL'S GOALS FOR ACADEMIC GROWTH AND IMPROVEMENT THAT STUDENTS ARE EXPECTED TO SHOW EACH YEAR AND THE RATIONALE FOR THOSE GOALS.

As a dropout prevention and recovery school, the expected baseline achievement of students who will enroll in the school is as follows:

- Academically unsuccessful—98% reading below grade level (average 5th grade level) and 95% performing math below grade level (average 4th grade level)
- Students will have previously-earned an average of 9.5 cumulative credits, which is 14.5 credits (or more than 2 years in a traditional high school) away from meeting graduation requirements
- Middle school students are expected to have a history of one or more grade retentions at the middle school level
- Average high school GPA will be well below the 2.0 required for graduation

The goals outlined below reflect the school's intent to accelerate credits earned toward a standard high school diploma, improve the middle school promotion and high school graduation rate, improve the percent of students meeting the state graduation assessment performance standard, improve continuing enrollment rates, and improve enrollment in post-secondary options. The School's proposed performance goals[50] are designed to align with the mission of the school and in full recognition of the expectation that the target student population will arrive significantly over age and behind grade-level; performing at the lowest levels on state exams; reading and performing math well below grade level; and likely facing a myriad of social and/or emotional factors that have impacted personal and academic success.

[50] The School is willing to work with the district's accountability department to further define the goals.

Proposed Goal 1: Improved Academic Skills

- Proposed: Percent of students achieving improved reading and math skills.
- Alignment with the School's Mission: Improved reading and math skills increase ability to earn credits and to pass required assessments for graduation.
- Calculation:
  - Math: Percent of students, who are enrolled during both Surveys 2 and 3 and who scored at or below grade level on the school-administered baseline assessment at entry, who demonstrate at least one year of growth, as measured by the school's math intervention program or by a school-administered follow-up assessment.
  - Reading/English Language Arts: Percent of students, who are enrolled during both Surveys 2 and 3 and who scored at or below grade level on the school-administered baseline assessment at entry, who demonstrate at least one year of growth, as measured by the school's reading intervention program or by a school-administered follow-up assessment.
- Goal: As shown in the table below.

Math	**School Year 1**	**School Year 2**	**School Year 3**	**School Year 4**	**School Year 5**
All Grades Combined	**55%**	**60%**	**65%**	**70%**	**75%**

Reading/ English Language Arts	**School Year 1**	**School Year 2**	**School Year 3**	**School Year 4**	**School Year 5**
All Grades Combined	**55%**	**60%**	**65%**	**70%**	**75%**

Proposed Goal 2: Graduation Rate (with standard high school diploma in 4 and 5 years)

- Proposed: Four and five year standard high school diploma graduation rate, as reported by the FLDOE, compared to the percent of on-track students who enrolled in the School.
- Alignment with the School's Mission: Aligned with the mission to "…earn a high school diploma…"
- Calculation: The FLDOE will report 4 and 5 year graduation rates. The baseline calculation is described in the table below.
- Goal: As shown in the table below.

4 and 5 Year Graduation Rate	**Baseline**	**School Year: Class of 2026**	**School Year: Class of 2027**	**School Year: Class of 2028**	**School Year: Class of 2029**	**School Year: Class of 2030**
4-Year	Baseline: Percent of students entering School meeting all of following criteria: a) sufficient number of credits earned to be on-track to graduate on-time; b) cumulative GPA of 1.98 or higher; c) credits earned in all required courses for	Baseline + 0.5 percentage points	Baseline + 1 percentage point	Baseline + 2 percentage points	Baseline + 3 percentage points	Baseline + 4 percentage points
5-Year		Baseline + 5 percentage points	Baseline + 6 percentage points	Baseline + 7 percentage points	Baseline + 8 percentage points	Baseline + 9 percentage points

	student's duration in cohort; and d) student has passed EOC assessments for those high-stakes courses already completed. **Note**: If baseline cohort contains fewer than 10 students, this measure will not be reported or be applied to the School in that year.					

Proposed Goal 3: Graduation for At-Risk Students

- Proposed: The percentage of students entering the School "off-track" and having attended the School for 45+ days during an academic year will graduate or continue enrollment in the School or another high school education option by the end of the academic year. An "off-track" student is defined as a student who enters the School with 9+ credits below the expected number for the student's ninth grade cohort.
- Alignment with the School's Mission: Focuses on graduation of the at-risk, off-track students enrolling in the School.
- Calculation: Off-track students who have attended 45+ days during an academic year and who graduated, continued enrollment in the School or transferred to another education option (divided by) number of students who enrolled off-track for graduation and attended 45+ days.
- Goal: Overall success rates, as shown in table below.

Students Included	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
All Grades	50%	55%	60%	65%	70%

Proposed Goal 4: Percent meeting the state graduation assessment performance standard

- Proposed: Percent of students meeting the graduation standard on the state assessment in English Language Arts and Mathematics.
- Alignment with the School's Mission: Aligned with the mission to "…earn a high school diploma…"
- Calculation:
  - English Language Arts = Number of students, who are enrolled during both Surveys 2 and 3, scoring at or above the graduation cut score on the English Language Arts state assessment or concordant exam (divided by) number of students, who are enrolled during both Surveys 2 and 3, taking the English Language Arts state assessment required for graduation
  - Algebra I End of Course Exam (EOC) = Number of students, who are enrolled during both Surveys 2 and 3, scoring at or above the graduation cut score on the Algebra I EOC state assessment or concordant exam (divided by) number of students, who are enrolled during both Surveys 2 and 3, taking the Algebra I EOC state assessment

- Goal: Improve overall percent of students meeting graduation requirements over baseline percentage, as shown in the table below.

Algebra I EOC	**Baseline**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
All Grades Combined	Baseline: Percent of students entering School that met standard on last Math assessment taken prior to enrollment. (The baseline will be recalculated each year to adjust for year-to-year variation among enrolling students.)	Baseline + 1 percentage point	Baseline + 2 percentage points	Baseline + 3 percentage points	Baseline + 4 percentage points	Baseline + 5 percentage points

English Language Arts*	**Baseline**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
All Grades Combined	Baseline: Percent of students entering School that met standard on last Reading/ELA assessment taken prior to enrollment. (The baseline will be recalculated each year to adjust for year-to-year variation among enrolling students.)	Baseline + 1 percentage point	Baseline + 2 percentage points	Baseline + 3 percentage points	Baseline + 4 percentage points	Baseline + 5 percentage points

*Includes only the ELA assessment designated for meeting the graduation standard.

An alternative school may choose to receive a school grade or a School Improvement Rating under s. 1008.341, F.S. For charter schools that meet the definition of an alternative school pursuant to State Board of Education rule, the decision to receive a school grade is the decision of the charter school governing board. As such, the Charter School's Board of Directors will determine how the proposed school will be evaluated.

5.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.

The following goal is in accordance with the school's mission to help at-risk students earn a standard high school diploma and prepare for post-secondary success.

Proposed Goal 5: Acceleration of credits earned toward standard high school diploma

- Proposed: Improve per semester credit earning rate for student population compared to the credit earning rate at prior schools. For example, if students entering or enrolled at the School in 2017-18 have earned an average of 2.0 credits per semester at their prior high schools, then the proposed

School's goal is the 2.0 credit baseline (plus) 0.5 credits (that equals) an average credit earning rate of 2.5 credits per semester per student.

- Alignment with the School's Mission: Earning credits is required for high school graduation.
- Calculation: Credits Earned = Cumulative number of credits earned at school, as of end of school year (divided by) number of student semesters attended, as of end of school year, for all students enrolled during both Surveys 2 and 3.
- Goal: As shown in table below.

Students included	**Baseline**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
Enrolled for both Surveys 2 and 3	Baseline: Cumulative credit earning rate per semester at prior schools for students enrolled at our school for both Surveys 2 and 3. (The baseline will be recalculated each year to adjust for credit-earning variation among enrolling students.)	Baseline + 0.25 credits per semester attended	Baseline + 0.5 credits per semester attended	Baseline + 0.5 credits per semester attended	Baseline + 0.75 credits per semester attended	Baseline + 0.75 credits per semester attended

Proposed Goal 6: Improvement in At-Risk Behaviors by Increasing Attendance Rate

- Proposed: Demonstrate an improvement in at-risk behaviors by increasing attendance.
- Alignment with the School's Mission: Aligned with the mission to "…earn a high school diploma…"
- Calculation: For students attending 45+ days during an academic year, the number of attended days (divided by) number of enrolled days.
- Goal: Overall percent of attendance rate, as shown in table below.

Attendance Rate	**Baseline:**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
For students attending 45+ days during the academic year	Not applicable.	60%	65%	70%	70%	70%

Proposed Goal 7: Post-secondary plans

- Proposed: Percent of graduating students planning to attend two- and four-year postsecondary institutions, technical and trade schools or to join the military after graduation. Status based on documented student-level graduation plans and school-based senior exit surveys
- Alignment with the School's Mission: Directly aligned with … "be prepared for postsecondary success."
- Calculation: Number of graduates planning to attend two- and four-year postsecondary institutions and trade schools or to join the military after high school graduation (divided by) Number of graduates
- Goal: Overall percent of graduates with post-secondary plans to attend a 2- or 4-year college, trade school, or to join the military, as shown in table below:

Post-Secondary Plans	Baseline:	School Year 1	School Year 2	School Year 3	School Year 4	School Year 5
Overall	Not applicable.	50%	55%	60%	65%	70%

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

The School will comply with the requirements for student placement and promotion as noted in the school district student progression plan.

(1) Grade Level Placement

Initial grade placement and subsequent grade level promotions will be made in accordance with the requirements defined by the District's Student Progression Plan.

(2) Course Placement

Section 3.B(b) outlines the School's procedures for course placement through the development and ongoing monitoring of each students' Individual Success Plan (ISP). As described in the section, courses shall be assigned based on the individual entry level skills needs and middle school promotion or high school graduation requirements needed. As students successfully complete coursework defined by their ISP, they will meet with their Advisory Teacher and Assistant Principal to review their ISP progress and select the next course in their progression plan.

(3) Earning Credit Hours

To receive course credit, students must earn a passing average (70% or above) in the course. The Assistant Principal will verify all credits by reviewing a credit verification form, supporting documentation, and final exam performance. Course completion information will be entered in the student information system (SIS) and management information system (MIS).

(4) Calculating Grade Point Averages

Grade Point averages (GPA) will be calculated on a weighted 4.0 point scale with a .5 additional point awarded for an honors course and 1.0 additional point added for an Advanced Placement course. Class rank will be based on the weighted GPA.

(5) Promotion

Students will progress in grade levels when they meet the requirements defined by the District's Student Progression Plan. Grade level promotions shall occur at the end of each school year or mid-year if promotion requirements are met and the District Student Progression Plan allows for it.

Middle School Designation and Promotion Requirements

The School will follow the District's Progression Plan for middle school designation and promotion.

5.D. State whether the applicant intends to use the local school district's pupil progression plan.

The School will comply with the requirements for student placement and promotion as noted in the school district's student progression plan.

5.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.

(1) Graduation Requirements

The School's students will comply with graduation requirements in s. 1003.428 and 1003.4282, F.S. The following options for high school graduation will be offered:

- 24 credit standard diploma
- 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- Certificate of Completion

In addition to course and credit requirements, students must maintain an un-weighted grade point average of 2.0 and earn passing scores on state assessments as mandated by state statutes.

The School will comply with all FDOE graduation requirements, including:

- Four credits in English Language Arts (ELA) and passing 10th grade Reading ELA assessment.
- Four math credits including one credit in Algebra I and one credit in Geometry, and passing the Algebra I EOC assessment or state mathematics assessment. Industry certification courses that lead to college credit may substitute for up to two (2) math credits.
- Students enrolled in Algebra I, Geometry, Biology, and/or United States History must take the respective End of Course (EOC) exam, which will constitute thirty percent (30%) of the student's final grade.
- Three science credits that include one credit in Biology I and two (2) credits in equally rigorous courses. Two (2) of the credits must include a laboratory component.
- Three credits in Social Studies, a student must earn one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government.

For those students who choose the 18-credit ACCEL option:

- Physical education is not required
- Three (3) elective credits are required
- Online course is not required
- All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), F.S.)

A student may earn Scholar Designation on their diploma if they meet the requirements for a Standard Diploma, and earn credit in Algebra II and statistics, Chemistry or physics, foreign language credits, and at least one credit in an AP, IB, AICE, or dual enrollment course and pass the Biology 1 and US History EOCs.

Students who choose the Career and Technical Education Pathway option will need to successfully complete at least 18 credits, meet the GPA requirement, complete the standard high school diploma course requirements in ELA, mathematics, science, and social studies and complete two credits in career and technical education, and complete two credits in work-based learning. The CTE courses must result in a passing industry certification exam and therefore an industry certification. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

A student who completes the minimum number of credits and other requirements for graduation, but who is unable to meet the state assessment requirements, shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the School for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies.

(2) The Graduation Process

The Graduation Committee comprised of but not limited to the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board of Directors, will review each student's Individual Success Plan and confirm that all requirements have been met by completing the Graduation Checklist (in Attachment FF).

(3) Performance-Based Exit Option Model

Pursuant to Rule 6A-6.0212, Florida Administrative Code, the School may offer the State of Florida High School Performance-Based Diploma option for eligible students if the District has applied and received state approval to use this exit option model. The School will follow all District guidelines in the implementation of this option to include use of the performance levels identified by the District in their approved application.

(4) Concordant Scores for State Assessments

The FDOE is authorized to adopt concordant scores for meeting the graduation assessment requirement in lieu of passing required state assessments. Students may satisfy the score requirements using various combinations of tests as specified in Rule 6A-1.09422, F.A.C. The School will prepare students for any and all concordant exams defined by the FDOE.

(5) Students with Disabilities

One of the most important decisions for students with disabilities is the type of high school diploma the student will work toward. This decision is usually made by the student and family prior to entering high school with the Individual Education Plan (IEP) team. Diploma options should be considered by using postsecondary education and career goals of the student to guide the decision in the following order:

- Standard diploma
- Standard diploma with state assessment waiver
- Certificate of Completion

Students with disabilities who are working toward a standard high school diploma are expected to participate in the [FAST or FSA] and Florida EOC Assessments; however, legislation provides for a waiver of the [FAST or FSA] or Algebra 1 EOC Assessment as a requirement for graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. Pursuant to s. 1008.22(3)(c)2., F.S., "A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript…" [51] Students who do not meet requirements for a standard diploma may be awarded a certificate of completion, depending on coursework.

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

Promotion and graduation criteria are included in the Parent/Student handbook that is given to parents and students at the time of admission and is reviewed regularly as part of the Students' Individual Success Plan (ISP). Graduation requirements and progress toward meeting are also reflected on each students' MY SUCCESS® Dashboard which is accessible with view rights to parents/guardians.

5.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.

Diagnostic assessments, including GAIN and those available through the digital curriculum, are used to establish the entrance-level performance of students and track growth at intermittent times of the year. By continuing to use these assessments throughout the year, teachers and administrators can track students' progress and their strengths and weaknesses in skills required to succeed in state assessment and/or coursework. These diagnostic assessments are used to inform intervention groups based on identified skill gaps and/or opportunities for enrichment.

Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, and tests.

Benchmark assessments will be set up for the FAST and End-of-Course tests required for graduation. The benchmarking system will begin at the point of entry for each student and progress from a series of benchmark assessments to a released FAST or EOC test as official testing dates approach. Upon entry, if a student has not yet passed a portion of any state required assessment, then the student will be placed into appropriate tutorials. Regardless of point of entry, the student will take the next administered benchmark assessment. Based on the results, the student will receive tutorials to assist in remediating areas of deficiency.

Student performance will be measured in each of the following ways:

[51] Florida Department of Education/Office of Assessment (2014). Graduation Requirements for Florida's Statewide Assessments, Tallahassee, FL: Florida Department of Education

- Assessment of foundational reading and math skills levels upon students' initial enrollment
  - Foundational reading and math skills levels are essential in the development of each student's ISP and placing students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments
- Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support
  - Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists
  - Benchmarking will be used to modify instruction and tutorials for state assessment success.
  - Content mastery will be measured through the achievement of benchmarks and successful completion of each course
- Summative evaluations of content mastery
  - Florida Assessment of Student Thinking (FAST) English/Language Arts
  - End of Course assessments
  - Measurement of annual growth

The types and frequency of assessments are included as Attachment F.

5.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 professional development to improve student achievement?

Data from formative, diagnostic, and summative assessments will inform decisions about adjustments to the educational programs and student placement, or intervention needed. School leadership will analyze and interpret assessment data and will use the data to identify the professional development needs at the school.

Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, tests, and review of electronic Student Progress Reports (SPR). The SPR will track mastery to prevent a student from proceeding to the next lesson until he/she reaches mastery level on the current lesson. The continual assessment provided by the SPR will assist the student and teacher not only in identifying areas of success, but also in identifying areas where the student may be experiencing difficulty and need additional instruction.

Additional Assessment opportunities – including baseline, formative, and summative assessments – will be integrated throughout the digital curriculum. Teachers will have access to an electronic Gradebook and Activity Score Report for each student enrolled in the School and will use these tools during progress monitoring meetings with individual students. In addition, online diagnostic assessments will pinpoint student strengths and weaknesses. A benchmarking system and a course monitoring system will be set up for each of the mandatory End-of-Course assessments required for graduation. The benchmarking system will begin at the point of entry for each student and progress to a series of benchmark assessments and then to a released EOC test in preparation for the testing dates.

All of the above-mentioned assessment, evaluation, monitoring, and feedback tools and strategies will be used in a student-centric way to inform targeted instruction. School Leadership will interpret and analyze the aforementioned assessment data to coordinate professional learning opportunities designed to improve student achievement. A team of Curriculum & Instruction specialists through the ESP will also support the School Leadership team in analyzing student assessment data on a monthly basis. They will provide support, resources, and professional development to leadership and instructional staff in response to identified needs and in support of school improvement goals.

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

School leadership and teachers will receive ongoing training, support and job embedded professional development to ensure adequate knowledge on analyzing, interpreting and using performance data to improve student learning. Upon employment, both leaders and teachers will participate in either New Teacher or New Leader training where they will learn the instructional model, school goals, and the types of data they will use to inform instruction and improve student learning. New leaders and teachers are assigned a mentor to support them in their understanding of data usage and interpretation.

Leaders and teachers will also receive training and support in:

- Proper interpretation and analysis of student and schoolwide assessment data,
- Formulating questions that can be addressed by data,
- Synthesizing multiple data sources to inform instructional practices and monitor school progress against goals for improvement,
- Training on the assessments and supplementary academic tools, including non-academic data; i.e. attendance, being used to measure success,
- Using student data to plan differentiated instruction based on student needs

Research suggests that the best support for acquiring and honing data interpretation skills is sustained participation in teacher learning communities informed by student performance data (Hamilton et al. 2009). As such, school staff will participate in professional learning communities consisting of job-alike colleagues from across the ALS network of schools. Within these learning communities, leaders and teachers will not simply acquire and practice using data interpretation and other relevant skills but also collaborate and support one another as they work with and use the data to improve student learning. The PDSA cycle will support leaders in their frequent use of performance data. Sustaining progress is critical to the School's success therefore ongoing professional development, periodic training reviews and additional support will be provided as needed. School teams will collaborate when evaluating assessments, analyzing the results and planning next steps in improving the data analysis process to achieve desired improvements in student learning.

5.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.

School Level: The school will develop an annual School Improvement Plan (SIP). As part of the school improvement process, the Governing Board, ESP and School Advisory Council (SAC) will

provide suggestions, strategies and feedback as they evaluate the SIP. In the event the School falls short in any area, a corrective action plan will be developed as part of the school improvement process. A committee will monitor the SIP and the School's progress toward goal attainment throughout the year and will make recommendations for adjustment as needed.

Classroom Level: School leaders will use classroom data and teacher observation/evaluation reports to determine which teachers need additional support and provide professional development, coaching and modeling. Teachers will have action plans and will also add any new goals to their Deliberate Practice Growth Plans [see section 12(b)]. Teachers will receive support from administrators, mentor teachers and Operational and Curriculum Support Staff through the ESP.

Student Level: The students' teachers and the leadership team will review assessment data as well as their ISPs and any other IEPs, 504 or ELL plans that identify needed interventions to determine what is working and what is not. Determined accommodations will be documented in student ISPs, IEPs, or ELL plans and communicated to parents.

The leadership team will be responsible for increasing infrastructure and supports to ensure that plans at the school, classroom, and individual student level are implemented with fidelity. Their oversite will ensure teachers are incorporating scientifically based instructional strategies and challenging academic content in developing and facilitating high-quality lessons and effectively analyzing assessment data to ensure effective implementation of the RtI/MTSS framework.

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

The ***MY SUCCESS*®** **Student and Parent Dashboard** (see Attachment FF), an online, secured private portal available 24 hours a day, seven (7) days a week, will serve as the primary tool for communicating and monitoring student learning results. This web-based portal will provide up-to-date information on student attendance, course progress, grades, skills development, graduation progress, and postsecondary transition.

As part of the School's defined service model, teachers are required to make regular contact with parents/guardians to report on student progress, recognize and celebrate successes and discuss any potential obstacles to ISP achievement. This outreach begins within the first month of enrollment and is documented to allow for compliance tracking and transparency to facilitate a full-school approach to student support.

School achievement data will be reported in the school report card and annual reports to parents and the school district sponsor, and will include the School's progress, as well as any other national or state reporting requirements. In the event that written and verbal communications are needed in a language other than English or Spanish, efforts will be made to retain translation services in the language(s) needed.

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

The Board understands that the School is subject to all provisions of the Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. As such, the School will maintain the confidentiality of all student records and will only release them to a parent or with a parent's consent,

unless the student is 18 in which case the records will be released only to the student or a party to which he grants consent.

6. EXCEPTIONAL STUDENTS

6.A. PROVIDE THE SCHOOL'S PROJECTED POPULATION OF STUDENTS WITH DISABILITIES AND DESCRIBE HOW THE PROJECTION WAS MADE.

A review of data on student membership during the 2023-24 school year showed that the district's population of students with disabilities is twelve percent (12%)[52]. ALS-managed schools in M-DCPS (Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools) served between 10% and 13% in 2023-24. The School's projection of thirteen percent (13%) assumes that the school will serve a slightly higher total population of ESE students given this population's historically increased risk of struggling in a traditional school setting.

The budget documents (in Attachment X) assume a gradual build up during the first year. An average of 350 students per month was utilized, of which thirteen percent (13%) are expected to be ESE students. In subsequent years, the budget documents continue to assume thirteen percent (13%), up to the point where the School is fully enrolled with 500 students, of which approximately 65 are estimated to be ESE students. The School will ensure that staffing is in place to serve all ESE students. If the ESE population is higher than expected or if the needs as defined by student IEPs dictates a lower student to staff ratio, staffing will be evaluated and increased as necessary to accommodate the need.

6.B. DESCRIBE HOW THE SCHOOL WILL ENSURE THAT STUDENTS WITH DISABILITIES WILL HAVE AN EQUAL OPPORTUNITY OF BEING SELECTED FOR ENROLLMENT IN THE CHARTER SCHOOL.

The School will not discriminate in its student admissions policies on the basis of intellectual, academic, artistic, or athletic ability; measures of achievement, aptitude or exceptionality, or any other basis that would be illegal if used by any public school. The School will not reject the application of or withdraw a student identified as having a disability based on a finding the student needs a service delivery model not presently in existence at the School.

All students who apply will have an equal chance of being enrolled at the school throughout the year. In the event that the number of all eligible applicants for enrollment exceeds the School capacity, the School shall perform a random selection process according to Florida's charter school legislation to determine which students are enrolled and which students are placed on a waiting list, subject to another random selection when an opening occurs. The School will include in the lottery all eligible applicants for admission, excluding any students that are exempt from the lottery process. These include: (1) siblings of existing students; (2) children of a board member; and (3) children of an employee of the School.

6.C. DESCRIBE HOW THE SCHOOL WILL WORK WITH THE SPONSOR AND THROUGH THE INDIVIDUAL EDUCATION PLAN (IEP) PROCESS WHEN NECESSARY TO ENSURE

[52] https://knowyourdatafl.org/views/PK12-Enrollment/BUILDATABLE?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y, accessed 7/23/24.

STUDENTS WITH DISABILITIES RECEIVE A FREE APPROPRIATE EDUCATION (FAPE) IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE).

Each student with a disability is entitled to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, will be provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. Specially designed instruction may employ universal design for learning, assistive technology, and/or accommodations. Specially designed instruction will be tailored to the student's specific needs. Some examples include but are not limited to: chunking information; chunking tasks; using manipulatives; breaking down complex problems into steps' graphic organizers; and frequent short breaks. In addition, multiple methods of content presentation, such as audio, video, illustrations, graphic organizers are available within the Edmentum digital curriculum to meet SWD needs. In addition, students have access to support tools within the Edmentum platform to promote student engagement, classroom discussions, online activities, and brainstorming. Students can work at their own pace, providing them enough time to master a concept.

The School will follow federal, state, and district guidelines pertaining to students with disabilities (SWDs). The School will work in collaboration with parent/guardian(s) and district staff to determine the most appropriate placement, services and supports to teach SWDs in the least restrictive environment (LRE), as stipulated by IDEA. Additionally, the School will adopt and fully implement the Sponsor's policies regarding SWDs to ensure that each student is provided with an appropriate education as defined by FAPE.

The School will work collaboratively with the Local Educational Agency (LEA/ School District) Representative in locating, evaluating and identifying eligible students with disabilities at the school site. The Principal, Assistant Principal or any other teacher who is certified in Exceptional Student Education and/or who is familiar with transition IEP will serve as the School LEA. The designated School Level LEA will be responsible for the development, implementation, and monitoring of IEPs. The School Level LEA will be a vital member of the IEP Team and will ensure that all IEP's indicate the duration, frequency and location of the supports and supplemental services to be provided. Additionally, the School Level LEA will ensure that the student's general education teachers, ESE teachers and other service providers have access to and are informed of the following as it pertains to the students' IEP's:

- specific responsibilities related to implementing the student's IEP (i.e., duration, frequency and location of services)
- specific accommodations
- related services
- supplementary aids and services
- IEP Status of implementation that indicates that supports and services are being provided and implemented as indicated on the IEP.

The School Level LEA will possess knowledge and understanding of the following:

- Exceptional Student Education Policies and Procedures;
- Procedural safeguards;
- Parental revocation of consent for special education and related services;

- Transfer of rights at age of majority;
- Medicaid;
- Individual Education Plan (IEP);
- Discipline and Manifestation Determination;
- Participation in State and District assessments; and
- Family Empowerment Scholarship Program

The Initial IEP meeting is coordinated by the District Resource Compliance Specialist assigned to the School site. The District Resource Compliance Specialist (RCS), who represents the LEA for the initial IEP meeting, schedules, notifies all IEP Team members including the parents, and gathers all information (e.g., evaluations) to conduct the Initial IEP meeting. The School Level LEA will support the District Resource Compliance Specialist and assist in the Initial IEP Meeting process by ensuring that there is a room to hold the meeting and that technology is available to complete the IEP. In addition, the RCS will represent the LEA for change in placement, revocation of consent, and manifestation determination review.

The School's LEA identifies the IEP team members who will participate in an Annual IEP meeting. The school Level LEA will gather data related to the student's pre-academic or academic achievement, functional performance, and progress toward annual IEP goals. The School Level LEA may draft IEPs on the District IEP platform to allow the team to synthesize information and analyze the areas of concern that the student may be demonstrating a need for specially designed instruction. The draft of the IEP can be sent home to the parent for review. However, under no circumstances will the final IEP be completed before the IEP team meeting is held.

An Individual Education Plan (IEP) is a legal written document that is designed to meet the individual needs of the student and is compliant with all requirements of state and federal laws and regulations. It reflects decisions based on the active involvement and collaboration of the IEP Team. The School's IEP Team is composed of the following members:

- All parents/legal guardians, if possible
- The student (if appropriate)
- At least one exceptional student education (ESE) teacher who provides, or may provide, services to the student
- The student's general education teacher(s)
- Someone who understands the evaluations that have been done for the student and can explain them (This may be one of the people already on the attendee list)
- An LEA representative who knows about special education and the school district's resources (This may be the ESE teacher)
- Other people invited by the parent or the School

The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student. The IEP team will review previous and recent evaluations, assessment scores, classroom data, discipline records, and input from teachers, parents, and the student to determine the student's strengths, educational, developmental, and functional performance needs. Students' interests and preferences will be considered to determine postsecondary goals. During the IEP process, the student's specific needs and educational goals such as, the need for a device or service, interventions, and accommodations will be addressed to help the student make adequate process. The IEP will include a statement of the individualized needs of the student.

Additionally, the IEP team will meet periodically to determine if the student's annual goals are being achieved. When a SWD is not making adequate progress, the IEP team will reconvene to review the IEP goals and objectives.

School personnel will be trained in the development, implementation, and quality Individualized Education Plan (IEP) indicators to meet the specific needs of SWDs. As required by IDEA, the IEP team will address the student's present levels of academic achievement and functional performance, annual IEP goals, special education, related services, supplementary aids and/or supports that SWDs are entitled to receive. If the School's program is unable to meet the individual needs of the student, as stipulated in the IEP, the School will work with the Local LEA and convene an IEP meeting to address the needs of the student and appropriate placement.

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

Students previously identified as eligible for exceptional student education services or protected under Section 504 will be identified through self-report or upon receipt of the student's prior school records. A student will be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. Any student who is having difficulty in the classroom and for whom there is the suspicion of a disability will be referred to the School Support Team (SST). The School will follow the District established procedures for the SST. Students with obvious physical or health needs that require accommodation do not need to go through the SST process to be referred for Section 504 eligibility determination. The Section 504 Eligibility Determination team consist of the following individuals:

- Parents/legal guardians
- The student
- The School Administrator
- A person who knows the student
- A person who knows of accommodations; and
- General education teacher

Parents will be invited to attend the Section 504 meeting and students will be encouraged to attend and provide input to help the team in making decisions. Parents will also receive the Section 504 Procedural Safeguards. During the evaluation process, the Section 504 Team will review a variety of information from different sources, such as teacher observations, standardized test scores, report cards, and information from parents and medical providers. The Section 504 reevaluation will be reviewed periodically every three years, before any significant change in placement, or, at the request of the parents or school personnel. If additional information is presented to school personnel by the parent or other person(s) responsible for implementing the plan indicating that the student has not demonstrated improvement or progress, the Section 504 team will reconvene to consider modifying the current plan or to determine other options. Section 504 plans and eligibility will be reviewed annually, or sooner, if requested by either District personnel or parent.

The Multi-tiered System of Supports (MTSS) process (described in detail in Section 4.F.) will be implemented with students who are not successful in the general education curriculum or who enroll in the School severely below their grade level peers. Any student who has received Tier 3 interventions for a reasonable amount of time and who continues to be unsuccessful in making progress in the

curriculum may be referred for evaluation for Exceptional Student Education (ESE) services. Evaluations will be conducted by qualified evaluators.

After the evaluation is complete, a team will conduct a review that includes the examination of existing data on the student, including evaluations and information provided by the parents/legal guardians and the student, as appropriate; current classroom-based assessments and observations; and teacher and related services providers' observations. Determination of eligibility for ESE services will be consistent with Florida State Board of Education Rules.

6.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.

The School will follow all federal and state regulations concerning students with disabilities, specifically, the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code.

The School will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and accommodations. Students with disabilities will be provided with accommodations to basic education and programs of study to ensure students with disabilities the opportunity to meet graduation requirements for a standard diploma. Allowable accommodations to basic courses may include increased or decreased instructional time; varied instructional methodology/strategies; special communications systems used by the teacher or the student; and classroom and district test administration procedures and other evaluation procedures adapted to address the student's disability.

The School will educate SWD with their non-disabled peers to the maximum extent appropriate in the least restrictive environment according to FAPE guidelines. Special classes, resource placement, or instruction of the student outside the general education environment will only occur if the nature and severity of his or her disability is such that an appropriate education in regular classes cannot be achieved satisfactorily as stated in the student's IEP. The least restrictive environment will always be considered during the development of the student's IEP.

The School will provide reasonable accommodations to a student with a physical or mental impairment which substantially limits a major life activity (Section 504 students) to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers.

(1) Student Plans

If a student is identified as eligible for 504 plan accommodations, a plan will be developed. The Section 504 Team will make decisions regarding the necessary accommodations/services to allow for the student's disability. Parents will be consulted and given the opportunity for input regarding the

accommodations. The accommodations and/or services will be documented on a Section 504 Plan form and implemented. A 504 plan will include:

- Evaluation results
- Section 504 identification determination
- The student's unmet needs
- Services and/or accommodations based on needs
- Least restrictive environment for services
- Discussion of and plan for possible staff training

The ESE teacher and/or Assistant Principal will serve as a Section 504 Case Manager to coordinate the student's plan.

If a student is identified as eligible for ESE services, an IEP will be developed within thirty (30) days of the determination of eligibility. In the case of a student who is deaf or hard-of-hearing or dual-sensory impaired, the Model Communication Plan Form will be used to address, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Any materials needed for Section 504 accommodations will be provided to the student at the cost of the school.

The IEP will include:

- What the student knows and is able to do
- What the student needs help with
- How the student's disability affects his or her success in school
- What the student should learn by the end of the school year
- What special education services, supports, accommodations and assistive technology the student will receive during the year
- An explanation of any time that will be spent receiving instruction outside the regular class
- How the student's progress will be measured
- The type of diploma the student is working toward
- If the student is age 14 or older, the student's goals for life after high school

The following people are required to attend an IEP meeting:

- Parents/legal guardians
- The student (if appropriate)
- At least one exceptional student education (ESE) teacher who provides, or may provide, services to the student
- The student's general education teacher(s)
- Someone who understands the evaluations that have been done for the student and can explain them (This may be one of the people already on the attendee list)
- A local education agency (LEA) representative who knows about special education and the school district's resources (This may be the ESE teacher)
- Other people invited by the parent or the school

(2) Services

Students will receive instructional support through specially designed instruction and related services as determined through the individual educational plan (IEP) process. The level of service will be

aligned to the severity of the student's disability. Teachers will be trained in designing and implementing individualized instruction to address the learning needs of each student. Teachers will instruct students in the unique skills necessary to access and benefit from the core curriculum as documented on the student's IEP. A range of service delivery options will be available to meet the students' needs, e.g., consultation, itinerant instruction, and resource room for one-on-one or small group instruction or other services.

Supplementary aids will be provided by the School. Supplementary aids may include peer tutoring, interpreters, or referral to ESE teacher or other staff member as well as resources such as calculators, audio record, noise reducing headphones, printed pacing guides, testing accommodations as needed (e.g., extend time, read test to student), shared note-taking, and other technology devices and services.

Determining what supplementary aids and services are appropriate for a particular student will be done on an individual basis by the IEP team. The School will contract with appropriate service providers for services not provided by the School's full-time staff. Examples of these services include speech and language therapy, occupational therapy, physical therapy, DHH, and psychological testing services.

The entire instructional team will track student progress on a continuous basis using an internal electronic data management information system (MIS) that includes an online learner profile database for each student. The learner profile will enable instructors to make decisions regarding next steps for each student.

IEP meetings will be held at least annually for each eligible student to determine whether the annual goals for the student have been achieved and to review and revise the IEP as appropriate.

6.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.

Per IDEA requirements, the School will work with the Sponsor and through the IEP process to ensure SWDs are provided a free appropriate public education in the least restrictive environment (LRE) to the maximum extent possible time with their non-disabled peers. Through the IEP process, the IEP team will determine if a SWD requires a regular classroom and resource room. The IEP team will determine what services a student requires to attain his or her annual goals to make progress in the general curriculum in the least restrictive environment. The School will provide services such as specially designed instruction, related services and supplementary aids. Additionally, the school will provide other models of support such as co-teaching and support facilitation services. Co-teaching is a direct service provided to students with disabilities in the general education classroom. For example, the special education teacher will collaborate with the advisory teacher in the areas of differentiating instruction, monitoring progress, understanding learning processes, and teaching for mastery. Both of the co-teachers will participate in District offered trainings to increase access to the general curriculum, while providing the students access to effective academic and behavior instructional practices through the multi-tiered system of supports by having two teachers in the classroom. Consultation is an external support, which consists of face-to-face conversation between the general education and

special education teacher. These services are designed to meet the unique needs of the student. The IEP team will determine the frequency, location, and duration of services and accommodations.

6.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.

Through the IEP process, the IEP team may determine that after receiving specially designed instruction, related services and supplementary aids, a SWD requires a separate classroom for less than 40% of instruction occurring with their non-disabled peers.

In determining the appropriate placement, the following factors will be considered:

- the educational benefit to the student from regular education in comparison to the benefits of special education;
- the benefit to the disabled student from interacting with nondisabled students; and
- the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the student with a disability.

The IEP team will determine the frequency, location, and duration of services and modifications. The School shall have designated space for the purposes of individual and small group instruction with a certified ESE teacher; reading instruction; math instruction; career and post-secondary planning; and social/emotional supports. These spaces and the associated instructional and support staff may play a role in the plan to provide FAPE for students who require separate classroom instruction.

6.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).

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile for each student. The learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student.

The School will monitor and evaluate the progress and success of SWDs on a yearly basis to ensure the attainment of each student's goals as set forth in the IEP or 504 plan. The IEP team will also measure the progress that SWDs are making toward their annual goals on a quarterly basis. The School will ensure that parents are notified of the progress their child has made toward their annual goals quarterly and concurrent with the issuance of report cards. The goal status reports will reference the data collected along with a description of the student's progress. A copy of the goal status reports will be placed in the students' cumulative record. The IEP team will compare the progress reports with the Present Levels of Educational Performance (PLEP) described at the beginning of the school year to identify if the student is making progress. If the student is not making adequate progress, the IEP team will reconvene to address the IEP goals and to ensure the student is receiving the amount of services and accommodations according to the IEP. Based on the progress made towards their annual

goals, the IEP team will determine whether additional services, supports or accommodations to instructional practices are necessary to meet the specific needs of the students.

6.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 will operate as a double session school and offer at least two (2) daily instructional sessions. Students will choose to attend one of the sessions (or more as space permits).

The initial ESE staffing for the school will be one (1) ESE teacher. As enrollment increases and need arises, one or more part-time or additional full-time ESE teachers will be added to ensure that students' needs are met. In addition, the staff will be supplemented by contracted ESE providers as needed based on the specific support needs defined by student IEPs. All subject area teachers supporting ESE students will hold Florida Professional Teaching credentials and the additional specific qualifications required of the ESE teacher(s) can be found in the ESE Teacher Job Description (Attachment Q). In addition to the ESE teacher(s) and subject area teachers, ESE students will be supported by a plethora of school support staff to include but not limited to a Family Support Specialist (i.e., social worker), Career Coach, and Reading Interventionist.

The ESE teacher(s) will ensure the implementation of all IEPs, EPs, and Section 504 Plans. The needs of the students with disabilities population will determine the responsibility of the ESE teacher. The ESE teacher will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE and Section 504 Plan records in compliance. The ESE teacher(s) may co-teach a class in Reading/English Language Arts and/or Math and meet the needs of those students as well as to consult with the General Education teachers on a weekly or monthly basis. The purpose is to ensure that SWD students on consultation are making progress and accessing the curriculum.

The ESE teacher(s) may also provide instruction to ESE students in a separate or resource class, if the IEP determines there is a need for this service. The ESE office is equipped to function as a separate room to deliver instruction. If the need occurs, the school will hire one or more additional ESE teacher(s) to meet the needs of the students with disabilities population.

The School will also ensure compliance with s. 1012.585, F.S.: Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn at least one (1) college credit or equivalent in-service points in teaching students with disabilities.

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

The Director of Compliance from the Educational Services Provider (ESP) will play a lead role in monitoring the School's compliance with all district, state, and federal regulations to ensure that all ESE students are receiving appropriate services and all IEPs are current. The ESP will work with the School to conduct internal audits of student records at least twice per year. Members of the Compliance and Professional Development Departments for the ESP will provide ongoing training and professional development to all teachers and school leaders to ensure that quality IEPs are written and effective services are provided to ESE students.

The School's effectiveness in serving ESE students will be evaluated based on each student's success in meeting the goals on his/her IEP, and on the same criteria used to evaluate the School's success in serving all students: grade promotion, credit accumulation, state assessment results, graduation, and successful postsecondary transition. The results on these criteria for students with disabilities will be disaggregated from the general population and reviewed to determine the School's efficacy in serving this population.

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

(1) Gifted Services

For any student attending the School who has qualified for gifted services, the School will provide the appropriate services required by that student as delineated on the student's Education Plan (EP) and in the district's policies. *Florida's Frameworks for K-12 Gifted Learners*[53] guides curricular modifications of Florida's Next Generation Sunshine State Standards to create an appropriate level of challenge for gifted students.

Gifted students will be provided with programs that provide the maximum development of each student's academic talents. Gifted students will have access to differentiated services and educational opportunities that are challenging, accelerated, enriched, and innovative. Additionally, the School will provide gifted and talented students with differentiated pedagogy that promote experiences that replace, supplement, or extend learning opportunities. The School will facilitate student access to appropriate learning opportunities in advanced programs through differentiated instruction. Gifted students will increase achievement through the acquisition of enhanced thinking and problem-solving skills. The School will promote the acceleration and enrichment of gifted and talented students through the use of investigative and shared inquiry skills, special interests, and development of academic talents.

Curriculum components will include: remediation, enrichment, acceleration, and pacing guides. Additionally, honors courses will be provided to promote critical thinking skills. Advanced Placement (AP) programs will be offered to provide challenging, college-level course work for high school students. Qualified students will be allowed to enroll in Dual Enrollment in college courses through local and state colleges and universities while still in high school. Credit earned through Dual Enrollment will be used towards fulfillment of a high school graduation requirement and can also be used as college credit.

Curricular modifications for gifted learners will be designed to address the need for more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances. In the event that one or more gifted students enroll at the School, a certified teacher with a gifted endorsement will be employed to meet the specialized and individualized needs of gifted students.

(2) Effectiveness in Serving Students who are Gifted

The School's effectiveness serving students who are gifted will be evaluated based on each student's success in meeting the goals on his/her Education Plan (EP), grade promotion, credit accumulation,

[53] Florida Department of Education, Working on Gifted Issues Challenge Grant, and Florida Association for the Gifted (FLAG). (2007). *Florida's Frameworks for K-12 Gifted Learners*.
Available online at http://etc.usf.edu/flstandards/sss/frameworks.pdf

graduation, and successful postsecondary transition. If a student does not exhibit mastery of defined EP goals, the Gifted Teacher will work with the classroom teacher to provide additional accommodations to the curriculum and/or pace of delivery within the general learning environment. All classroom teachers will be provided with the appropriate information included in the student's EP, as well as the resources needed to address the identified goals.

7. ENGLISH LANGUAGE LEARNERS

7.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.

The purpose of the School's English for Speakers of Other Languages (ESOL) program will be to ensure that English Language Learners (ELLs) (including immigrant youth) attain English proficiency and meet the same student academic achievement standards that all students are expected to meet.

The School will abide by the requirements of the *LULAC et al. vs. State Board of Education Consent Decree* aka the FL Meta Consent Decree (1990). The School shall also subscribe to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights publication, *"The Provision of an Equal Education Opportunity to Limited English Proficient Students" (1992).* Additionally, the School will comply with the *District Plan for English for Speakers of Other Languages (ESOL)* and all subsequent state mandates as indicated in (Rules 6A-6.0900 to 6A-6.0909) pertaining to the following: Identification and Assessment; Equal Access to Appropriate Programming; Equal Access to Other Programs; Personnel; Monitoring; and Outcome Measures

(1) Compliance with State and Federal Requirements

The School will use the on-line CELLA to assess aural/oral proficiency. This assessment will guide the School in determining which students require placement in the ESOL program and which services each student will need. All students who are classified as an ELL student are required to participate in a program for ESOL. The School will provide an appropriate ESOL program to meet the specific needs of identified ELL students in language learning, academic achievement, and cultural integration. The time ELLs are required to participate in basic ESOL instruction will be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the Language Arts/ESOL instruction will have appropriate certification and required training, i.e., ESOL endorsement.

The School will provide ELLs access to programs and services which are equal and comparable in amount, scope, sequence and quality to those provided to English proficient students and which are understandable to the student given his or her level of English language proficiency.

(2) Procedures for Identifying ELL Students

(a) ESOL Program Entry Criteria/Assessments

During the school enrollment process, all ELL or immigrant students will be required to have a Date Entered United States Schools (DEUSS date). The DEUSS date will be captured on the new student enrollment form.

The term immigrant children and youths refer to individuals who:

- are ages 3 through 21; and
- were not born in any State, the District of Columbia or Puerto Rico; and
- have not been attending one or more schools in any one or more States for more than 3 full academic years

The School will work closely with the School District to determine if enrolling students have already completed the HLS while enrolled in another school in the District. All students entering M-DCPS for the first time will be surveyed with the Home Language Survey (HLS) upon enrolling at the School. The HLS is the first step in the identification of a potential ELL student.
According to Rule 6A-6.0902, the survey shall include the following three questions:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

(b) The School will assign as an ESOL Contact a teacher with an ESOL Endorsement or ESOL Certification who will be fully trained in all State and Local ESOL procedures and will play the lead role in ensuring compliance and effective ESOL programming for all eligible students. The ESOL contact will administer the CELLA Online within the first 20 school days of enrollment to students with a "yes" response to any of the (3) Home Language Survey (HLS) questions. If the student's parent/guardian answers "no" to all three (3) questions from the HLS, the student is not considered a potential ELL student and will not be assessed for English language proficiency.

The School will use the on-line CELLA to assess aural/oral proficiency.

1. If a student is in grades 3-12, the student must obtain the following TOTAL scores on the Online CELLA to be considered English proficient.

Grade	**Total Score**
9	2246 or higher
10	2251 or higher
11	2258 or higher
12	2263 or higher

2. If a student is **NOT** English proficient in grades 3-12, determine the ESOL level based on the TOTAL Online CELLA score in accordance with the following table.

Grade	**ESOL 1**	**ESOL 2**	**ESOL 3**
9	2091 or lower	2092-2179	2180-2245
10	2099 or lower	2100-2185	2186-2250
11	2108 or lower	2109-2191	2192-2257
12	2115 or lower	2116-2196	2197-2262

An appropriately trained staff member will administer and score the assessment, and record the data. Any student who scores **NOT** English proficient as determined by on-line CELLA will be classified as an English Language Learner and placed into the ESOL Program.

(c) ELL Committee

The ELL Committee will be convened for the purpose of analyzing all available academic information and determining the most appropriate educational placement. The ELL Committee shall use the assessment instruments described above as well as any other academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. The documentation of the assessments used and the justification for such action will be maintained in the student's individual ELL plan. If the ELL Committee's decision is to place the student in the ESOL program, then the basis of entry will be documented in the Individual Student ELL Plan.

The School will have an ELL Committee composed of the following: administrator or designee, teacher(s) with ESOL certification or endorsement, home language teacher (if any), classroom/subject area teacher, ESOL Coordinator, and Family Support Specialist. In addition, other educational personnel such as a school psychologist will participate whenever it is appropriate. The parent(s)/ guardian(s) will be invited to attend any meeting of the ELL Committee. The School will keep a record of parent/guardian notice.

The functions performed by the ELL Committee will include:

- Concerns/decisions regarding initial placement of student in K-12 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

The IEP Committee serves as the ELL Committee for ELL students with disabilities. IEP committee members will include those required for an ELL Committee.

(d) Programmatic Assessment

After initial entry into school and ELP assessment, students who qualify for the program will be required to compose a writing sample in their native language. The writing will be scored using a district rubric designed to determine prior academic experience. In addition, a mathematics

programmatic test will be administered to determine the students' instructional level. If students score below the fifth grade level in high school, an ELL committee will convene to discuss possible alternatives for this student.

In making placement decisions, the ELL Committee will consider the following factors: 1) extent and nature of prior educational and social experiences and student interview; 2) written recommendation and observation by current and previous instructional and supportive services staff; 3) level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards; 4) grades from the current or previous years; 5) the student's age; and/or 6) other test results.

Placement and eligibility decisions can only be made by the ELL Committee. All decisions will be documented in writing.

Parent participation and written consent on the most appropriate placement for the student will be documented as part of the process for ELL Committee meetings. Documentation of all Committee decisions made will be kept in the Student ELL Plan and placed in the student's cumulative folder. Parents will be provided with a copy of all forms signed by those members present at the meeting and completed in a language parents understand, as feasible.

Students with limited or no prior school experience will be assessed and placement will be made based on the student's age appropriateness (regardless of English proficiency), educational background, and parent interviews. The School will follow the State Uniform Transfer of Credit guidelines when determining credit to be awarded to students transferring from other countries as indicated in the Student Progression Plan.

(e) ELL Student Plan

When the new student enrollment process is completed, the School Data Specialist will enter all demographic and assessment information as required in the District information system. Once this process is complete, the ESOL Contact, in collaboration with the ELL Committee, will develop and/or update the student ELL plan and any other pertinent information.

The Student ELL Plan will be incorporated in the Individual Educational Plan (IEP) of an ELL Students with Disabilities (SWD). The IEP will indicate all programs, services, and supports that are provided to an ELL SWD. Once completed or updated, the student's ELL Plan will be printed and placed in the ESOL Monitoring folder that is part of the permanent student cumulative record folder. The ESOL Contact will be responsible for developing and updating all Student ELL Plans at the beginning of each school year.

The ELL Plan includes the following elements:

- Student's name
- Date ELL Plan is completed
- Schedule with instruction by program
- Amount of instruction time
- Date student is identified
- Assessment data used to classify or reclassify the student
- Date of exit and assessment data used to exit the student from ESOL.

Student plans are developed with input from previous and current teachers through interviews to gain information on socialization and participation in the general education classroom. The student's schedule will be attached to each ELL plan. A copy of the ELL plan will be given to the data entry person for entry in the student information system. Any change in a student's schedule will require a new plan.

Additionally, as part of the ELL Plan, the following will be included in the ESOL Monitoring Folder:
- Home Language Survey (HLS)
- ELP Assessments
- Initial/Annual/Exit Parent Notification letters
- Parent invitation to an ELL Committee Meeting

ELL Plans will be updated whenever an ELL committee meeting is held to include annually at the beginning of every school year to reflect current services; on the anniversary date of the student's entry into the ESOL program; and any time there is a change in the student's educational plan.

(f) ACCESS for ELLs 2.0 Assessment
The School will use the Access for ELLs 2.0 assessment to assess aural/oral proficiency. Per Rule 6A-1.09432, ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELLs. It is administered annually to monitor students' progress in acquiring academic English. The assessment measures proficiency in all 4 language domains (Listening, Speaking, Reading, and Writing). ELLs can be at any one of six levels of proficiency.

(2) Equitable Access to School Programming
The ELL Committee will use the ELL Plan to document the instruction, supports and specific ESOL instructional strategies determined most appropriate for each student. ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

The School's instructional programming, practices and strategies are described in Section 7.B.

(3) Parent Notification
Parents will be notified of the placement of their child in the ESOL program via a translated Parent Notification Letter. All communication with parents will be in the parents' native language to the extent feasible.

The letter will be dated to correspond with the entry date in the ESOL program. The letter will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Monitoring folder. As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a

programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student receives ESOL services.

Parents will also be notified of assessments and available accommodations, results of assessments, program delivery model options, retention/remediation, exit from the ESOL program, reclassification (if needed), and invitations to participate in ELL Committee meetings. Invitations for meetings shall be provided with sufficient time for the parent to plan for participation or propose an alternative date/time to ensure their ability to participate.

School based information that is provided to all parents will also be provided to parents of ELL students in the parents' native language to the extent feasible. This includes, but is not limited to, free/reduced price lunch information, state assessments and results, invitations to participate in special programs, parental choice options, registration forms and requirements, disciplinary forms, information about opportunities for parent involvement, etc.

7.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.

(1) Instructional Programs

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans to ensure academic success and access to our core academic program. The School will use one of the following instructional model(s) based on the individual needs of each ELL student enrolled and requiring participation in an ESOL program:

- **Sheltered** - English: Sheltered instruction refers to a model where only students who are learning English are grouped and receive specialized English language instruction from either the ESOL teacher or a Language Arts Teacher who is also ESOL certified or endorsed. The teacher provides uninterrupted ESOL/Reading and/or Writing instruction only for students identified as ELL at a location designated specifically and exclusively for ELL instruction.
- **Mainstream/Inclusion model** – English Language Arts (ELA): In this model ELL students are grouped together with students who are fluent in English in their ELA course(s). The classroom teacher adapts lessons for the student using specific strategies by providing specialized English language instruction. The language of instruction is English and native language assistance is provided as needed. A teacher with ESOL certification or endorsement comes into the classroom ("push-in") to provide specialized English language instruction.
- **Mainstream/Inclusion model** – Core/Basic: In this model ELL students are grouped together with students who are fluent in English in core subject area classrooms (not ELA). The language of instruction is English and native language assistance is provided as needed. A teacher with ESOL certification or endorsement comes into the classroom ("push-in") to provide specialized English language instruction and/or an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students. The academic content is mathematics, science, social studies, and computer literacy.

(2) Instructional Practices- ESOL Accommodations and Supports

The School's ESOL program is designed to address English language acquisition and development needs while ensuring that students make adequate progress toward meeting or exceeding the

achievement of Florida standards and the achievement of a standard high school diploma. Based on a student's English language proficiency, classroom teachers must ensure and document that ESOL accommodation, strategies, and supports are in use in their classroom.

Accommodations include changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates acceptable performance. Accommodations do not alter in any significant way assignments or assessment measures utilized by classroom teachers rather they allow an ELL to effectively access course content. The School's core instructional software includes extensive scaffolding for ELL students. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. Additionally, students will be able to listen to instruction through a text-to-audio feature in English as well as 20 additional language translations. This accommodation is available in all courses offered through the Edmentum curriculum. The curriculum also uses mixed media to allow students the ability to observe and study multiple representations of concepts and build background knowledge.

In addition to the accommodations built into the online curriculum, Teachers will include evidence of ESOL practices in their lesson plans for direct instruction. Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. ESOL instructional practices will include using frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing alternate assessment as necessary. Instructional practices are individualized to suit the English language developmental level of the student and ensure that the student understands the instruction.

School leadership will be responsible for monitoring the delivery of comprehensive ESOL instructional practices in the school. The use and monitoring of ESOL instructional practices will occur daily. The School's ESOL Contact will progress monitor each student as well as make sure that proper accommodations are being provided in the regular classroom setting.

ESOL supports refer to sensory, graphic, and interactive resources embedded in instruction and assessment provided to assist students in constructing meaning from the language and content of classroom experiences. Sensory supports help students to process information other than via written or oral language. Graphic supports provide pictorial representations used to organize or summarize information, while interactive supports promote comprehension and expose students to a variety of communication styles.

(3) Instructional Strategies

The School will implement instructional strategies that establish an action plan for achieving ESOL program and individual student goals.

(a) Individualized Program

The School's academic program is highly personalized. This individual approach begins with enrollment when a baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN) or other approved assessment. This will allow staff at the School to immediately begin to identify each individual student's strengths and needs in addition to their unique language needs. An Individual Success Plan (ISP) will be developed for each student laying out the courses and exams needed for middle school promotion/high school graduation. New students' transcripts will be obtained from the student's last school attended and reviewed by teachers

and/or administrators for input into each ISP. This information is also projected to each student in their individual MY SUCCESS® Dashboard which serves as a daily road map allowing students to see their ISP progress in real time.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum, assessment, and software, the School will continuously review the assessments used by the School and the research and development of new options that may become available. The Board and school administrators will remain open to selecting and replacing this planned assessment should more appropriate options become apparent in the future.

The School's educational model will offer an individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the Florida Standards, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the , state assessments and comply with state graduation requirements to earn a high school diploma.

In order to meet the unique needs of the ELLs, the School will enroll students in the following ESOL courses:

- Developmental Language Arts course Level 1 – This course is recommended for students identified as ESOL Level 1 as determined by the CELLA Online assessment. The delivery of instruction in this course focuses on English language acquisition. The students will be enrolled in the Developmental Language Arts course using Rosetta Stone and Edmentum English Language course (ELL Newcomers). Following the completion of the ELL Newcomers course, students will be enrolled into another Edmentum English Language course (ELL Level 1) while continuing to work in Rosetta Stone. This course will be delivered by instructional personnel who possess an English Certification plus ESOL endorsement.
- Developmental Language Arts course - This course is recommended for ELL students who are at the beginning or intermediate level of English language proficiency. The delivery of instruction of this course focuses on language development by incorporating instruction on grade level reading benchmarks. This course will be delivered by instructional personnel who possess a literacy micro-credential or are certified or endorsed in reading.

Intensive Reading course - This course is recommended for ELL students who are at the advanced level of English language proficiency but not yet proficient as determined by their performance on state assessments. The delivery of instruction in this course focuses on building reading and literacy skills using ESOL instructional strategies. This course will be delivered by instructional personnel who possess a literacy micro-credential or are certified or endorsed in reading. Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on developing reading, writing, and math skills and strategies. Literacy scaffolding supports are embedded throughout all Edmentum courses. In addition, teachers will provide scaffolding supports that include but are not limited to: supplying word banks, sentence starters, pre-teach vocabulary, issue written and verbal instructions for activities, video and audio support, instruction in note-taking, perform modeling (i.e. I do, we do, you do), visuals for concepts, create concept maps, graphic organizers, rubrics, and exemplars. and supply study guides and/or review sheets.

Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

(b) Multi-tiered System of Support (MTSS)

English Language Learners (ELLs), in the ESOL program for more than two years who have "been diagnosed" with deficiencies in reading, writing and/or math will be referred to the MTSS program. The School will use its individualized program and (MTSS) to match quality interventions to address the ELL student needs. The MTSS addresses the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies).

Three tiers define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation
- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include but are not limited to the following: 1) classroom/ESOL teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. When addressing an ELL student, the ESOL Contact will convene an ELL Committee Meeting for a performance review, prior to starting the MTSS process: The team will use the following process:

- Define the problem
- Analyze the problem using available data
- Develop and implement a plan that includes one or more performance goals for the student
- Measure the student's response to the intervention by using data from progress monitoring
- Continue or adjust the intervention based on the student's response and progress

The three tiers of MTSS are described in detail in Section 4. F. This description applies to mainstream as well as special population student (i.e., ELL students) interventions and instructional strategy for ensuring equitable access to the School's core academic programming for students performing below grade level.

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

(1) Monitoring and Evaluating Progress and Success

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile

for each student. The learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's ISP to show which state assessments the student is required to pass to graduate per state regulations. The learner profile will identify the student's desired post-secondary pathway and profession, along with links to the Student Services page showing interventions provided to each student by faculty and outside service providers. The learner profile will also enable faculty and administrators to use student performance and progress data to inform customized learning plans and interventions resulting in students graduating prepared for post-secondary success.

(2) Exit Criteria and Procedures

The School's ESOL Coordinator, in coordination with teachers, will follow state/district procedures to exit students from the ESOL program. An ELL student may be recommended to be tested for exit by parents, guardians, or instructional personnel directly involved with the student's education at any time following initial classification. ELL students will be eligible for exit from the ESOL program only when they are determined to be English proficient in listening, speaking, reading, and writing.

Students in grades 9-12 eligible for exit from the ESOL program must score proficient on both listening/speaking and reading/writing criteria. The ELL Committee will review FAST ELA Reading and CELLA and/or ACCESS for ELLs results to determine continued program eligibility.

If a student's performance meets proficiency on the Spring ACCESS for ELLs and FAST ELA Reading, the student will exit the program and be monitored for two (2) years. If the student is proficient in ACCESS for ELLs or FAST ELA Reading, the ELL Committee will review instructional grades and other available data to demonstrate grade level reading proficiency, and determine if the student should exit or remain in the ESOL program. Additionally, if a student's CELLA composite and CELLA reading score are at the proficient level, and the student scores proficient on the FAST ELA Reading, the student will exit the program and be monitored for two (2) years. If a student's CELLA composite and CELLA reading score are at the proficient level, or the student scores at proficient on the FAST ELA Reading, the ELL committee will convene to determine if the student should exit or remain in the ESOL program.

Parents/guardians will be invited to participate in the ELL Committee meeting to determine whether the student continues to be classified as ELL or is exited. The parents'/guardians' wishes will always be taken into consideration. The findings of the committee and their recommendations will be kept on file.

Students will exit based on state/district exit criteria and via the process as stated below. The School's ESOL Coordinator:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL folder for exiting students.
- Completes the appropriate section of the ELL folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Provides the school data specialist with required exit data. The required information is entered in the State Database.
- Notifies the parents.

- Monitors the student for two (2) years from the exit date to ensure success in the general education classroom.

When the student is exited from the ESOL program the parent/guardian will be notified in writing in the parent's native language, to the extent feasible. Exited students' academic performance will be monitored for two (2) years on an ongoing basis.

(3) Monitoring

Students who are exited from ELL services and remain in the School will be monitored for two (2) years from their exit date in order to ensure success in the mainstream classroom/programming. The School's principal will establish a school procedure to ensure that all former ELL students will be monitored by the Reading/Language Arts teacher. The ESOL Contact will complete the Post-Exit monitoring meeting in Ellevation and send a copy to the parents. Multiple sources of data and evidence will be considered to determine progress. These data sources will include, but are not limited to, progress reports, report cards, test scores, classroom performance, and observations.

The 2-year monitoring will take place at the end of each semester after exiting the ESOL program until all four post program reviews are completed. Documentation of ESOL-exited students will occur at the end of each student's first semester after exit, second semester, third semester, and last progress report of the school year in April. If it is determined that a student is not making satisfactory progress, an ELL Committee meeting with parental participation will take place. The ELL Committee will review all pertinent information and recommend an appropriate educational plan. The committee may recommend initiating an Academic Improvement Plan (AIP), adjusting the student's schedule, referral for counseling or other student services, or reclassification of the student as ELL.

(4) Re-entry into ESOL Program

The ELL Committee will convene for exited ELL students who have shown a decline of 1.0 in their overall grade point average following their exit from ESOL programming. The ELL Committee may also convene for students who have shown a decline in three or more elements (other than GPA) as indicated on the LEP Post-Program Review. Other information such as standardized test scores, teacher observations, counselor referrals, and parent requests may also assist the School in determining the student's progress and the need for convening the ELL Committee. The committee will review all pertinent data and recommend an appropriate educational plan. The ELL Committee may recommend initiating a Progress Monitoring Plan (PMP) through the RtI process, referring for counseling or other student services, or reclassifying the student as ELL.

The basis and nature of the recommendations will be made in writing and maintained in the student's permanent cumulative record folder. If the ELL Committee determines that the student continues to have language needs, the student will be reclassified as an ELL (ESOL level IV) and reassigned ESOL Courses. The data on the LEP Screen will be updated to reflect the reclassification information.

An interim IEP Committee may be convened at any time during the two-year Post-Exit monitoring period to discuss the progress of an ESOL student with a disability. The Post-Exit monitoring period will be documented on the IEP.

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

The School will operate as a double session school and offer at least two (2) daily instructional sessions for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Thus, staffing levels are based on serving approximately 250 students in each of the sessions at full enrollment.

A review of data on student membership during the 23-24 school year indicated that the district's population of English Language Learners was: 25%.[54] The most recently opened ALS-managed schools in Miami-Dade County (Doral Park and Kendall Greens High Schools) last year served, respectively, 30% and 26% ELL students in 2023-24. For this application, the School anticipates serving a similar population of ELL students and has included budget projections at 28%.
The School teaching staff will include at least one teacher in each of the sessions who has ESOL certification or endorsement and is also certified in a core subject area. The purposes of this position will be to provide staff support, with emphasis on programmatic assessment; scheduling; leading ELL committee meetings; monitoring former ELL students; and providing bilingual communication support to teachers, staff, and students. The employee in this position will interpret and translate classroom assignments, parent and student communications, and other school activities to support comprehension and transition for ELL students. This identified ESOL Contact will have a bachelor's degree in education, curriculum and instruction, or related field from an accredited college or university; teacher's certification with knowledge of the principles of secondary education, curriculum and instructional theory, use of data to drive program improvement; and the ability to communicate effectively both orally and in writing.

As stipulated in the Florida Consent Decree (META agreement), the School will also hire a bilingual Instructional Assistant when a minimum of 15 active students of the same home language are enrolled at the school.

Teachers who are required to obtain ESOL endorsements, or certification (Language Arts and Reading Teachers) will be notified by the school administrator of the requirements. In addition, teachers will be provided with training and professional development opportunities through the School District. It is the teacher's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants may enroll in courses offered during the first, second, and summer semesters.

All the School's staff members specifically the Principal, Assistant Principal, Reading, Language Arts and core content area teachers will be legally required to participate in training when they have an English Language Learner (ELL) student assigned to their class. Professional development will be available through local colleges and universities or through the School District's in-service training activities.

[54] https://knowyourdatafl.org/views/PK12-Enrollment/BUILDATABLE?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y, accessed 1/24/24.

8. SCHOOL CULTURE AND DISCIPLINE

8.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.

To promote a culture of caring, respect and results, students will be recognized regularly for meeting expectations and demonstrating success. Both schoolwide and classroom celebratory events will highlight students and their work. Teachers will make regular contact with parents to communicate and praise student progress. A student incentive program will also be implemented to reward students when they pass courses, pass state exams, demonstrate good attendance, demonstrate growth in their reading and math skills, and when they exhibit leadership or citizenship skills that represent the values of the School.

Through communication and enforcement of the Code of Conduct and Student-Parent Handbook (an example of this document is available here: Sample Student-Parent Handbook), the Board and School Administration will ensure that the staff is guided by the following philosophy:

- All negative behavior results in a consequence
- A positive and conducive learning environment cannot occur without maintaining order and discipline
- Discipline must be fair, firm, consistent, appropriate, and impartial
- Punishment must be appropriate for the misbehavior displayed
- Corporal punishment is not permitted
- All staff, parents, and students must be cognizant of the rules and what is expected of them
- All discipline must be consistent with all applicable laws and regulations related to student rights and due process
- A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning.

The School will have a strict, consistently applied discipline policy for students who engage in fighting or other aggressive behavior. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately and in accordance with the School's Mental Health Assistance Plan. Required annual teacher professional development in *Handle with Care* will focus on helping teachers prevent and minimize disruptive and aggressive student behavior.

8.B. STATE WHETHER THE APPLICANT INTENDS TO USE THE LOCAL SCHOOL DISTRICT'S CODE OF CONDUCT POLICY.

The School will follow the District's Code of Student Conduct.

9. SUPPLEMENTAL PROGRAMMING

9.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.

The School will sponsor student interest and need groups designed to enhance school culture, build student leadership skills, and provide added support to students. Some examples of these groups include Student Government; Book Club; Chess Club; School Philanthropy Club; Poetry Club; Job Club; and Teen Parent Group. These groups will occur weekly and students can choose to participate. These groups will not require additional funding.

II. ORGANIZATIONAL PLAN

10. GOVERNANCE

10.A. DESCRIBE THE SCHOOL'S EXISTING OR PLANNED LEGAL STATUS, INCLUDING NON-PROFIT STATUS AND FEDERAL TAX-EXEMPT STATUS.

The applicant and governing entity for the School will be Florida High School for Accelerated Learning – Miami Campus, Inc., an existing, independent, Florida non-profit (Articles of Incorporation in Attachment H), which is an IRS 501(c)(3), tax-exempt organization (Attachment I).

10.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**

Each of the required documents has been included as the specified attachment.

10.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.

The Board of Directors is the organization's governing body. As such, it will be responsible for ensuring compliance with the terms of its charter with the District, selecting the Principal, setting school policies, approving school budgets, and monitoring financial and student achievement objectives. Specifically, the responsibilities of the Board shall include:

- Approval of operating policies and procedures
- Selection and engagement of the Education Service Provider (ESP), ALS Education, and oversight to ensure the ESP complies with all Florida laws and the terms of the Charter. Details about the selected ESP are included in Addendum B.
- Decision on whether the school will opt to receive a school grade or a School Improvement Rating as permitted by s. 1008.341, F.S.
- Approval of the annual budget
- Selection of Principal
- Review of Principal's job performance and professional development goals
- Review and decision on appeals of student disciplinary decisions
- Hiring an independent counsel to advise on all legal matters
- Hiring an accountant to perform bookkeeping services for the School
- Engaging an independent auditor to audit financial records in compliance with government auditing standards, pursuant to s. 1002.345(2), who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations for the financial recovery plan.
- Compliance with Florida's Public Records and Open Meeting Laws
- Documenting minutes, Board of Directors' actions, and approval of policies

Ultimately, the success of the School requires cooperation between the Board of Directors and school leadership. The primary goal of both the Board and the school leaders will be to provide the best possible educational opportunities for students. To achieve this end, the Board, Principal and ESP will work together to ensure that the school is effective in always achieving its mission. The Board recognizes its ultimate responsibility as the governing authority over the charter and will take seriously its role in holding the school leader and ESP accountable for the roles they play in ensuring successful daily school operations.

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

As outlined in the bylaws in Attachment J, the Board will hold no less than four (4) public meetings per school year, more than the two (2) meetings per year required by Section 1002.33(7)(d)2., Florida Statutes.

The Board will comply with open meetings and records laws by: posting all scheduled meetings for the school year on the School website at the beginning of each school year; ensuring that all meetings are open to the public and provide an opportunity for public comment; providing reasonable notice (as required by Sunshine Law) of all its meetings, whether regularly-scheduled or special meetings, on the school's website and with postings on the school doors in advance of the meeting; and promptly recording the minutes of all meetings and posting them on the school's website.

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

There are currently four Directors on the Board for Florida High School for Accelerated Learning – Miami Campus, Inc. These individuals reflect the ethnic and cultural diversity of the students and communities they serve. The Board includes people with a range of professional skills capable of the organizational, pedagogical, legal, and other tasks required to open and operate a functional public school.:

- **Alberto Richard "Dick" DiRenzo**, Board Chair, is a community activist who retired with over fifty (50) years of retail sales and management experience. He is active in the All Souls Episcopal Church in Miami Beach, the St. Stephens AIDS Ministry in Coconut Grove, and the Khmer Foundation, which works to further the education of children in Cambodia.
- **Paul Haralson**, Board Vice-Chair, is an attorney and has focused his practice on representing parties locally in Miami-Dade County in the area of business litigation, including corporate and real estate disputes, employment law, and creditor litigation. His experiences include handling complex business litigation, including shareholder disputes and officer and director liability; litigating lenders' and borrowers' rights under operative instruments and the Uniform Commercial Code; litigation experience in employment matters in federal court, state court, and local administrative boards on behalf of both employees and employers on matters including discrimination claims based on sex, race, national origin and age; and Counseling employers on issues regarding compliance with federal labor and employment laws, including the Fair Labor Standards Act, and federal and state discrimination statutes.
- **Elisa Robles**, Board Secretary/Treasurer, has over thirty (30) years of banking experience is South Florida. Ms. Robles is Vice President and Branch Manager of First Bank in Hialeah, was previously

with Citibank and managed the Hialeah Financial Center. Prior to joining Citibank, Robles worked at Flagship Bank as Assistant Vice President for the Hiahleah Branch.

- **Kyle Mullan** serves as Dean / Director of Student Travel at The Cushman School, having previously served as High School Program Director at that school. Mullen has also served on the Board of the Miami Shores Chamber of Commerce and on the Community Advisory Committee of Barry University.

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

Details on the Board of Directors' selection process, removal procedures and terms of office can be found in the Bylaws included in Attachment J. All four of the current board members are deeply compelled to play an active role in helping students overcome the obstacles to academic and personal success through the proposed school model. Board members are elected to a three (3) year term. Each Director holds office for the term to which he/she is elected and until his/her successor is elected and qualified or until his/her earlier resignation, removal from office or death (Directors are not term limited).

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

The members of this Board have demonstrated their ability to be successful in the academic, operational and financial areas of charter school operation and oversight of Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools. The Board will have ultimate authority and control over the School and hiring the Education Service Provider [ALS Education (ALS)]. The Board will meet at least quarterly, and at each meeting will expect school leadership and representatives from ALS to report on student achievement results. The Principal, with support from ALS, will be the policy-executor and undertake the day-to-day responsibility of carrying out the Board's directives.

10.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
Albert Richard "Dick" DiRenzo	Current	Chairman	__x_ Information Sheet __x__Resume
Paul Haralson	Current	Vice Chair	__x__ Information Sheet __x__ Resume
Elisa Robles	Current	Secretary/Treasurer	__x__ Information Sheet __x__ Resume
Kyle Mullan	Current	Member	__x__ Information Sheet __x__ Resume

Attachment L includes, for each member, a signed board member information form and resume.

10.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.

The non-profit, tax-exempt applicant corporation (Florida High School for Accelerated Learning – Miami Campus, Inc.) has been involved in overseeing ALS-managed charter schools since 2011. The Board is governed by leaders of the local community who are engaged in community and public service and committed to the success of public education. A diverse Board of Directors able to recognize, articulate, and address the needs of its students through educational policies and social outreach efforts is in place. New board members may be elected by a vote of the majority of the board. The process for electing new members to the board is described in the By Laws in Attachment J.

The Board of Directors includes individuals with a range of professional skills capable of the organizational, pedagogical, legal, and other tasks required to govern the opening and operation of a public school in accordance with this proposed charter application. Board member backgrounds are included in Section 10.E.

In order to assure that all board members have the knowledge required to successfully open and oversee a charter school, all new members of the Board of Directors will complete the four-hour orientation and training required by Florida statute, which addresses: government in the sunshine; conflicts of interest; ethics; and financial responsibility. In addition, training will include: the roles and responsibilities of Board members; the Florida statute and local regulations governing the operation of charter schools; and key measures of student achievement, including the school's operating and instructional objectives. Within three years of initial training and every three years thereafter, board members will complete the required two-hour refresher course.

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

The School's governing board is guided by a set of by-laws that define how the board will govern, including conflicts of interest. The By-Laws are included in Attachment J. Ethics and conflicts of interests are specifically addressed during the Board's orientation and governance training. The Board has developed a Code of Ethics (Attachment K) and will comply with the ethical standards of conduct set out in Sections 112.313(2), (3), (7), (12), and 112.3143(3), Florida Statutes.

Where any Board documents or policies are in conflict with Section 112.313(7) which provides in part, "No public officer or employee of an agency shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee… nor shall an officer or employee of an agency have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties," such documents or policies will be amended at the next Board meeting following the discovery of the conflict.

Consistent with Florida law, each Board member will sign a Conflict of Interest statement prior to becoming a Board member and will sign annually thereafter. The Conflict of Interest Policy is also included in Attachment K.

10.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.

The school will form a School Advisory Council (SAC) in compliance with section 1001.452, Florida Statutes. The SAC will assist in the preparation and evaluation of the School Improvement Plan (SIP) and act as a resource to the school principal. The SAC will provide suggestions, strategies, and feedback as they evaluate the SIP. The SAC will review student achievement data and make recommendations. The committee will monitor the SIP and progress toward goals throughout the year. The SAC will review activities from the budget and determine which activities or events will enhance student achievement. At least one governing board member shall be a member of the SAC and the final School Improvement Plan developed for each school year shall be presented to the governing board for additional review, feedback, and approval.

10.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.

The School has a comprehensive plan for resolving disputes between parents or students and the School. Parents and students are informed of the dispute resolution process as it is outlined in the Student-Parent Handbook, which they receive and sign upon the student's enrollment. Disputes with parents/guardians or students will be handled initially by the Principal or Assistant Principal in a professional manner, with dignity and respect.

- Depending on the nature of the dispute, the administrator (who may be either the Principal or Assistant Principal) will escort the parent/guardian or student to a private area to determine the nature of the complaint and begin collecting all of the relevant information and data (who, what, when, why, and where), to include parental concerns involving communication of student welfare.
- The administrator may include other School staff in the meeting to assist in determining other details related to the complaint/issue.
- The administrator will inform the parent/guardian or student that a full investigation of the complaint will be undertaken, and a resolution provided in a reasonable, agreed-upon timeframe.
- Depending on the nature and severity of the dispute, the administrator will inform the Board Chair of the complaint and the plan to address the complaint.
- The follow-up communication with the parent/guardian or student will be accomplished in an appropriate manner and may include a meeting at the School or telephone call with the appropriate administrator to discuss the results of the investigation and next steps.
- If the parent/guardian or student is not satisfied with the results, then the administrator will offer to refer the dispute to the Board.
- The Board shall have final authority to hear and decide on actions required in response to any/all legitimate student or parent concerns.

In turn, if there is a concern or dispute by a parent/ guardian or student against the principal, the parent/ guardian or student has the right to raise the concern directly and immediately with the Board for action and/or resolution.

In accordance with Rule 6A-6.0791, Florida Administrative Code, the charter school governing board will: (1) adopt procedures to notify parents of the ability and procedure to seek relief from the school principal or designee for a dispute under Sections 1001.42(8)(c)1.-7., F.S.; (2) fully cooperate in the district's resolution procedures and comply with the district's decision for resolution of the complaint; and designate at least one person responsible for responding to Departmental inquiries regarding a request for appointment of a Special Magistrate.

11. MANAGEMENT AND STAFFING

11.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.

Organization charts are included in Attachment M for (1) the pre-operational year; and (2) all subsequent years of operation. As noted in the chart for the first and subsequent years of operation, the number of teachers will be adjusted so that there will always be one teacher for every classroom of 25 high school students and 22 middle school students. In order to ensure that all courses offered are covered by a credentialed teacher, the School will aim to hire teachers with multiple subject-area certifications. Because the number of students in special populations may vary from year to year, staffing for ESE, Reading, and ESOL support will be continuously reviewed and monitored to ensure adequate support and compliance with state regulations. When necessary, additional staff or contracted support will be hired.

11.B. Identify the Principal and provide as Attachment N the proposed job description. 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?

A Principal candidate has not yet been identified. A Principal Job Description is included as Attachment N. The ideal candidate for the Principal position will be an experienced education leader who has demonstrated an ability to successfully lead and inspire students and staff. He/she will also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to students' success.

Once the charter application is approved, the recruitment and hiring process will proceed as follows:

1. A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, Indeed, LinkedIn, CareerBuilder.com, and other pertinent publications.

2. Initial screening interviews will be conducted by phone to ensure that candidates meet expected qualifications.
3. Face-to-face interviews will be conducted on-site at another ALS managed campus.
4. Background and extensive reference checks will be conducted for final candidates.
5. Final candidates will be presented to the governing board for vetting and board interviews. The governing board will make the hiring decision and alert the ESP.
6. Upon the return of a successful background checks, an offer of employment will be extended to the candidate, offering a compensation and benefits package competitive with the local job market.

The qualifications for the School leader are outlined in See Attachment O.

11.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.

As outlined above, the School will be led by a Principal who will be a qualified education leader. The other administrator will be the Assistant Principal, whose job description is in Attachment P.

The organizational and management structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. As shown in the organizational chart in Attachment M, the Principal will be the direct supervisor of all of the educators at the School including content area teachers, ESE teachers, and all other instructional personnel. All staff members will receive their job descriptions and will be held accountable for the primary responsibilities in the job descriptions.

The School will comply with and meet all requirements of the School District's charter school policy and any amendments thereto. Additionally, the School will meet all applicable state and local health, safety and civil rights requirements as required by Section 1002.33(9)(e), Florida Statutes.

11.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.

STAFFING CHART						
	Start-Up	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
PROJECTED AVERAGE ENROLLMENT		350	425	500	500	500
PROJECTED STAFFING						
Position						

STAFFING CHART						
	Start-Up	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Classroom Teachers (NOTE: English Teachers will have ESOL Endorsement or ESOL Certification* One of these teachers will be the ESOL Contact, who will be fully trained in all State and Local ESOL procedures and will play the lead role in ensuring compliance and effective ESOL programming for all eligible students.)		7.00	8.50	10.00	10.00	10.00
ESOL Instructional Assistant* (If there are 15 students speaking the same native language, at least one aide or teacher proficient in the same language and trained to assist ESOL instruction will be added)		1.00	1.00	1.00	1.00	1.00
Total Instructional	**-**	**8.00**	**9.50**	**11.00**	**11.00**	**11.00**
ESE Teacher*		1.00	1.00	1.00	1.00	1.00
Reading Teacher*		1.00	1.00	1.00	1.00	1.00
Math Interventionist		0.00	1.00	1.00	1.00	1.00
Total Specialty	**-**	**2.00**	**3.00**	**3.00**	**3.00**	**3.00**
Family Support Specialist		0.50	0.50	0.50	0.50	0.50
Career Coach		1.00	1.00	1.00	1.00	1.00
Enrollment Specialist (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Data Specialist		1.00	1.00	1.00	1.00	1.00
Total Pupil Personnel	**1.00**	**3.50**	**3.50**	**3.50**	**3.50**	**3.50**
Principal (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Asst Principal (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Total Administrators	**2.00**	**2.00**	**2.00**	**2.00**	**2.00**	**2.00**
Executive Assistant (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Total Admin Support	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**

STAFFING CHART						
	Start-Up	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Security**		1.00	1.00	1.00	1.00	1.00
Total Security	**-**	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**
TOTAL	**4.00**	**17.50**	**20.00**	**21.50**	**21.50**	**21.50**

**Staffing for ESE, Reading and ESOL support will be continuously reviewed and monitored to ensure compliance with state regulations and adequate support for these special populations. When necessary, additional staff or contracted support will be hired to meet the aforementioned regulations.*
***This "Security" specialist role is in addition to the School Resource Officer role defined by The Marjory Stoneman Douglas Act*

11.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.

The standards, job requirements, and duties of instructional staff are included in Attachment Q. All teachers will be certified consistent with the provisions of section 1012, F.S.

The steps in the recruitment and hiring process will generally follow the steps below, but may be modified slightly for particular positions:

(a) A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, Indeed, LinkedIn, CareerBuilder.com and other pertinent publications.
(b) The Principal or designee will review all resumes for teachers and staff.
(c) First round interviews will be conducted with the Principal or Assistant Principal.
(d) Background and extensive reference checks will be conducted.
(e) Upon the return of a successful background check, an offer of employment will be extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff will have the certification, endorsement, or other credentials required for their positions. All staff will participate in intensive new-hire training described below in the section entitled Professional Development. The ESP will provide intensive recruitment services to assist the Board and the school leadership in ensuring high quality talent for all school roles. The ESP will also provide vetting support to ensure that all potential staff members have the required credentials and necessary experience to perform the expected roles.

12. HUMAN RESOURCES AND EMPLOYMENT

12.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

The employees of the School will be employed by the ESP selected by the Board. As such, they will be privately employed. The Board may, at some point, contract with an employee leasing company, hire specific service providers for personnel and benefits, or negotiate other arrangements to ensure that the School will attract and retain the best possible faculty and staff. School employees shall have the option to bargain collectively, as required by Section 1002.33(12)(b), Florida Statutes. The nature of the employment relationship between the ESP and its employees will be "at-will."

12.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.

The School will use the Teacher Evaluation System and School Leader Evaluation System (based on the research of Marzano and aligned to *The Art and Science of Teaching*, and s. 1012.34, F.S.) in place at the Board's existing charter schools, which have been approved by M-DCPS. Consistent with the requirements of s. 1012.34, F.S. (the Student Success Act), using the Marzano based teacher and leader evaluation system, the School is committed to a rigorous and comprehensive performance evaluation system for both administrators and instructional personnel. The Marzano based teacher evaluation system focuses on the domains of effective teaching including classroom strategies and behaviors, planning and preparing, reflecting on teaching, and collegiality and professionalism. Each domain includes specific performance indicators assessed through observations, student data, and professional artifacts. The school leader evaluation system evaluates leadership effectiveness in domains such as data-driven focus on school improvement, instruction of a viable and guaranteed curriculum, recruitment and continuous development of teachers and staff, community of care and collaboration, core values, and resource management. These systems meet the requirements of s.1012.34, Florida Statutes. The school will use Marzano's Deliberate Practice to provide a focused approach to professional development where teachers actively engage in specific activities designed to improve their teaching skills in targeted areas. The Deliberate Practice may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. A Deliberate Practice Guide aligned to the state model will serve as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration. The School's Deliberate Practice Plan will follow the Inclusive Method and be part of the individual's Instructional Practice Score, which is fifty-five percent (55%) of the overall evaluation. The regional director will conduct the evaluation of the principal, and the principal will conduct all teacher evaluations aligned with s. 1012.34, F.S. The regional director and principal will document the evaluations in iObservation. iObservation is an electronic management tool developed by Learning Science International and configured to the School's Teacher and Leader Evaluation System. In addition, iObservation will be used to document, and track the Deliberate Practice Plan. The administration will use the evaluation tool to guide professional learning for the staff members at the school.

12.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?

The Board will assure, through its oversight of the School's budget, that a competitive, comprehensive salary and benefit package is used for attracting and retaining top-notch teachers, administrators, and other staff members. In addition to the established salary structure, the Board will require that the

ESP implement a pay for performance plan consistent with Florida Statute and FDOE requirements. The Budget (Attachment X) takes into consideration the School's plan for pay for performance. Salary increases will be determined as follows:

- The criteria for earning the salary adjustment will be based on the School's approved evaluation system as described in section 12.B. and 13.A.3.
- Fifty percent (50%) of the funds will be used for salary adjustments and related benefits for FICA. Those who scored at *Effective* will receive at least Fifty percent (50%) and no more than 75% of the annual adjustment provided for those who scored at Highly Effective.
- Fifty percent (50%) of the funds will be used for a one-time salary supplement for those instructional personnel with certification(s) in critical teacher shortage areas (as identified by State Board of Education). Those with three or more certifications in critical teacher shortage areas will receive seventy-five percent (75%) more than those with one teacher shortage area on a professional or temporary teaching certificate. Those with two certifications in critical teacher shortage areas will receive fifty percent (50%) more than those with one certification in a critical teacher shortage area.

The salary ranges shall be consistent with current School District ranges and be evaluated regularly to ensure that they are competitive and support talent retention. Anticipated ranges based on current scales are as follows:

- Principal $100,000-$130,000
- Assistant Principal $70,000-$90,000
- Career Coach $51,000-$68,000
- Data Specialist $16.00 - $23.00 per hour
- Enrollment Administrative Specialist $16.00 - $23.00 per hour
- Family Support Specialist $53,000 - $70,000
- Instructional Assistant $16.00 - $23.00 per hour
- Security Specialist $16.00 - $23.00 per hour
- Core Teachers $51,500 – $68,000
- Reading Teachers $51,500 - $68,000
- ESE Teachers $51,500 - $68,000
- Middle School Dean $55,250 $74,750

The School intends to offer the following components in its compensation plan:

- Competitive salary scales
- Health Insurance:
  - Medical insurance
  - Vision insurance
  - Prescription drug plan
  - Life Insurance
  - Supplemental Life Insurance
  - Short-term disability insurance
  - Employer Paid Long-Term disability insurance
  - Supplemental Long Term disability insurance
  - Supplemental Critical Illness
  - Supplemental Accident
  - Supplemental Hospital Indemnity
  - Employer Supplemented Health Savings Account
  - Health Care Reimbursement Account
  - Dependent Care Reimbursement Account
- 401(k) retirement program w/ Employer Match
- Professional Development Opportunities
- Promotion/Growth Opportunities
- Paid Leave – sick/personal/bereavement and jury duty
- Tuition Reimbursement

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

The hiring process will generally include the following steps but may be modified slightly for particular positions: The Principal will review resumes for all staff. All faculty and staff will be screened to ensure that they have the licensure, certification, endorsement, and/or other credentials required for their positions. First round of interviews will be conducted with the Principal or Assistant Principal. Background and extensive reference checks will be conducted. ALS will conduct a background check which includes a Social Security Trace, County Criminal, Statewide Criminal, Federal Criminal, Sex Offenders, and Education / Certification verification. Candidates will then be sent to the District per defined protocol for FBI fingerprinting and any other district clearance protocol. Upon the return of successful background checks by both the District and the ESP, an offer of employment will be extended to the candidate.

In the event an employee is not meeting the expectations of his/her job description, the School will implement progressive discipline procedures. The steps involve counseling employees, providing professional development and support, and evaluating the employee's performance. If, despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process, as outlined in Section 12.F. below, to dismiss the employee.

12.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.

Personnel Policies are included as Attachment R

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

Although the Board oversees the overall operation of the school, its draft contract with the ESP (see Attachment EE), assigns the ESP the responsibility and authority to select, evaluate, assign, discipline, transfer and terminate personnel.

In the event an employee is not meeting the expectations of his/her job description, the School will implement progressive discipline procedures. The steps involve counseling employees, providing professional development and support, and evaluating the employee's performance. If, despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process, as outlined below, to dismiss the employee.

- A Termination Checklist will be completed by the Principal (or the Principals supervisor) that includes, in writing, the reasons for the termination, and supporting documentation.
- Information submitted along with the personnel file will be reviewed by a trained human resource professional.
- If a decision is made to proceed with termination, a full Human Resources Review, Legal Review, and Stakeholder Review will be completed.
- Once all portions of the termination checklist are complete, the completed termination checklist will be forwarded to all appropriate parties for signature.
- If all items are not in place, documentation is not clear and concise, or if all employees in similar situations are not receiving the same action (if appropriate), the Principal/Regional Director will

be advised regarding appropriate actions needed to continue the improvement process with the employee.

Leadership and staff turnover data is analyzed on an ongoing basis to identify any potential trends and to inform employee relations strategies that lead to higher staff retention rates. Once staff vacancies are identified, the hiring manager works with the Human Resource department to advertise the vacancy and screen for the most qualified candidates.

13. PROFESSIONAL DEVELOPMENT

13.A. DESCRIBE THE SCHOOL'S PROFESSIONAL DEVELOPMENT EXPECTATIONS AND OPPORTUNITIES FOR ADMINISTRATORS AND INSTRUCTIONAL PERSONNEL, INCLUDING THE FOLLOWING:

13.A.1. IDENTIFY THE PERSON OR POSITION RESPONSIBLE FOR OVERSEEING PROFESSIONAL DEVELOPMENT ACTIVITIES.

School leaders will support teacher professional development and structured professional learning that results in changes to teacher knowledge, practices, and improvements in student learning outcomes. Both formal and informal opportunities for teachers to learn and enhance their teaching is crucial to school improvement and student success. Both the Principal and Assistant Principal will collaborate to determine the needs of teachers and staff to ensure delivery of appropriate and effective professional development activities. School Leadership will be responsible for overseeing all professional development activities, with support from the ESP's Curriculum and Instruction Team. School leadership will organize and schedule the activities throughout the year and ensure professional development is aligned to the School Improvement Plan and rooted in best practice research supporting the growth of teachers.

Likewise, school leaders will participate in a regular cadence of leadership development opportunities through participation in internal and external leadership conferences and professional learning community (PLC) meetings. PLCs will focus on high impact leadership strategies that result in the attainment of key performance indicators.

13.A.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.

The core purpose of the School's professional development is improving student achievement. Teacher training and professional development will be aligned to the standards required by s. 1012.98 –School Community Professional Development Act, F.S. The School's systems and structures are set up to provide high quality job embedded learning experiences for all staff. Professional Learning is aligned to school goals; differentiated; linked to real issues; and provides both individual and collaborative opportunities for learning. The sharing of best practices and the use of formative feedback drives a culture of continuous improvement aimed at providing the best opportunities for teaching and learning. Professional development is rooted in best practice research supporting the growth of teachers.

The key drivers for professional learning within the School will be the following: grassroots communication systems and protocols driven through a teacher leadership pipeline/leadership pathway; the establishment and growth of teaming structures through professional learning communities; peer observation and formative feedback; peer coaching and mentoring and relevant professional learning content. Teachers may also participate in district-sponsored trainings, as well as local, state, and/or national conferences.

The effectiveness of school professional development initiatives shall be evaluated based on post training and PD feedback/surveys provided by participants. Effectiveness will also be evaluated based on the overall success in accomplishing the established objective for each initiative as determined by the accomplishment of key performance indicators at the participant or school level. Trainings or PD initiatives that fail to achieve desired results will be reviewed by school leadership and the ESP to refine and improve.

13.A.3. Describe any professional development that will take place prior to school opening.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the full week before school opening each year thereafter. Topics will be aligned to job-specific expectations, skills, and competencies. All employees will be trained on their roles and responsibilities and their role in implementing the School's defined service model.

Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. At a minimum, once each month, staff meetings will also be dedicated to professional development. Teachers and staff will participate in required state and local school district professional development and additional training identified in their Deliberate Practice Professional Growth Plan.

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers and staff. The professional development modules are:

- Evidence-based and targeted for success with high need students;
- Job-embedded for direct application and improved performance;
- Aligned to the innovative instructional programs of the School; and
- Synchronous and asynchronous for efficient use of time.

Professional learning modules and activities will focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, research-based instructional strategies, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in common courses.

Online professional development will consist of participating in blended trainings or online courses in the School's Intranet and Learning Management System (LMS). Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The LMS, a tool for tracking, monitoring, and delivering online training, will also be available at all times via any Internet-based workstation. The LMS contains self-directed, online courses that may be used for both personal and professional growth. iObservation, which is a tool for managing teacher and leadership evaluation,

also contains a resource library of videos and print resources. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources among all schools resulting in Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can delivered synchronously or asynchronously. All training will be tracked on the LMS and professional development will be aligned to the Florida Professional Development Protocol, Third Cycle.

Professional development will be delivered by internal and external subject matter experts. Staff and administrators may also participate in district-sponsored trainings as permitted, as well as local, state, and/or national conferences.

The School will use the Teacher Evaluation System and School Leader Evaluation System (based on the research of Marzano and aligned to *The Art and Science of Teaching*, and s. 1012.34, F.S.) in place at the Board's existing charter schools, which have been approved by M-DCPS. The systems meet the requirements of s. 1012.34, Florida Statutes. Deliberate Practice may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. A Deliberate Practice Guide aligned to the state model will serve as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration. The School's Deliberate Practice Plan will follow the Inclusive Method and be part of the individual's Instructional Practice Score, which is fifty-five percent (55%) of the overall evaluation. iObservation, an electronic management tool developed by Learning Science International and configured to the School's Teacher Evaluation System, will be used to document and track the Deliberate Practice Plan.

Training and training plans will align with Florida's Protocol Standards – Third Cycle and will emphasize initiatives currently influencing education in the state, including the Florida Standards and high-quality assessments, using data systems to inform instruction, improving educator and principal effectiveness through personnel evaluation systems, and focusing on interventions that support struggling students. Training evaluation will be conducted on a regular basis to inform the School about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors.

13.A.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.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the week before school opening in each year thereafter. Topics will be aligned to job-specific knowledge, skills, and competencies to ensure that all administrators and staff are successful. Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. Teachers and staff will also participate in required state and local school district professional development and additional training identified in their Deliberate Practice Professional Growth Plan. Instructional staff will also

have access to a comprehensive online resource library with on-demand professional development resources through iObservation©.

The timeline for professional development for the first year of School's operation is as follows:

May - July:	Job specific training for Principal and Assistant Principal
June – July:	Job specific training for the executive assistant and data/enrollment specialist
June:	Leadership Conference for Principal and Assistant Principal (three days)
August:	All Staff Training (two weeks prior to student start date)
October 1:	School Professional Development Plan written (completed earlier if required by the School District)
October 31:	Deliberate Practice Plans written
Sept. – May	Weekly training and Professional Learning Community meetings

Professional development timelines will be adjusted based on requirements outlined in the School's Teacher and Leadership Evaluation Systems. Additionally, the school will follow the district instructional calendar to include the inclusion of dedicated professional development days staggered throughout the school year. Principals will align professional development day plans with their annual school improvement plan and will take advantage of content specialists and training professionals from the ESP to support PD initiatives.

14. STUDENT RECRUITMENT AND ENROLLMENT

14.A. DESCRIBE THE PLAN FOR RECRUITING STUDENTS THAT WILL RESULT IN THE SCHOOL MEETING ITS PROJECTED ENROLLMENT. INCLUDE STRATEGIES FOR REACHING THE SCHOOL'S TARGETED POPULATIONS AND THOSE THAT MIGHT OTHERWISE NOT HAVE EASY ACCESS TO INFORMATION ON AVAILABLE EDUCATIONAL OPTIONS INCLUDING, BUT NOT LIMITED TO, FAMILIES IN POVERTY; ACADEMICALLY LOW-ACHIEVING STUDENTS; STUDENTS WITH DISABILITIES; AND ENGLISH LANGUAGE LEARNERS.

Prior to the School opening, a variety of methods will be used to attract students. Some of these methods may include, but are not limited to:

- Informational meetings with local community, civic and religious organizations, community leaders, and other people who may be able to inform families and students about the School and make appropriate referrals.
- Outreach to local district school principals and guidance counselors to make them aware of the school and it's benefits to students who have recently dropped out of high school or are at high risk of dropping out or not advancing to high school.
- In-depth briefings with organizations such as Junior Achievement, Boys and Girls Club, Urban League and 100 Black Men of America to explain the program and establish a referral network.
- Developing a digital web presence and advertisements to our target population across Google, social media, maps, and more to make the School discoverable and accessible.
- Distribution of printed materials in various languages, including tri-fold brochures, flyers, and post cards, in the local communities and schools with information about the School.
- Toll-free enrollment information number posted on website and included on enrollment and recruitment literature.

Other strategies that may be used include advertising in local community newspapers (particularly those published for minority groups) or contacting community social service organizations that target

the at-risk and/or dropout population (youth organizations, courts, churches, etc.). In addition, a multitude of social media advertising, including an online application process, will be included to promote the program. "Outreach" may also include an emphasis on the services the School can provide for English for Speakers of Other Languages (ESOL) students. The School will use multi-lingual advertisements and materials.

Once the School opens, it is expected that as a result of outreach efforts, students will be recommended to the school from surrounding public schools by counselors who have identified them as not making appropriate academic progress to graduate on time or is at risk of dropping out or not advancing to high school. Students will be referred to learn more about the School if, in the opinion of the counselor, our program could be a good fit in helping them stay in school and get back on track toward graduation.

After enrollment, the School will communicate student performance, graduations, and other news to their referring schools to showcase the progress of former students and highlight success stories. If a student enrolls and it is determined that the blended instruction and self-paced environment is not a good fit for the student's individual needs, the School will work with the referring school for a more appropriate placement. In accordance with our mission, year-round open enrollment will be available, enabling students to enroll and complete graduation requirements at any time during the school year. In accordance with 1002.31(2)(a), F.S., the School will accept a student from any school district in the state who is not subject to a current expulsion or suspension.

In compliance with s. 1002.33(17)(a)(4) F.S., enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The School will also not discriminate in its student admissions policies on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

14.B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

In order to promote a neighborhood school environment that reflects the racial and ethnic balance of the community in which it exists, the marketing strategy will target students in the immediate vicinity of the school location. Marketing to residents in the nearby surrounding communities and neighborhoods will be the primary focus. Marketing visuals will include demographics that are representative of the community – including real students – and targeted across all appropriate populations. (e.g., geographic, ethnic, age, etc.). We anticipate that the majority of students will live within a 5-mile radius of the school and, thus, reflect the local community being served. Targeted marketing, including tri-fold brochures, flyers, posters, post cards, and digital marketing will be used to focus on this geographic area. See Marketing Examples in Attachment FF.

14.C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

(1) Enrollment

Pursuant to Section 1022.33(10)(b), F.S., the School will enroll any eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, or building. In such cases, all applicants shall have an equal chance of being admitted through the lottery process. Enrollment will also follow s. 1002.33(15)(c), F.S., which includes enrolling students according to racial/ethnic balance provisions in s. 1002.33(7)(a)(8) F.S. In accordance with s. 1022.33(10)(d), F.S., the School will give enrollment preference to the following populations: (1) siblings of a student enrolled in the School; (2) children of a founding board member of the School; and (3) children of a School staff member.

The School will open an Enrollment Office in or near the school facility within two months prior to school opening to begin attracting and enrolling students for the start of the school year. After the start of school, the enrollment office in the School will offer daily open enrollment for students who wish to enroll, space permitting, until the School reaches capacity.

The admission and enrollment processes will be student-centered and friendly. As part of our mission, we will have year-round open enrollment. Students from our target population tend to drop out of school at various times during the year; therefore, we need to be able to enroll and engage students as they come. When contacted by interested students and/or their parents online, over the phone, or in person, the School will guide the interested student through the following process:

- The Enrollment Administrative Specialist will arrange an initial visit and tour for the student and/or parent.
- The student/parent will meet with the Enrollment Administrative Specialist to discuss the student's needs and expectations as well as the School's mission, procedures and probable timeline to graduation.[55]
- All students desiring enrollment in the School will participate in a school tour and complete an application (see Attachment S). Each application will be time and date stamped.
- If the School has open space, the enrolling student will be admitted immediately. If space is not available, the student will be entered into the lottery as described below.
- Upon enrollment, the School will request transcripts and records related to academic history and other relevant information from all the schools that the student previously attended.
- Student will provide information regarding family commitments, employment commitments, and transportation plan.
- Student will complete assessments to determine academic skill levels and vocational interests.
- Student will meet with teachers, administrators, and/or other appropriate school staff to review assessment information and establish the student's Individual Success Plan (ISP). The ISP can be viewed through the School's MySuccess Dashboard to monitor progress.
- Parents will have viewing access to their students' MySuccess Dashboard through the parent portal. The parent portal will serve as the communication tool for parents to access information about their student's progress.

The enrollment packet also outlines the responsibilities of the parents and enrolling students. All school district required documents, forms and policies will also be included in the new student enrollment process as applicable. Following the enrollment process, each student who is admitted

[55] Prior to the opening of the School, the Board would appreciate the opportunity to work with Manatee Public Schools to understand / develop policies for re-enrollment in the student's home school for graduation or transfer of credits so that these policies may be fully explained to the student / parent prior to enrollment.

and accepts enrollment will participate in a two-day new student orientation that provides information concerning the program, assessments, procedures, and expectations.

(2) Lottery

In the event that the number of all eligible applicants for enrollment exceeds the School's capacity, the School will perform a random selection process to determine which students are enrolled and which students are placed on a waiting list in the order determined by the lottery. In accordance with s. 1022.33(10)(d), F.S , the following categories of students will be exempted from the lottery process: (a) Siblings of existing students; (b) Children of a board member; or (c) Children of an employee of the School.

15. PARENT AND COMMUNITY INVOLVEMENT

15.A. BRIEFLY EXPLAIN THE GENERAL PLAN TO ENGAGE PARENTS IN THE LIFE OF THE SCHOOL (IN ADDITION TO ANY PROPOSED GOVERNANCE ROLES DESCRIBED IN PREVIOUS SECTIONS OF THIS APPLICATION, IF APPLICABLE) AS WELL AS PLANS FOR REGULAR COMMUNICATION WITH PARENTS ABOUT SCHOOL MATTERS.

Parents will have a multitude of opportunities for involvement in their student's education. At the time of initial enrollment, parents will be invited to attend an enrollment/orientation session with the student during which time opportunities, expectations, and requirements of the program will be clearly explained. This orientation session will include resources and support that parents/guardians will have access to for daily student progress monitoring and communications. Throughout the year, parents will be encouraged to visit the school and to participate in regularly organized school functions and events, including school sponsored workshops, open houses, parent nights, teacher conferences, and student award ceremonies.

Parents will also have access to view their student's MySuccess Dashboard. Through the Dashboard, parents can track student course performance and progress in real time. They can also see their students' attendance record, reading growth, progress toward promotion or graduation, and their full ISP. They can see the short-term and long-term goals set by their student and can view any written feedback provided to their student by school staff. The MySuccess Dashboard is mobile accessible and provides a powerful tool to ensure that Parents have visibility to their student's success.

Additionally, an annual Parent Satisfaction Survey will be administered to assess school performance as judged by parents/guardians. The results of this survey will be considered by school leadership as well as the Board as important input regarding the success of the School and opportunities for continuous improvement.

The School will comply with s. 1002.33(7)(d)1., F.S., which requires that each charter school's governing board appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside within the boundaries of the School District.

15.B. DISCUSS ANY ESTABLISHED COMMUNITY RESOURCES THAT WILL BE AVAILABLE TO STUDENTS AND PARENTS, IF APPLICABLE.

A key differentiator of the School will be the provision of social, behavioral, and crisis intervention services to students and their families. The Board intends to partner with community groups to include

by not limited to: social service agencies, faith-based organizations, university/college schools of social work and counseling, mental health providers, substance abuse counselors, and anti-gang intervention groups. These supportive partnerships will result in the direct provision of social and behavioral health services as well as mentoring, advocacy, and community-wide influence to create employment and postsecondary opportunities. The Board understands that unless social, behavioral, and emotional needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective.

The partnerships to be developed through formal MOUs will allow for the following services: direct social services provided to students and their families; referrals for social services; participation in on-campus presentations, college and career fairs, and community resource fairs; and provision of student internships and/or service opportunities. For examples partnership types, see Community Service Providers at an ALS School. Outreach for partnership establishment will be lead primarily by the School's Family Support Specialist with assistance from school and ESP leadership. The primary goal will be to secure as many on-site services as possible and the School's physical plant will include dedicated offices exclusively for partner agency use.

15.C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available.

Evidence of need and demand for this school is based in part on a review of 2023 assessment data and graduation outcomes from the classes of 2021 through 2023 for students who have already dropped out or are at risk of dropping out from District Schools (See Attachment T). Our review indicates there are still a high number of students who are failing or disengaging from traditional middle and high schools who could benefit from this school's unique model. We firmly believe that education cannot be "one-size-fits-all" and this school can serve as a valuable partner to the School District and its quest to ensure that the county has a quality environment available for every learner.

15.D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

Prior to the school opening and annually thereafter, the charter board will appoint a parent representative who resides within the district and will post their name and contact information on the school website for easy access. The role of the school's parent representative will be to assist school leadership in fostering effective communication and collaboration between the school and parents and will serve as a bridge, facilitating dialogue, understanding, and cooperation between educators and families. They will help address any concerns or challenges that may arise with the goal of strengthening the partnership between the school and parents to enhance student success and well-being. The dispute resolution procedures, which are outlined in Section 10.L. of this application, are designed to give parents a voice if they believe they are not receiving their right to timely information about their child's progress or welfare. The procedures also enable the parent to go directly to a school administrator to seek resolution.

III. BUSINESS PLAN

16. FACILITIES

If the site is not yet acquired:

16.F. EXPLAIN THE SCHOOL'S FACILITY NEEDS, INCLUDING DESIRED LOCATION, SIZE, AND LAYOUT OF SPACE.

The School will operate as a double session school and offer at least two (2) daily instructional sessions for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Because of the dual session option, the facility needs and design will be based on serving a capacity of approximately 250 students in each of the sessions at full enrollment.

The ESP and the Board of Directors will plan for a facility sized at 60-70 square feet per student station (~12,000-15,000 square feet) located in a neighborhood with ahigh concentration of students we intend to serve. A sample facility layout is included in Attachment FF.

The proposed facility size and layout will allow the School to accommodate up to 250 students in each session (total maximum enrollment of 500 students). The School design will be flexible enough to permit the School to open in a stand-alone building, plaza, office building, or other configuration as long as all zoning and safety codes are met. The School considers several parameters in its search for an acceptable site, including:

Desirable	Less Desirable
1. Single story and stand alone. Two story building may be acceptable.	1. A multi-tenant situation, in which we would share common areas with other tenants.
2. Adjacent to public transit lines.	2. Undesirable neighboring uses such as adult entertainment, heavy manufacturing, etc.
3. 60-70 square feet per student for building with off-street parking sufficient to meet State and local codes.	3. Active freight rail lines. Minor spur lines may be acceptable.
4. Building is located in an area that is desirable for retail use or may be regentrifying.	4. Environmental hazards such as polychlorinated biphenyls (PCBs), asbestos-containing materials, heavy metal contamination, etc. that cannot be readily removed from the building or properly encapsulated.
5. Good signage opportunity.	5. Site is within the airport flight path restriction area.
6. Noncombustible building structure or protected to meet construction codes for educational facilities.	6. In most cases, the prospective building will be gutted to the perimeter walls. Any building whose shell cost plus renovation cost approaches or exceeds the cost of new construction.
7. Building has heating, ventilating, and air conditioning (HVAC) and sufficient electrical service to serve the number of student stations noted above.	7. Building cannot house the proposed use without construction of a sizeable addition-more than 33% of the final desired configuration.

Desirable	Less Desirable
8. Building has a fire sprinkler system (desired but not required if school is less than 12,000 square feet in area).	8. Building has wood floor/roof structure.
9. Flex space, drugstores, or office warehouse former use.	9. Building has interior bearing walls in lieu of columns.
10. Zoned for educational usage.	10. Excessive height- where the bottom of the roof deck exceeds 24' above the floor slab.
11. Current usage codes allow for educational usage.	11. Inadequate height- where the bottom of the roof deck is less than 11' from the floor slab.
12. Ability to change zoning or usage codes within 4 months.	12. Restrictions to sewer or water hookups.

Every effort will be made to ensure that the facilities are conducive to learning and student access. Creating a positive learning environment includes attention to detail on both the interior and exterior of the facility. High standards are established to ensure students are learning in a safe and healthy environment. Upon receiving approval of the Charter application, the site will be confirmed and a lease will be secured. At that point, necessary improvements and renovations will commence to meet our facility standards and applicable State and School District requirements.

Through research by ALS, and input from the Board of Directors, the School has researched neighborhoods in Miam-Dade County for a possible school location. As described in Section 2.D., the Board identified the Cutler Bay area as a high-need neighborhood which is underserved by dropout prevention and dropout recovery programs. The School may choose another location based on the available facilities, zoning, or other factors, but will prioritize a location in this high-need area. The Board is open to working with the school district to find a more suitable location if it identifies an area with a greater need.

16.G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

The facility renovation costs are included in the Facilities Acquisition section of the start-up budget in Attachment Y. The estimated renovation costs are based upon ALS's many years of experience in managing the renovations of new schools that operate the same service model, as well as the input of the architectural firm which has worked with the company on the design of many of those schools. Additional cost factors include: total square footage desired, local rental rates in the targeted neighborhoods, type of building, and overall design elements that are included.

Through provisions of the proposed Management Agreement (Attachment EE), the Board of Directors is responsible for all costs related to facility acquisition, renovation, and equipment. ALS will manage this process at the direction of the Board. Annual lease payments are incorporated into the operating budget for the school (Attachment X).

The Board has the financial capabilities to provide its own funding for much of the renovation and remodeling; however, it has secured an assurance from ALS (see Attachment Z) that it will provide any additional funding required to open and operate the school through a promissory note with the Board (or will assist the Board in finding an external funding source).

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

As the proposed ESP, the Board has confidence that ALS will be able to identify a property, assist in executing the lease, complete the necessary renovation, and obtain the required certificate of occupancy for an on-time school opening. ALS has significant experience in facility design and budgeting, managing construction projects, compliance with local codes and ordinances, facilities repair and maintenance, and general operations of school buildings.

The Board of Directors and ALS will ensure that all local building code approvals, compliance with the Florida Fire Prevention Code and the Certificate of Occupancy are secured at least fifteen (15) days before the first day of school. At no time will students or staff work or attend school in a building that is unsafe or does not have a certificate of occupancy. In addition, all school facilities will comply with applicable health codes, inspection/safety requirements, and will be properly maintained according to the Florida Building Code pursuant to chapter 553. The timetable below describes the anticipated timing of the major steps in the facility acquisition, permitting, and renovation process. Please note that if a property can be identified sooner, we will work collaboratively with the school district for an earlier opening.

Activity	Responsible Party	Date
Begin Site Search	ALS	July 2024
Submit Charter Application	Board of Directors	August 2024
Application Approved by School Board	School District	October 2024
Negotiate Charter School Contract	Board of Directors	October 2024
Begin Lease Negotiations	ALS/Board of Directors	October 2024
Sign MOU for Facility Lease Agreement	Board of Directors	October 2024
Finalize school facility design	ALS	February 2025
Execute Facility Lease Agreement	Board of Directors	February 2025
Begin Plans and Permits	ALS	February 2025
Begin Collaboration with School District regarding process / procedures	Principal/ Board of Directors	February 2025
Begin Facility Renovation	ALS	April 2025
Enrollment office opens	ALS	June 2025
Facility Renovation Completed	Principal, Board of Directors	August 2025
Set up Administrative/Classroom Space	Principal / ALS	August 2025
Verify all appropriate inspections and clearances including Certificate of Occupancy	Principal / ALS	August 2025 (at least 15 days prior to school opening)
School Opening	Principal	August 2025

16.I. Describe the back-up facilities plan.

Selection of the School's location and facility are two of the most important decisions for meeting enrollment and other contractual goals. Because ALS has extensive experience in facility acquisition and renovation, the Board has every expectation that we will be able to open our school on time. However, we also understand that zoning, permitting, and usage code changes can delay renovation schedules. If the school opening is delayed to the point where we will not be able to open on-schedule, we will do the following:

1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with school district personnel.
3. Determine and communicate whether the school can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1: If the building is not ready to be occupied by the first day of school, plans will be in place to rent modular classrooms. Modular classrooms will be situated in the parking lot of the School and hooked up to existing electrical and plumbing services. Modular classrooms will be furnished with the furniture and equipment purchased for the School building. The School will operate on the established schedule in the modular classrooms until such time as the School receives the Certificate of Occupancy for the permanent location.

Option 2: If modular classrooms are not feasible and the School can open on a delayed schedule, school staff will relay all relevant information to the school district, parents, and students.

Option 3: If the School cannot open on a delayed schedule, it will attempt to temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc. provided available space is code compliant.

Option 4: If the renovation schedule is such that the School opening is delayed, and suitable temporary facilities are not available in the marketplace, the School will (as a last resort) request from the School District a one-year deferral for opening.

17. TRANSPORTATION SERVICE

DESCRIBE THE SCHOOL'S PLAN FOR TRANSPORTATION TO ENSURE THAT TRANSPORTATION IS NOT A BARRIER TO EQUAL ACCESS FOR ALL STUDENTS RESIDING WITHIN A REASONABLE DISTANCE OF THE SCHOOL, S. 1002.33(20)(C) F.S.

The School will ensure that transportation is not a barrier to any student. The School will be using public transportation passes to meet the transportation requirements. The School will be located along major lines of the public transportation system. Students who live two or more miles from the School may receive a public bus pass if they choose to accept it. The School has allocated funds for purchasing transit passes and will issue the passes to meet students' transportation needs. Documentation of purchasing transportation passes will be kept on file for a total of three (3) years noting the passes purchased and issued to the students. Students will be required to sign for each pass provided to them solely for the use of getting to / from School.

An eligible student must reside and continue to reside two (2) or more miles, or reside in a hazardous zone, between their home and the School in order to receive public transportation passes. A reasonable walking distance for any student who is not physically disabled is any distance not more than two (2) miles between the home and the School or one-and-one-half (1½) miles between the

home and the assigned transit stop. Such distance shall be measured from the closest pedestrian entry point of the School building or to the transit stop. A reasonable walking distance will be identified during the enrollment session for students who are eligible for a transit pass. Students who live under the two-mile threshold who are identified as being in need will meet with an Administrator to determine a transportation solution and will be provided a transit pass if it is determined there is a viable need. The Enrollment Administrative Specialist will assist students and parents with determining the shortest pedestrian route to their closest transit stop and from the drop off location to school.

The School will keep an ample supply of transit passes throughout the school year to meet the current and anticipated needs of all students who indicate at the time of enrollment that they live more than two miles from the school and require public transportation. An additional 5% of the anticipated need is purchased to have on hand in case of emergencies, an increase in enrollment, or individual student needs are identified.

Eligible students will be issued transit passes upon and throughout their entire enrollment period. The passes will include multiple days when appropriate to avoid restrictions on the number of rides and transfers a student is allowed. This approach also provides students who have full- and part-time employment a resource to travel to and from work.

Transportation service will be provided by the School to any student whose IEP stipulates need. Eligible students may be transported using a current district-approved school bus company.

18. FOOD SERVICE

DESCRIBE THE SCHOOL'S PLAN FOR FOOD SERVICES, INCLUDING ANY PLANS FOR CONTRACTING SERVICES OR PLANS TO PARTICIPATE IN THE NATIONAL SCHOOL LUNCH PROGRAM. EXPLAIN HOW THE SCHOOL'S FOOD SERVICE PLAN WILL ENSURE HEALTHY, WELL-ROUNDED MEALS FOR STUDENTS.

Due to the shorter school day and the flexible schedule option, the School will not provide full meal service. A majority of students will be most focused on maximizing the flexible schedule by completing the required instructional time and then leaving campus promptly for work and/or childcare commitments. The school will have a designated break area where students will be allowed to bring food or they may leave campus for lunch between sessions if they elect to attend for two instructional sessions. For students in need of a meal, the school will ensure their need is met by having pre-packaged healthy snacks and other dry food items on hand at all times. The school will have a food pantry that contains healthy food options free for any student regardless of their free/reduced lunch status.. Additionally, the school will have vending machines with healthy food options in the student break area for use by all students.

While the school facility will not have a dedicated kitchen for food service, the School is open to exploring opportunities to partner with local agencies and businesses to provide delivered meal options to students. The School will work collaboratively with the School District to determine the School's eligibility for participation in the National School Breakfast program and the National School Lunch Program through the Community Eligibility Provision.

19. SCHOOL SAFETY AND SECURITY

OUTLINE THE PLAN FOR SCHOOL SAFETY AND SECURITY FOR STUDENTS, STAFF, THE FACILITY, AND PROPERTY, ESPECIALLY AS IT RELATES TO THE APPLICABLE PROVISIONS IN THE MARJORY STONEMAN DOUGLAS HIGH SCHOOL PUBLIC SAFETY ACT. SPECIFICALLY:

A. DESCRIBE WHAT STEPS THE SCHOOL WOULD TAKE TO ASSURE THERE IS A SAFE-SCHOOL OFFICER PRESENT WHILE SCHOOL IS IN SESSION, PURSUANT TO SECTION 1006.12, F.S.

The School will partner with local law enforcement, a certified security agency, or the School District to provide full time Law Enforcement/Safe School Officer (SSO) coverage for all times in which students are on property (including student entry and dismissal times) in full compliance with the Marjory Stoneman Douglas high School Public Safety Act. Every three years, a Law Enforcement Officer will perform a school walkthrough and safety review and assist in the completion of the Florida Safe School Assessment Tool (FSSAT).

Student and staff safety and security will be a top priority for the School. Our School will have several security measures that are not typical in traditional school settings. These added measures include:

- At least one Safety & Security Specialist, in addition to a contracted Law Enforcement Officer. This Safety & Security Specialist will be trained annually on school safety procedures and crisis prevention and intervention protocol and best practices.
- Secured entry doors (with keycard entry for all staff)
- Alarmed exterior doors throughout the school
- Under-counter duress alarm at front desk connected to local law enforcement
- Secured access from the front lobby to the student/classroom areas
- All guests must be signed in and badged in order to enter the student/classroom areas
- Metal detectors (walk through and hand wand) required of all students as they enter the school daily
- Property safety search of all student belongings upon entry
- All staff trained and certified annually in *Handle With Care*
- ERT (Emergency Response Team) identified each year and trained to implement emergency response plans and certified in First Aid and CPR
- Monthly safety and security drills
- Annual Safety Plan developed, reviewed and approved by Director of Safety and Security and submitted to School District

The School will be in full compliance with SB 7026 (Marjory Stoneman Douglas high School Public Safety Act.) to include but not be limited to:

- One full time law enforcement officer on campus.
- Completion of annual school risk assessment tool.
- Collaboration with local law enforcement for a full school walk through and safety review.
- Fortify Florida App posted and accessible to all students and staff.
- Monthly Threat Assessment meetings to include school law enforcement

- Compliance with Alyssa's Law and installation of a mobile panic alert system. The system will be selected from the state's FDOE-selected vendor list and will aim to integrate the same vendor adopted by M-DCPS
- As part of its annual Mental Health Assistance Allocation Plan, the school will comply with Rule 6A-1.094120, Florida Administrative Code (F.A.C.), and shall ensure annually that no less than 80% of staff have been trained in Youth Mental Health First Aid. In addition, the school's FSS (Family Support Specialist) will participate in the training required to serve as a certified trainer for YMHFA

Additionally, the School will work closely with M-DCPS to ensure full compliance with all current and future statutory language relating to safety and security. We will work closely with M-DCPS to ensure full compliance relating to the installation of security systems and enhanced security training for personnel as defined in House Bill 1473.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

The School will adopt an Active Assailant Response Plan and all school personnel will receive annual training on the procedures defined in the plan. The School will follow the District's expected schedule for active assailant drills and shall report them as defined by the District. The School will adopt a Family Reunification Plan that will be coordinated with county emergency services. Additionally, we will work closely with M-DCPS to ensure that our Active Assailant Response Plan and Family Reunification Plan aligns with the School District's present plan.

C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.

In accordance with 1006.07(7) and Florida Administrative Code R. 6A-1.0019, the School will establish a School Based Threat Management Team (SBTMT) consisting of at least four members appointed by the Principal. As required, the SBTMT will include, at a minimum, persons with expertise in counseling, instruction, school administration and law enforcement who meet the requirements delineated in the Rule. The team will: identify members of the school community to whom threatening behavior should be reported; provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self; will utilize the Florida Harm Prevention and Threat Management Instrument to evaluate the behavior of students who may pose a threat to the school; attempt to notify the student's parent or legal guardian if there is a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others; and follow steps established by the SBTMT to engage behavioral health crisis resources if an immediate mental health or substance abuse crisis is suspected, school personnel shall follow steps established by the threat management team to engage behavioral health crisis resources.

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

The School will use the School Environmental Safety Incident Reporting tool (SESIR), to ensure the accurate and timely reporting of incidents related to school safety and discipline. School Administration will be trained annually on the SESIR system and required reporting.

20. BUDGET

20.A. PROVIDE AS ATTACHMENT X, AN OPERATING BUDGET COVERING EACH YEAR OF THE REQUESTED CHARTER TERM THAT CONTAINS REVENUE PROJECTIONS (USING THE FLORIDA CHARTER SCHOOL REVENUE ESTIMATE WORKSHEET AS ATTACHMENT W FOR AT LEAST THE FIRST YEAR OF OPERATION), EXPENSES, AND ANTICIPATED FUND BALANCES. THE BUDGET SHOULD BE BASED ON THE PROJECTED STUDENT ENROLLMENT INDICATED IN SECTION 2 OF THE APPLICATION. A TEMPLATE FOR THE OPERATING BUDGET MAY BE AVAILABLE FROM THE SPONSOR UPON REQUEST.

The annual budget covering each year of the requested charter term is shown in School's operating budget which is included in Attachment X. Summary highlights of this budget also include the School's start–up period along with enrollment assumptions noted at the top of the budget that coincide with the projections in Section 2 of this application.

20.B. PROVIDE A START-UP BUDGET AS ATTACHMENT Y THAT CONTAINS A BALANCE SHEET, REVENUE PROJECTIONS, INCLUDING SOURCE OF REVENUES, EXPENSES, AND ANTICIPATED FUND BALANCE. THE START-UP BUDGET MUST COVER ANY PERIOD PRIOR TO THE BEGINNING OF FTE PAYMENTS IN WHICH THE SCHOOL WILL EXPEND FUNDS ON ACTIVITIES NECESSARY FOR THE SUCCESSFUL START-UP OF THE SCHOOL.

(1) Start Up Budget

The initial financial plan is supported and outlined in the Startup Budget, which is included in Attachment Y. The details and assumptions for this budget are listed below:

(a) Revenue Sources

The School has based its revenue stream on an FTE per student model provided by the FDOE. The School intends to apply for applicable grant funding but will be able to operate the school on FEFP funding alone. As noted in the ESP Support Letter in Attachment Z, the selected ESP, ALS, will assist the Board in securing funding for all start-up expenses. Additionally, as outlined in the proposed Management Agreement (Attachment EE), ALS "shall advance as a loan to the School, any properly incurred School Expense..." Start-up costs, including construction and renovation, are outlined in the Start Up Budget (Attachment Y).

(b) Cash Flow Predictions

The cash flow projections are based on the modified accrual method of accounting. We consider cash received when it is measurable and available, and expenses to be earmarked for payment once the goods or services have been received. The cash flow from a revenue perspective is based on FTEs of students that are used in determining the FEFP revenues and other ancillary revenue that will provide the cash infusion to handle all short-term (less than 60 days) expenses and also assist with preparing for payment of long-term liabilities. Please see Attachment X for the Monthly Cash Flow Projections. The cash flow statement for FY 2020 starts with a loan of approximately $1,900,000. The largest

expenses are salaries and administration (tax, insurance, utilities, training, marketing, leasehold improvements, etc.).

20.C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

Included as Attachment Z is a letter from ALS committing to provide funding for all start-up expenses.

20.D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The cost assumptions detailed in the budgets reflect typical costs that the Board has incurred while opening and operating its existing charter schools for at-risk students. The School's major budgetary assumptions include:

1. Pre-start assumes that an enrollment office will be established 3 months before school opening.
2. Hiring is per the detailed schedule in the financial calculations.
3. Computer equipment will be installed the month before school begins.
4. Recruiting and marketing costs are anticipated to be heavy during this period and the first two (2) months of the school year.
5. Pre-start costs will be funded from a combination of cash on hand from the current charter school operated by this Board, capital leases, landlord participation in the tenant improvements, and lending from other sources, including the management company
6. Computer equipment is typically refreshed every five (5) years.
7. The other assets (furniture and leasehold improvements) and initial operating expenses will be funded from cash on hand from the current charter, vendor financing or the federal start-up grant, if funds are awarded
8. Year one costs assume four (4) classrooms will be fully staffed on the first day of school with additional classrooms staffed to coincide with the increased enrollment in the second half of the school year. Staff for additional classrooms will be added as dictated by enrollment.
9. Staffing increase pools are projected to be 2% per year for years two (2) through five (5).
10. Professional fees include audit and tax preparation fees as well as legal.
11. Management fees are charged based upon the negotiated management agreement.
12. Accounts Receivable and Accounts Payable are net 30.
13. Start-up expenses are paid prior to year one.

Additional assumptions for each budget are included on the page included in the budget attachments and titled "Assumptions."

20.E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant

CONSIDERS THE MINIMUM PERCENTAGE AT WHICH THEY COULD OPERATE THE EDUCATIONAL PLAN PRESENTED.

As outlined in the Letter of Support in Attachment Z, ALS committed to loaning the Board the funds necessary to start-up and operate the school. However, as required by Miami-Dade County Public Schools (M-DCPS), a budget at 50% of revenues is included in Exhibit F.

20.F. EXPLAIN IN DETAIL THE YEAR ONE CASH FLOW CONTINGENCY PLAN, IN THE EVENT THAT REVENUE PROJECTIONS ARE NOT MET (OR NOT MET ON TIME).

The School has based its revenue stream on an FTE per student model offered by the FDOE. In addition, the School intends to apply for the Charter School Program (CSP) Planning and Implementation Grants administered by the FDOE for the purchase of furniture and equipment. However, for budgetary purposes, these amounts are not included in this application.

In an effort to maintain adequate fund balances, ALS has agreed to a loan with the School (this amount is projected to be $1.9 million, but is not limited to that amount). These amounts are reflected in the budget and are noted in the ESP Support Letter in Attachment Z.

20.G. PROVIDE MONTHLY CASH FLOW PROJECTIONS FOR THE SCHOOL'S START-UP PERIOD (I.E. FROM THE DATE ON WHICH THE APPLICATION IS APPROVED TO THE BEGINNING OF THE FIRST FISCAL YEAR OF OPERATION) THROUGH THE FIRST YEAR OF OPERATION.

The revenues and expenditures used in the budgets and the related assumptions are presented in a format based on governmental funds financial statements. The accounting basis for these budgets and related assumptions are based on the modified basis of accounting required under the Governmental Accounting Standards Board (GASB) under which revenues are recognized in the accounting period in which it becomes both measurable and available and expenses are recognized when incurred.

(1) Monthly Cash Flow Projections during Start-up Period

The monthly cash flow projections for the date on which the application is approved to the beginning of the first year of operations are included in Attachment Y. Assumptions related to these projections for this period are explained in Section 20.D. and Attachment Y. For purposes of the start-up budget, all expenditures for leasehold improvements and purchases of furnishing and equipment are budgeted to be incurred and expended by June 30, 2025.

(2) Monthly Cash Flow Projections during First Fiscal Year of Operations

The monthly cash flow projections for the first fiscal year of operations (for the fiscal year ending June 30, 2026) are shown in Attachment X. Assumptions related to these projections for this period are explained in Section 20.D. and Attachment X.

21. FINANCIAL MANAGEMENT AND OVERSIGHT

21.A. DESCRIBE WHO WILL MANAGE THE SCHOOL'S FINANCES AND HOW THE SCHOOL WILL ENSURE STRONG INTERNAL CONTROLS OVER FINANCIAL MANAGEMENT AND COMPLIANCE WITH ALL FINANCIAL REPORTING REQUIREMENTS.

(1) Experienced Financial Team

The Board has a local accountant (the Board Accountant), Jorge Alvarado, who is a certified public accountant licensed to practice in the state of Florida and has served as the Board's accountant for several years. The Board Accountant is required to maintain continuing professional education in governmental accounting and auditing.

The Board Accountant will have the responsibility for reconciling the School's bank accounts and other accounts on a monthly basis and will assist in the compilation of monthly financial reports. The Board Accountant along with the ESP will be responsible for the maintenance of fixed asset ledgers for all assets owned by the School in accordance with District and/or Florida Department of Education policies.

The accounting functions at the ESP are overseen by the Chief Financial Officer and Controller of ALS. These individuals have years of financial management experience in multi-unit operations. The ESP is staffed by experienced accounting professionals. This team will oversee the school's payroll and procurement/accounts payable functions and assist the Board Accountant and Treasurer in the budget process.

(2) Financial Controls

The Board of Directors will review budget vs. actual financial statements at board meetings. If corrective action is needed with regard to the budget, the Board will agree on corrective action, which may include but is not limited to budget adjustments, expense reductions, consideration of other revenue sources, and, most importantly, a renewed effort to stimulate enrollment.

The Board Accountant will have the responsibility for reconciling the bank accounts and other accounts on a monthly basis. Due to the fact that the accounts payable and payroll functions are performed by the ESP, the ESP will provide documentation as necessary covering its internal controls and process within its charter school disbursements processing system.

The basic accounting processes, including applicable internal financial controls, include but are not limited to:

- The Board of Directors will hire an audit firm licensed in the state of Florida with applicable continuing education requirements for governmental accounting and auditing (governmental CPE).
- The Board of Directors will directly hire a local accountant (Board Accountant) responsible for compiling monthly financial reports to be submitted to the District. This Board Accountant is required to be a certified public accountant licensed in the state of Florida and maintain governmental CPE requirements.
- Budgets for the year will be prepared by ALS and reviewed by the Principal, Treasurer, and Board Accountant. The annual budget will then be presented to the Board of Directors for approval.
- The School will maintain a bank account for which signature authority is held by designated Board members.
- Salary, operating, and capital expenditures will be paid by ALS in the ordinary course of business.
- Salary amounts will be paid bi-weekly. Salaries will be approved each pay period by the Principal, reviewed by ALS, and distributed primarily via direct-deposit.
- Purchases for operating not related to informational technology (IT) will be initiated by the Principal and approved by ESP senior staff.
- Purchases for capital expenditures relating to facilities will be negotiated by ALS on behalf of the School, and will be reviewed and approved by the Board and ALS senior staff.

- Purchases of IT equipment and software will be initiated by the School Principal, faculty, and/or curriculum experts within ALS, and reviewed for operating specifications by the ALS IT department. IT purchases will then be approved by the ALS senior staff, in accordance with the Board-approved budget.
- All disbursements with the exception of grant expenditures (including wires and checks) will be initiated by one of three ESP senior executives from an ALS operating account. All disbursements will include all signed supporting documentation.
- Grant disbursements will be approved by the ESP grant specialist who will compare the expenditure to grant requirements and budgets. Disbursements for grant expenditures will be processed by a designated member of the Board of Directors from the School's bank account.
- All supporting documentation for expenditures for the School (including reimbursement for salary, operational costs, capital expenditures, and the management and education fees) will be submitted monthly to the designated Board member for payment to ALS.
- The designated Board member will review and approve the supporting documentation and disburse funds.
- The supporting documentation will be concurrently submitted to the Board Accountant. The Board Accountant will be responsible for compiling monthly financial statements in accordance with prescribed formats dictated by the School District.
- Financial statements will be reviewed by the Treasurer and approved by the Board. This will include actual vs. budget comparisons. After approval, the financial statements will be submitted to the School District by the Board Accountant in accordance with School District procedures.
- All financial results will be audited by the auditor at fiscal year-end in accordance with *Governmental Auditing Standards* and submitted to the board for approval.

21.B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Board understands its fiduciary responsibilities for the public funds we receive and assures the Sponsor that the Board will retain ultimate control over the School's finances.

Prior to each fiscal year, a budget for the upcoming fiscal year will be prepared in cooperation between the ESP, the Board Accountant, the Principal, and the Treasurer designated by the Board. This budget will take factors into consideration such as projected enrollment, staffing and all other fixed and variable costs. Once complete, the budget will be submitted to the full Board for final review and approval.

A bank account will be established for the School. The Board will have sole control and access over this account. Cash receipts for Florida Education Finance Program (FEFP) payments related to FTE will be received into this bank account. Grant monies and other funds received by the School will be deposited in this account as well. Disbursements from this account primarily relate to payments to the ESP for school operating expenses and Board related costs (i.e. legal, board governance, audit, accounting and debt service). The Chairperson and the Treasurer of the Board will be the only approvers of all cash disbursements from their bank account.

ALS will be responsible for the majority of procurement, accounts payable, payroll and administration functions. The School will be billed monthly for the expenditures incurred by the School for the previous month for these functions. As mentioned above, the Treasurer and Board Chairperson will be responsible the approval of the monthly disbursements to ALS from the bank account.

The Board will receive monthly financial statements and enrollment figures from the Board Accountant. These reports will include the balance sheet, income statement, bank reconciliation, and cost reports on a monthly basis or as dictated by the Board of Directors, School District, and the FDOE. The financial reporting will follow guidelines applicable to GASB #34 and include, where applicable, OMB Circular A-133 Cost Accounting and Reporting. The Board Accountant will also produce financial information on a monthly basis in the format as required by the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book 2021) and budget vs. actual financial statements.

Promote Enhanced Academic Success and Financial Efficiency

The School will align financial accountability with its responsibility for students' academic success in the following ways:

- Hiring highly-qualified certified teachers and administrators who are experienced in working with the target student population. Research continues to demonstrate that experienced and highly-qualified teachers are the primary contributors to student achievement and success.
- Acquiring the most effective technology and instructional materials to meet the needs of the target student population.
- Using a cost-benefit analysis process to ensure that school funding is effective in achieving the mission and goals of the School.

21.C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

The non-profit Board will retain an audit firm on an annual basis through a request for proposal process. This firm will audit the financial information which has been provided to the Board by the Board Accountant and the ESP. The financial statements will be prepared in accordance with generally accepted accounting principles (GAAP) as required by the Governmental Accounting Standards Board (GASB). The audit will be performed in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States and also in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter schools and similar entity audits performed in the State of Florida.

21.D. Describe the method by which accounting records will be maintained.

Based on the guidance provided in the *American Institute of Certified Public Accountants (AICPA) Audit and Accounting Guide – Not-for-Profit Organizations*, and provisions of the Florida Statutes, the School will be presented as a governmental organization for financial statement reporting purposes. This School is required by its agreement with the District to use the governmental reporting model and follow the fund and account structure provided in the "Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book) issued by the Florida Department of Education. The Governmental Accounting Standards Board (GASB) defines generally accepted accounting principles for not-for-profit entities. The GASB promulgates standards at various intervals. The Board is responsible for ensuring that all applicable GASB Statements are considered in the preparation of the financial statements.

The Board will hire a local accountant (the Board Accountant) who will assist in the compilation of monthly financial reports. The Board Accountant will be required to be a certified public accountant

licensed to practice in the state of Florida. In addition, the Board Accountant will be required to maintain continuing professional education in governmental accounting and auditing.

21.E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The Board will ensure financial transparency by:

- Including the school's annual budget and annual independent fiscal audit on its website as required by s. 1002.3(9)(p)1., F.S.;
- Providing the annual budget to the District after adoption by the Board;
- Providing any amended budgets to the District within 10 days after board approval;
- Posting notice in advance of all meetings on the school website, ensuring that all meetings are open to the public;
- Posting notice in advance of all meetings on the school doors which includes an agenda of items to be discussed during the meeting.
- Including the minutes (which include financial matters) of all meetings on the school's website.

21.F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

As described in the previous sections, the Board will be using its Board Accountant to assist in the preparation of an annual budget and the compilation of monthly financial reports. The anticipated annual cost of these services is $12,000. The Board will retain an independent audit firm on an annual basis after the first year of operation through a request for approval process. The anticipated annual cost of these services is $12,000. All other financial functions (procurement, accounts payable, payroll, administration, etc.) will be handled by ALS, the Board's Education Service Provider (ESP). The School will be billed monthly for the expenditures incurred for the previous month for these functions as outlined in the proposed Management Agreement in Attachment EE.

21.G. Describe how the school will store financial records.

Financial records will be stored electronically via software maintained on a network and backed up per ALS's Information Technology policy. Records will be maintained for the appropriate retention period required by federal and/or state regulations. Additionally, accounts payable supporting documentation will be stored via hardcopy for two years onsite and the remaining year at offsite storage. Paper versions of student and financial records will be stored in locked fireproof cabinets or fire-rated filing rooms as required in Chapter 119 of the Florida Statutes or be reduced to electronic documents for storage. Required student records will be prepared in a manner consistent with Florida statutes. Retention periods and disposition of records will be managed in a manner consistent with what is specified in the local School Board Records Management Manual.

21H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

(1) Health Insurance

The School will use a competitive, comprehensive salary and benefit package as a tool for attracting and retaining top-notch teachers, administrators, and other staff members. Benefits' levels may be adjusted periodically based on the school's financial condition. The health components of the compensation plan will include:

- Medical insurance
- Dental insurance
- Vision insurance
- Prescription drug plan
- Short-term disability insurance
- Long-Term disability insurance
- Health Care Reimbursement Account
- Dependent Care Reimbursement Account

(2) Other Insurance

Insurance coverage will comply with requirements specified by the School District or applicable state statutes. Coverage includes the following:

- Errors and Omissions Insurance
- Officers and Directors Liability Insurance
- Fidelity Bonds
- Commercial (General) Liability Insurance (includes casualty)
- Automotive Liability Insurance
- Employee Liability Insurance
- Property Insurance

The School will pay any deductible and premium amounts attributable to such insurance contracts. In addition to the insurance contracts and coverage discussed, all additional leases, debts, and other financial obligations of the School shall be obligations of the School and shall not constitute a debt, liability, or financial obligation of the School Board. Where applicable, the School District will be named as an additional insured. The School will carry the necessary worker's compensation and unemployment compensation coverage. The insurance companies we are seeking to provide coverage will have a rating of "A" or higher and a financial size category of "VII" or higher. We have conducted research for insurance company ratings utilizing the A.M. Best Company website.

22. START-UP PLAN

22.A. PRESENT A PROJECTED TIMETABLE FOR THE SCHOOL'S START-UP.

ALS has extensive experience related to all aspects of school start-up and has outlined the required steps.. Each of the outlined steps has additional time incorporated to account for unplanned events. The timetable below describes the timing of the major steps in the start-up process in anticipation of charter approval. Please note that if a property can be identified and retrofitted sooner, we are willing to work collaboratively with the school district for an earlier opening.

Activity	Responsible Party	Date
Finalize Curriculum/Other Instructional Materials	Board / ALS	Complete
Create School Budgets	Board / ALS	July 2024
Begin Site Search	ALS	July 2024
Submit Charter Application	Board	August 2024
Negotiate Charter School Contract	Board of Directors	October 2024
Begin Lease Negotiations	ALS	October 2024
Establish bank account	Board	October 2024
Sign MOU for Facility Lease	ALS	October 2024

Activity	Responsible Party	Date
Begin Recruiting for School Principal	ALS /Board	January 2025
Finalize school facility design	ALS	February 2025
Execute Facility Lease or Purchase Agreement	Board of Directors	February 2025
Begin Plans and Permits	ALS	February 2025
Begin Community Outreach, Communication, Student Recruitment and Enrollment	Principal/Board of Directors/ ALS	February 2025
Hire School Principal	ALS / Board	March 2025
Begin Teacher and Staff Recruiting	ALS	March 2025
Finalize School Calendar	Board of Directors	April 2025
Begin Facility Renovation	ALS	April 2025
Orders placed for FF & E	ALS	April 2025
Orders placed for Instructional Materials and Technology	ALS	April 2025
Governing Board Training	Board of Directors	May 2025
Enrollment Marketing Plan developed	Principal / ALS	May 2025
Enrollment office opens	ALS	June 2025
Complete Teacher and Staff Recruiting	Principal / ALS	June 2025
Principal Training	ALS	June 2025
Confirm district ESE liaison with Sponsor	Principal	July 2025
Ensure ESE forms and resources are on site	Principal / ALS	July 2025
Purchase all necessary school resources	Principal / ALS	July 2025
Set up transportation via area transit system	Principal / ALS	July 2025
Obtain public transportation schedules/brochures	Principal	July 2025
Ensure all local inspections have been completed	ALS	July 2025
Establish accounting services	Board / ALS	July 2025
Contract with CPA firm to conduct annual audit	Board	July 2025
Establish Financial Procedures	Board / ALS	July 2025
Develop and approve policy and procedure for proposed secure location of testing material	Board	July 2025
Lottery, if needed	Principal	On or before July 15, 2025
Submit Proof of Insurance to School District	ALS	July 2025
Facility Renovation Completed	ALS / Board	August 2025
Furniture, Fixtures, and Equipment Installed	ALS	August 2025
Technology and Instructional Materials in Place	ALS	August 2025
Train staff	Principal and ALS	August 2025
Student -Parent Orientation	Principal	August 2025
Verify all appropriate inspections and clearances including Certificate of Occupancy	Principal / ALS	August 2025 (at least 15 days prior to school opening)
School Opening	**Principal**	**August 2025**

Addendum A: REPLICATIONS

A. IDENTIFY THE EXISTING SCHOOL(S), INCLUDING MSID NUMBER(S), TO BE REPLICATED AND PROVIDE EVIDENCE THAT THE EXISTING DESIGN HAS BEEN EFFECTIVE IN RAISING STUDENT ACHIEVEMENT. THE EFFECTIVENESS OF AN EXISTING SCHOOL DESIGN SHOULD INCLUDE EVIDENCE OF THE SUCCESS OF THE ACADEMIC PROGRAM AS WELL AS ORGANIZATIONAL AND FINANCIAL VIABILITY. IT SHOULD SHOW A DIRECT RELATIONSHIP BETWEEN PROGRAM ELEMENTS AND STUDENT ACHIEVEMENT.

The proposed school will replicate the program design currently being implemented at the following Miami-Dade County charter schools:

School Name	MSID
Green Springs High School	7067
North Gardens High School	7068
North Park High School	7069
Kendall Greens High School	7516
Doral Park High School	7675

Academic Effectiveness

Students enrolling in the School are expected to have characteristics similar to students enrolled in the Schools listed above, all of which are managed by the proposed Education Service Provider, ALS Education. These students had the following characteristics:

- Approaching 18 years old and 2 or more years behind their expected grade level.
- 98% were reading below grade level (average 5th grade level) and 95% performing math below grade level (average 4th grade level).
- Their average number of credits earned before enrolling with us was 9.5. This is 14.5 credits (or more than 2 years in a traditional high school) away from meeting graduation requirements.
- Their average GPA was a 1.60.
- 40% of students were parenting or responsible for the care of a family member.
- 34% of students were working full or part-time jobs to help support themselves or family.

Various factors precede and may cause these students to fall "off track" in their school progress. Students report that they have become disengaged from the traditional high school classroom because the pace of instruction is too fast or too slow; they are not interested in joining or have felt excluded from traditional high school "communities" and are not participating in social and extra-curricular activities; they are unable to attend a traditional high school because family or employment commitments do not allow them to attend a school with a traditional schedule; and, for many, family and personal crises create uncertainty and instability in their lives (e.g., family dysfunction, family care responsibilities, frequent change of residence, food insecurity, substance abuse, etc.).

Despite these challenges, students who were enrolled in 2022-23 in the Miami-Dade schools to be replicated showed academic progress and success as follows:

- Ninety-five percent (95%) of students participating for a semester or more in the Reading Plus program demonstrated at least one (1) grade level of skill growth in Reading.

- Eighty-two percent (82%) of participating students demonstrated at least two (2) grade levels of skill growth in Reading.
- On average, students attending for a semester or more earned an average of over nine credits per year. Prior to enrollment, these students were earning an average of 3.1 credits per year. These students increased credit learning by 197 percent.
- Fifty (50) percentage point increase in students with a cumulative GPA of at least 2.0 after a semester of attendance. Thirty (30) percent of students entered the schools with a 2.0+ GPA and, after attending our schools for a semester or more, seventy percent (70%) achieved a GPA of 2.0 or higher.

Further evidence of the success of this school design is that **965 students graduated from these schools in 2023-24** (57 from first-year school Doral Park, 196 from Green Springs, 292 from Kendall Greens, 156 from North Gardens and 264 from North Park). **Since the first three schools opened in 2011, 5,373 students have graduated from these schools**. Before enrolling at the School, these students believed that the goal of attaining a high school diploma was out of reach.

Most compelling, are students' experiences at these schools as exemplified by the North Park student story below:

> **Pedro** was referred to *North Park High School (Miami-Dade County, Florida)* because he had been struggling in his large traditional school as a result of his limited proficiency in English. At North Park, he was able to learn at his own pace in a small school setting and receive the support he needed as an ESOL (English for Speakers of Other Languages) student. Pedro was able to earn his diploma and enroll at George T. Baker Aviation Technical College where is working toward a career in the aviation industry.

Organizational and Financial Effectiveness

The applicant Board is proud of the success achieved with this challenging student population thus far, is committed to continually improving outcomes for students, and wishes to expand the success of the program to additional communities within Miami-Dade County.

Each of the schools is fully staffed and operating within budget. The Board has policies and standardized procedures in place to support effective replication of the school design.

The Board entity applying for this school has been overseeing Green Springs High School since 2011 and Kendall Greens High School since 2021. We are currently operating with a budget surplus, which gives us an opportunity to open this proposed School.

B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.

The School's instructional program has five essential elements that are considered non-negotiable and critical to successful replication and high-quality outcomes: a) flexible daily schedule; b) individual success plans; c) blended learning instructional model; d) on-site and referral-based wrap-around student support services and e) intentional and ongoing college and career planning. These are described in detail in Section 3.B. of the Education Plan.

C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.

ALS and the Board of Directors have identified a number of high-need neighborhoods in Miami-Dade County which are underserved by dropout prevention and dropout recovery programs. The target student population in these identified locations are anticipated to match the population currently served at the schools identified in section A above. Our schools have been effective in improving the success of students who have previously been unsuccessful. Outcomes achieved by these schools in 2022-23 demonstrate that the proposed replication model will be effective and successful in raising student achievement with the target population:

- Improved Reading Growth – Ninety-five percent (95%) of students participating for a semester or more in the Reading Plus program demonstrated at least one (1) grade level of **skill growth in Reading**; while sixty-five percent (65%) of participating students demonstrated at least three (3) grade levels of skill growth in Reading.

- Increased Rate of Credit Earning - On average, students attending for a semester or more earned an average of 9.2 credits per year. Prior to enrollment, these students were earning an average of 3.1 credits per year. Our students **increased credit earning** by one hundred ninety-seven percent (197%).

- Increase in Grade Point Average - Fifty (50) percentage point increase in students with a **cumulative GPA** of at least 2.0 after a semester of attendance. Thirty percent (30%) enrolled with a GPA of 2.0 or higher from their prior school, while seventy percent (70%) achieved a cumulative 2.0 GPA after attending an ALS school for a semester or more.

D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.

As described in Section 2.A. of the application, the target population for the proposed school will be expanded, if space permits, to include 7th and 8th grade students who are over-age for middle school and have not yet met the requirements of s. 1003.4156, F.S. for promotion from middle school to high school. The student demographics are not expected to significantly differ from the schools being replicated.

E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.

Our intent is to replicate the features of the educational program at the replication schools with no variations.

F. Discuss the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replicate the design successfully. If additional resources are necessary, describe the plan for securing.

The plan is to locate a facility in an area that has a high number of at-risk students (see proposed location in Section 16.F.). The facility will then be renovated to resemble the facilities at Doral Park, Green Springs, Kendall Greens, North Garden and North Park High Schools. Because our ESP, ALS, is accustomed to operating and opening multiple locations, it is anticipated there will be no need for additional resources.

G. Discuss the results of any past replication efforts, if applicable, and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed school.

On July 24, 2019, the School Board of Miami-Dade County approved two applications to replicate three ALS-managed schools (Green Springs, North Gardens and North Park High Schools) which had been in operation in Miami-Dade County since 2011.

From those two applications, the members of this Board opened two new schools: Kendall Greens High School, which opened in 2021-22, and Doral Park High School, which opened in 2022-23.

Each of the five schools has consistently had high performance across the network of schools on the State's School Improvement Rating (SIR) for alternative schools. Any challenges encountered during the first school replications have been addressed through a commitment to continuous school improvement and identified areas of opportunity have been incorporated into the instructional and operational model.

Addendum B: EDUCATION SERVICE PROVIDERS

ESP SELECTION

A. EXPLAIN WHY THE APPLICANT IS SEEKING TO CONTRACT WITH AN ESP RATHER THAN OPERATE THE SCHOOL(S) DIRECTLY.

The Board of Directors is seeking to contract with an ESP to operate this school because:

- Although we are experienced professionals in many of the areas necessary to oversee a charter school, we do not have the resources, experience or expertise required to provide the day-to-day supervision required to operate a school;
- We believe there is a need in Miami-Dade County to provide Dropout Prevention and Recovery Program schools in areas that are currently underserved and the ESP we have selected has a track record of success in serving our target student population; and
- Through our governance of five dropout prevention and recovery schools in Miami-Dade County (Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools), we have twelve years of experience working with the selected ESP, Accelerated Learning Solutions (ALS), and are confident in its ability to provide a program that is educationally and financially sound.

B. EXPLAIN HOW AND WHY THE ESP WAS SELECTED. IF THIS IS THE FIRST TIME THE APPLICANT HAS CONTRACTED WITH THIS ESP, EXPLAIN WHEN AND HOW THE APPLICANT LEARNED OF THE ESP, WHAT OTHER ESPS WERE CONSIDERED, AND WHY THE ESP WAS SELECTED OVER OTHER ESPS.

The Board of Directors is choosing to contract with ALS for three (3) primary reasons. First, ALS has been selected because it has successfully operated three dropout prevention and recovery high schools (Green Springs High School, North Gardens High School, and North Park High School) here in Miami-Dade County since 2011, resulting in 10-year renewals and significant student outcomes. Second, ALS has an educational approach that aligns with the philosophy and mission of the Board assuming all students can improve their academic performance if given the time, opportunity, tools, structure, and encouragement from caring, competent adults. Third, ALS was selected because of its track record of effectiveness in meeting the needs of at-risk students through our and numerous other school district partnerships in Florida, North Carolina and Georgia.

ALS has a track record of achievement and academic success that the company has established in numerous school district partnerships (Please see "ESP Track Record" in this addendum). The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields, and has a proven record of commitment to helping low-performing students to accelerate their learning and earn a high school diploma (See "ESP Background"). ALS believes that all students can improve their academic performance if given the time, opportunity, resources, structure, and encouragement from caring, competent adults. This Board along with other school district administrators, board members, and business and community leaders in current ALS customer school districts attest to ALS' ability to implement programs in a cost-effective, efficient, and on-time manner that has consistently met their needs and requirements.

C. FOR APPLICANTS WORKING WITH AN ESP FOR THE FIRST TIME, PROVIDE SUMMARY INFORMATION FROM REFERENCE CHECKS CONDUCTED BY THE APPLICANT (REGARDING THE ESP), IDENTIFYING EACH REFERENCE.

Not applicable. This Board has been using the services of ALS since it applied for its first three schools in 2010.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The Board is confident of ALS's capacity to operate a high-quality school based on our experience working with the company managing Green Springs, North Gardens and North Park High Schools over the past twelve years, as well as its ability to open and operate two new schools (Kendall Greens and Doral Park High Schools) over the past two years.

Key operational outcomes were considered when making the decision to use ALS as the ESP for the School. These include academic/student outcomes; operational outcomes, fiscal management/ outcomes and stakeholder management along with an assessment of the Board's experience with members of the ESP's management. See "ESP Track Record" below for a detailed review of the outcomes that supported the Board's selection..

As with all businesses and schools, ALS was forced to make changes when the COVID-19 pandemic hit in Spring 2020. At the very start of the pandemic, the organization quickly and successfully pivoted its instructional and support model to meet the needs of students and teachers in a remote delivery environment. ALS's Remote Learning Plan and later its Spring Innovative Learning Plan were both approved by district authorizers and the State Board of Education. The Board views this as further evidence of the organization's ability to adapt swiftly to changing needs and effectively respond to new regulatory requirements. ALS's success in implementing its program with fidelity while navigating unprecedented education challenges is a strong indicator of the organization's capacity to respond to challenges and to innovate in response to the current and future needs of the target student population.

ESP BACKGROUND

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

ALS's mission is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. The vision of the company is to provide students who are severely off-track and academically challenged with an innovative, flexible and alternative approach to learning. This philosophy is based on the belief that all students deserve a quality education and another chance to succeed in school. The following are core beliefs that provide the basis for the philosophical foundation of the Company's services:

- All students can learn.
- All students have the intellectual ability to complete high school coursework and successfully transition to a postsecondary opportunity if the barriers to their high school attendance and learning are removed.
- All students can be taught to be accountable for their learning, to identify their own learning needs, and to find the resources and support they need.

- All students deserve a first-class education that sets them on a path toward a successful future and life.
- All students need access to responsive, supportive relationships and guidance from adults.
- Some students need a non-traditional educational environment to overcome obstacles and graduate from high school.
- All students deserve every opportunity to live up to their potential through access and exposure to the many postsecondary options available to them.

No single educational organization, philosophy, or program is right for everyone. All students learn at different rates and in different ways. Students should have educational choices that meet their individual needs and learning styles. The students ALS serves are more likely to overcome their daunting life obstacles when they are connected to important adult relationships, services, and interventions that address their unique academic and social challenges. In addition, students' high school experiences need to prepare them adequately for postsecondary education and the demands of work by exposing them to their options and helping them overcome the barriers to successful postsecondary transition.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Attachment BB includes an organization chart for ALS. The leadership includes:

- Angela Whitford-Narine, Chief Executive Officer - Responsibilities include making major corporate decisions and managing the overall operations and resources of the Company. Ensures that academic outcomes are achieved in all managed schools while collaborating with governing boards, school leadership and key authorizer staff to develop and execute strategic plans for accomplishing the mission of the organization and Board.
- Jeff Dilley, Chief Financial Officer – Responsible for the financial management and leadership of the company.
- Mark Ornstein, Vice President of Operations – Responsible for supervising all schools managed by ALS as well as overseeing personnel responsible for facilities, human services, and safety/security.
- David Zeiler, Executive Vice President of Educational Platforms – Responsible for leading and overseeing the development and delivery of current and new curriculum and instructional programs.
- Drew Hill, Vice President of Marketing and Enrollment – Responsible for developing and executing marketing and enrollment plans that align with ALS's mission for student success.
- Greg Engeman, Executive Vice President, Organizational Relationships - Responsible for developing relationships with new school district partners, and acts as liaison between the charter school board and ALS.

ESP TRACK RECORD

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school.

With a fifteen-plus year track record of serving students in urban communities, ALS has demonstrated a broad range of school management capabilities resulting in the attainment of new charters and the renewal of eligible existing charters within seven school districts in Florida, two school districts in North Carolina and one school district in Georgia.

ALS currently possesses the organizational capacity to open and support the proposed School and will begin deploying such supports immediately upon approval to begin the new school activation process. The organization continually assesses its ability to successfully support the management of its Schools and deliver on the commitments defined by the school contracts and management agreements. As such, when gaps or opportunities are identified the organization will act accordingly.

ALS regularly solicits feedback from its partnering governing boards to evaluate the efficacy and satisfaction with staffing levels, both current and proposed, for growth and initiatives to enhance the accomplishment of the mission.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A and attach as Attachment DD.

The comprehensive list is included as Attachment DD.

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

Academic results for all schools operated by ALS are shown in Attachment DD. Academic outcomes among 2022-23 students at ALS-managed schools include:

- Ninety one percent (91%) of 2022-23 students participating for a semester or more in the Reading Plus program demonstrated at least one (1) grade level of skill growth in Reading; while seventy six percent (76%) of participating students demonstrated at least two (2) grade levels of skill growth in Reading.
- On average, students attending for a semester or more earned an average of over seven credits per year. Prior to enrollment, these students were earning an average of 3.3 credits per year. These students increased credit earning by 139 percent.
- Forty (40) percentage point increase in students with a cumulative GPA of at least 2.0 after a semester of attendance. Twenty-seven (27)% of students entered the schools with a 2.0+ GPA and, after attending our schools for a semester or more, sixty seven percent (67%) achieved a GPA of 2.0 or higher
- Seventy-five percent (75%) of graduates planned to attend a 2- or 4- year college or a Career and Technical program following graduation with an additional 3% planning to enlist in the military.

Organization-level accomplishments include:

- Accreditation- In February 2012, ALS was originally awarded AdvancED Corporation Systems Accreditation with a status of Accredited. ALS was the first DPRP charter school management organization in the state to earn this distinction. In 2017, ALS was re-accredited for another 5 year term, receiving an Educational Quality Index Score above the average of accredited schools, and in 2022, ALS was again reaccredited by Cognia (formerly AdvancED) for another 5-year term.

- Strong Performance on State Accountability Ratings- ALS schools have consistently high performance across the network of schools on the State's School Improvement Rating (SIR) for alternative schools.
- Positive Operational Outcomes: ALS schools have a demonstrated track record of positive reviews of annual compliance with Federal, State and contractual accountabilities.
- Extended Term Renewals- The charter agreement for every ALS-managed school that has reached the end of its term and sought to renew has been **renewed** by its authorizing district school board. This includes three schools in Miami-Dade County (renewed for 10 years), three schools in Lee County (renewed for 15 years), five schools in Orange County (renewed for 15 years), two schools in Palm Beach County (renewed for 10 years) and two schools in Hillsborough County (renewed for 10 years).

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

There have been no management contract terminations, non-renewals, withdrawals or charter revocations in the past five years..

LEGAL RELATIONSHIPS

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Board of Directors has its own independent legal counsel, board accounting services, and financial auditors. The legal counsel will assist the Board in developing, negotiating, and monitoring a formal management agreement with ALS for the proposed school. The Board of Directors will approve the annual operating budget of the School, and expenditures will only be incurred after the Board has approved the budget.

The Management Agreement (in Attachment EE) will specify performance expectations of ALS with regard to business and academic expectations. The duties and responsibilities of both parties will be outlined in the charter contract and reinforced in the Management Agreement. If these are not fulfilled, the Board will be able to terminate the relationship with ALS. Not only will this Agreement assure a proper and legally appropriate relationship with the Board of Directors, it will also simplify and streamline the operation of the School with little need for complex, multiple agreements between the Board of Directors and vendor/suppliers.

The Board of Directors of the School will be the policy-makers and have ultimate authority and control over the School and hiring the ESP. The Board will expect ALS to report on student achievement results at each Board meeting. The Principal, with support from ALS, will be the policy-executor and undertake the day-to-day responsibility of carrying out the Board's directives. If the ESP breaches its agreement with the Board of Directors, does not live up to scholastic performance measures in the Charter School Contract, and cannot cure those breaches within the required timelines, then the Board of Directors reserves the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students.

The IRS has awarded tax-exempt status to the charter boards of all charter schools managed by ALS that are using, or will use, this instructional and program model. The IRS uses a strong test of governing independence when awarding tax-exemption and has judged these agreements to be fully consistent with "arms-length" relationships that reflect the Board's independence and oversight.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[1] with or owned in whole or in part by the ESP.

The School does not have and will not have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by ALS.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

As indicated in the organizational chart included as Attachment M, the Board of Directors will provide the governance and policy direction for the School and have ultimate authority and control over the School.

As the governing body, the Board will be responsible for hiring approval of the Principal and all instructional personnel, setting school policies, approving school budgets, and monitoring financial and student achievement objectives and progress in attaining them. The Board understands that effective governance is characterized by a Board that sets policy and direction in support of the organization's mission. The Board of Directors will not be involved in the day-to-day leadership or administration of the School and will empower the Principal and his/her staff with these duties. The ALS Regional Director of Schools or Executive Principal will provide training and support to the Principal; will hold the Principal accountable for meeting the School's goals and objectives, including student performance; and will ensure fidelity to the School's mission, purpose, and educational program design.

The Principal, who is responsible for the day-to-day operations of the School, will have the most influence on the success of the School. The Principal will be a collaborative leader who will provide frequent and routine communications to the Board and stakeholders. The Principal will attend all board meetings to report on matters related to the daily operations of the school.

The organizational structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. The Principal will work directly with faculty and staff to ensure that they receive proper direction and support. The Principal will oversee the planning, designing and delivery of coherent instruction; will supervise all staff; will communicate effectively with parents, the Board, and the broader community about the School's progress; and will

1 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

provide leadership that will support the School's teaching and learning environment. He/she will be responsible for hiring, supervising, and evaluating all school staff and will lead the daily operations of the school. On a day-to-day basis, the Principal will be responsible and accountable for the educational and operational outcomes at the School as well as for ensuring that the School is meeting its stated goals and objectives. To the extent possible, all day-to-day operating decisions will be made on site by the Principal.

The Assistant Principal will be the direct supervisor of all of the educators at the School including teachers, ESOL endorsed teacher(s), ESE teachers, Reading teachers, and all other educational personnel. Meeting or exceeding job requirements as outlined in the job description will be a measure of evaluating employee performance. The School's evaluation systems will align to s. 1012.34, F.S. requirements. The Board will not have a direct relationship with teachers.

Ultimately, the success of the School requires cooperation between the Board of Directors and school leadership. The primary goal of both the Board and the school leaders will be to provide the best possible educational opportunities for students. To achieve this end, the Board, Principal and ALS will work together in a positive climate of mutual trust and respect toward achieving their mutual goals.

D. If the school's governing board intends to enter into a financing agreement with the ESP:

The School's Governing Board does not intend to enter into a financing agreement.

ORGANIZATIONAL STRUCTURE

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

The Education Services Provider, ALS, will operate the school through a Management Agreement (see Attachment EE) which outlines the responsibilities of the ESP (and Board where indicated) as:

(1) Employee Management and Administration

ALS will employ and manage all positions for the School, including but not limited to: hiring and terminations, payroll administration, benefits administration, and performance evaluation management. The Board shall take the lead role in hiring and terminating the school Principal and shall approve all other instructional hires. The Board will pay only the actual salary, benefits, and payroll tax costs for their employees.

(2)Instructional Programs Consulting/Curriculum Management/Professional Development

First and foremost, the role of ALS will be to support a highly-effective instructional curriculum. The Company was founded on the principle that a quality education will allow each individual to reach his/her full potential academically, professionally, vocationally, and personally. The Board is

convinced that ALS will support the School and ensure successful School operation leading to higher student achievement as demonstrated by its track record. ALS's education professionals are dedicated to creating and implementing curricula founded on evidence-based research and years of testing, ensuring that all curricula are fully aligned with state and national standards. They are continually re-evaluating teaching methods, especially those that incorporate specially designed, technology-enhanced curricula that integrate all levels of academic coursework. They also work to provide high-quality professional development opportunities for administrators and teachers.

(3) Social Work and Family Service Development and Consulting

The Principal, Family Support Specialist, Career Coach, and other school personnel will meet with community agencies that provide services to students and families. They will encourage community-based service providers and postsecondary institutions to partner with the School and facilitate regular onsite and offsite services for students and families as described in Section 15.B.

(4) Human Resource Recruitment and Consulting

ALS's human resource professionals will assist in recruitment, vetting, background checks, and setting compensation and fringe benefits levels for employees.

(5) Financial Management and Funding Consulting Services

ALS' role in financial management will include:

- Assisting the Board and its Board Accountant with budget oversight and financial reporting
- Accounts Payable functions
- Purchasing and procurement services
- Payroll processing
- Assisting the Board Accountant in maintenance of fixed asset ledgers
- Federal and state grant research, submission, and management

ALS maintains a central support service center which provides financial management and consulting services. This support center will manage certain financial aspects of the School including cash flow, purchasing, accounts payable, payroll, human resources, benefits administration, information technology, and insurance and risk management. ALS will assist the School in establishing appropriate internal controls as well as financial policies and procedures. In addition, ALS will support the School's start-up efforts including contract negotiation, staffing, training, facility development, equipment procurement, and related activities.

(6) Information Technologies Design, Consulting, Procurement, and Support

The school recognizes the importance of seamless technology integration within its state-of-the-art computer delivery system. To ensure optimal performance, a dedicated Information Technology (IT) support staff will be provided by ALS. This team, composed of highly qualified professionals boasting diverse certifications like Microsoft, Cisco, A+, and Canon, brings expertise across a wide spectrum of technologies. Led by individuals with degrees in Applied Business, Computer Science, and Business Administration, the team tackles the intricate task of managing and maintaining the School's extensive network infrastructure, from switches and routers to firewalls. They ensure smooth connectivity and optimal network performance. Their responsibilities encompass overseeing all software applications, including deployment, configuration, maintenance, licensing, updates, and user access control. They meticulously manage procurement, prioritizing cost-effectiveness and adhering to budget constraints while fostering strong vendor relationships to secure the best deals. Furthermore, the team provides comprehensive technical assistance to staff and students, offering troubleshooting, answering

questions, and guiding them through various technology tools. Their skillset extends to designing, developing, and maintaining internal applications like STARS, MySuccess, and StudentNav, ensuring efficient operations and user-friendliness. Additionally, they handle integrations with third-party applications, maximizing the functionality of the School's technology ecosystem. This dedicated IT team, through their combined expertise and commitment to user support, plays a pivotal role in supporting the School's state-of-the-art technology, ultimately enhancing the educational experience for all.

The services provided include but are not limited to:

- Engineering: Designs and implements network infrastructure, manages the Azure environment, and ensures robust cybersecurity measures.
- Administration: Oversees Office 365 applications, manages virtual servers, and handles Porteus server configuration and disaster recovery plans.
- System Access: Controls system access by managing user accounts and permissions.
- Hardware Assessments/Support: Evaluates hardware needs, provides technical support for school equipment, and tracks budget spending.
- Internal Applications: Analyzes user needs, gathers specifications, and develops and maintains internal applications. This team also conducts quality assurance testing and monitors application performance.
- Procurement/Purchasing: Handles all procurement processes for hardware, software, and services, including broadband, fiber, and phone providers.
- Contract Management: Manages IT and curriculum contracts, RFPs, and inventory.
- Field Operations: Oversees field technicians, provides school hardware and software support, and manages SharePoint administration and networking assistance.
- Staff IT Onboarding/Offboarding: Ensures smooth onboarding and offboarding processes for staff regarding IT access and equipment.

(7) Student Recruitment

ALS will be responsible for recruiting and enrolling students as described in Section 14 and in compliance with all applicable federal, state and local laws.

(8) Student Testing and Assessment, Research, and Data Reporting

One of the key measures of effective schools is the ability to track, monitor, and report student performance progress. ALS will provide a support team with the expertise and experience to create and maintain accurate and efficient data management and reporting systems to inform instruction and report student performance to students, parents, teachers, and necessary stakeholders. This assessment group will train and assist school staff with data entry and management, use of data to make informed decisions, and reporting requirements to ensure the continuous collection and analysis of student data, school performance data, data trends, and individual student/grade level progress. The continuous collection, monitoring, and analysis of performance data will ensure that the School will be held accountable and will provide the documentation for reporting purposes. This information can then be used to make data-driven decisions to improve the educational program, instructional methods, and program implementation of the most effective classroom practices.

(9) Facility Services

ALS understands the important role that an appropriate physical environment has in the learning process of students. All decisions and guidance in Facilities Services are made with the goal of student

success at the forefront. The Company has proven success in developing and managing learning facilities conducive to maximizing students' potential for achievement.

ALS has a highly experienced staff with extensive expertise to support the School in all areas of facility services, including, but not limited to:

- Site selection: The Company will identify potential sites for the school's facility. The site identification process will include determining the extent of necessary construction improvements. The Company may engage the services of a local real estate professional as part of this process.
- Building design: The Company will utilize its experience in designing successful learning facilities to include architectural design, floor plan optimization, and selection of fixtures and finishes.
- Construction management: The Company will designate a representative to manage the construction and improvement process from start to finish, including contractor relations, quality control, and budgetary compliance.
- Lease negotiations: The Company will provide lease negotiation services to achieve favorable lease arrangements for the School. This support includes property management and financial expertise.
- Facilities maintenance and management: The Company will continue to manage and maintain the school building after construction is completed.

(10) Additional Services

In addition to those listed above, further services provided by ALS will include:

- Tracking and reporting on academic and financial performance goals and other key school performance indicators
- Special populations consulting, including ESE and ESOL compliance and programming support
- Management of teacher and administrative staff training and development
- Board of Directors' communications and meeting support
- Marketing and communications
- Grant writing and management

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The Board will hold the proposed ESP, ALS, accountable for the following performance goals:

- comply with the policies and procedures adopted by the Board for the School;
- undertake efforts to achieve the performance measures in the Contract between the School and the Sponsor;
- implement the annual budget as approved by the Board;
- provide all information and written reports reasonably requested by the Board and consistent with the Statement of Mission and Purpose, including periodic reports on student performance, copies of all reports and other materials provided to any oversight entity and evidence of compliance with the terms of the Contract; and
- meet with the Board with such frequency as the Board shall reasonably request.

As outlined in the proposed Management Agreement, ALS will be responsible and accountable to the Board of Directors for the administration, operation and performance of the School in accordance with the School's Contract and approve application, the Statement of Mission and Purpose, and the laws of the State of Florida. The Board will work with counsel to negotiate the final language of the agreement and will ensure that appropriate language related to termination or other sanctions is included as a way to protect the school and students. The Board will hold the management company accountable to the language in the charter application, charter contract, and annual financial plan (budget).

While the Board retains the ultimate decision-making authority, the management company will be held responsible for the daily execution of the school's mission, operations, and outcomes according to the terms of the management and educational services agreements. If ALS breaches its agreement with the Board of Directors, does not live up to scholastic performance measures in the charter agreement, and cannot cure those breaches within the required timelines, then the Board of Directors has the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

It is anticipated that the School will pay a monthly continuing fee to ALS equal to the percentages of the School's Qualified Gross Revenues outlined in the Management Agreement in Attachment EE.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The School's Board of Directors will retain approval and oversight responsibility for the finances of the School and will receive regular reports from its Board Accountant on actual results as compared to the budget and other reports as necessary throughout the year. ALS will assist the Board in establishing appropriate internal controls as well as financial policies and procedures. In addition, ALS will support the School's start-up efforts including contract negotiation, securing funding sources, staffing, training, facility development, and related activities.

Budgets for the year will be prepared by ALS and reviewed by the Principal, the Treasurer, and the Board Accountant. The annual budget will then be presented to the Board of Directors for approval. Once the budget has been approved, ALS will pay for all operating and capital expenditures.

All disbursements with the exception of grant expenditures (including wires and checks) will be initiated by one of three management company senior executives from an ALS operating account. All disbursements will include all signed supporting documentation. Grant disbursements will be approved by the management company grant specialist who will compare the expenditure to grant requirements and budgets. Disbursements for grant expenditures will be processed by a designated member of the Board of Directors from the School's bank account.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The proposed Management Agreement (included in Attachment EE) includes a term that is concurrent with the term of the charter agreement. The term may be extended, allowed to continue, or renew unless terminated according to the agreement terms.

The Governing Board may terminate the agreement in the event:: the School's charter is not awarded or is terminated; or ALS materially breaches the agreements and fails to cure the material breach before the later of: (a) Ninety days of its receipt of written notice from the School; or (b) The end of the then-current academic semester, unless the breach cannot be reasonably cured within the cure period, in which case ALS will promptly undertake and continue efforts to cure the breach within a reasonable time. If ALS's material breach is such that it creates an imminent danger to the safety of students, parents or others, the breach must be cured immediately upon notice from the School. There are no indemnification provisions.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

Included as Attachment EE is a draft of the proposed Management Agreement.

Support for Conversion

The Model Florida Charter School Application requires the applicant to include Attachment A (*evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*) if it seeks approval to convert an already existing public school to charter status.

The proposed school. is not seeking to convert an already existing public school to charter status, so this attachment is not applicable.

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Miami-Dade County Schools 2024-2025 School Calendar

August 2024

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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September 2024

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October 2024

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November 2024

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December 2024

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January 2025

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February 2025

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March 2025

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April 2025

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May 2025

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June 2025

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July 2025

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27	28	29	30	31		

- Beginning/End of 180 Day Calendar
- Staff PD / Training
- Holiday – School Closed
- Weather Day - Closed

Marking Periods

1st quarter 8/15/24 – 10/18/24
2nd quarter 10/21/24 – 1/16/25
3rd quarter 1/21/25 – 3/21/25
4th quarter 4/1/25 – 6/5/25

Inclement Weather Make-Up Days will be assigned, as needed – October 3rd, 2024; November 5th, 2024; December 20th, 2024; January 17th, 2025; March 31st, 2025; April 18th, 2025
Dates are subject to change contingent upon the School District calendar.

Days and Hours of Instructional Time

Consistent with s. 1011.61(1)(a)(1), F.S., the School will operate as a double session school with an instructional calendar providing no less than the annual instructional hours required by statute (currently 900 annual instructional hours). In addition, the School will mirror the district's school calendar relating to holidays.

The School will offer up to two (2) five-hour sessions for curriculum instruction. Students will choose to attend one of the sessions (or both as space permits). As illustrated below, the School will implement a schedule that aligns with its mission and program. Below is a typical daily schedule at the School.

School Daily Schedule	
Session I	7:00 a.m. – 12:00 p.m.
Session II	12:30 p.m. – 5:30 p.m.

Typical Day for a Student

HIGH SCHOOL

Following is a description of a typical day for students enrolled in our School. Since this is an individualized program, not all students will participate in the same learning activities or counseling programs at the same time or in the same order.

- Arrive at school, review *MY SUCCESS*® Student and Parent Dashboard (Example in Attachment FF), and prepare for instruction.
- Student accesses instructional software and works independently to make progress in assigned coursework.
- Teachers facilitate learning, provide direct instruction, monitor student progress, and help students address any non-mastery of key concepts. This may occur individually or in a large or small group as determined by the teacher to best meet students' needs.
- Students identified as requiring instructional support are assigned to intervention sessions.
- Student may spend time with the Family Support Specialist or onsite service provider to address any social/personal barriers to learning.
- Student may spend time with the Career Coach in the College and Career Center to work on college and/or career planning, preparation, and postsecondary transition.
- Student will have the option to remain on campus for an extra session to accelerate progress through course work or participate in a certificate program.
- Depart School at end of learning session.

MIDDLE SCHOOL

The following is a sample classroom schedule for a middle school student:

Arrival Reading Plus 7:00-8:00	Rotational Blended ELA 8:00-8:45	Independent Work: Apex Courses 8:45 -10:15 Science/Social Science Prep	Instructional Intervention and Progress Monitoring 10:15-11:00	Rotational Blended Math 11:00-11:45	Personal Social 11:45-12:00	Dismissal 12:00

During the session, students will participate in the following:

- Core Subjects: ELA, Math, Science, Social Science
- Reading
- Personal Social
- Health
- FSA/EOC Test Prep

Additional details about the middle school schedule:

- Classroom will be staffed with a certified ELA teacher (Advisory Teacher) with a reading endorsement; if teacher is not reading endorsed the Reading Interventionist will rotate into the classroom daily at designated time.
- Math teacher will rotate in daily, to provide support and direct instruction
- Test Prep will be provided at least three times a week by ELA/Reading Interventionist and math teacher during the Rotational Blended ELA/Math block.
- Science and Social Science teachers will rotate in to provide support for students preparing for the science and Civics EOC assessments.
- Personal Social will be facilitated daily by Advisory Teacher.

HOW IT WORKS

Mr. Gonzalez is an English Teacher at this school. He has the task of helping to guide at-risk, young minds in their pursuit of a high school diploma. His daily routine consists of creating classroom routines and procedures, greeting students at arrival, maintaining accurate attendance records, calling students and parents to help improve school attendance, establishing and maintaining classroom discipline, monitoring student progress, reviewing quizzes, grading assignments, and helping to inspire students to reach their academic goals. There are a number of elements that he uses to effectively do his job and a number of databases that he uses to monitor student progress.

Consistency and developing an educational plan for the overall classroom is needed. Mr. Gonzalez believes in routine because it helps build consistent and healthy habits both inside and outside of the classroom. Most of the at-risk student population lacks discipline in their academics, behavior,

and level of focus. He has set an educational plan in place for all of his students so that they can see progress in their courses.

Observing the students and collecting data is another task that for which Mr. Gonzalez is responsible. He tracks student progress daily using the Apex Teacher Dashboard and provides students with a printout of their weekly achievements. He meets with each of his advisory students no less than once per week to discuss how they are doing with their courses, where they should be in their progress, how their behavior is enhancing or hindering their progress, and discusses any strategies that they feel Mr. Gonzalez could use to help them achieve their goal of graduation. Students choose to meet with Mr. Gonzalez to get individual assistance when they are struggling with difficult concepts or when they do poorly on quizzes. Mr. Gonzalez provide direct instruction and support as needed by each individual student.

Building a relationship of trust with each student is one of the most critical tasks of the teachers and staff. . Establishing a trusted relationship with students helps Mr. Gonzalez discover any attendance issues the student may have, what type of learner the student is, what kind of learning strategy works best for the student, and how well they can do in this environment. Sometimes, Mr. Gonzalez students are just having a bad day and it helps to understand those circumstances so he can help diffuse situations that could escalate into larger problems.

Getting his student's parents involved is also a difficult task because some of the students do not live at home anymore or certain situations have arisen where parents cannot make it to conferences to check on their child's academic progress. But, Mr. Gonzalez has seen over the years that the more information parents have about their child and the more involved they are in their son or daughter's education, the more successful the student. .Mr. Gonzalez can also remind parents that they can check their student's overall progress through the School's parent portal. If a student is absent, Mr. Gonzalez will make a daily attendance call to the parent to notify him/her that the student was absent and determine the reason for the absence. He also calls to have positive contact with every parent at least monthly to build parent-teacher relationship and encourage students to continue attendance and academic progression. Mr. Gonzalez is committed to regular communication with parents to keep them involved in their child's education.

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Course Catalog

Florida

Math

Accelerate to Algebra 1

Accelerate to Algebra 1 is a short course designed to prepare students for success in Algebra 1. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Algebra 2

Accelerate to Algebra 2 is a short course designed to prepare students for success in Algebra 2. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Florida Algebra 1

Accelerate to Florida Algebra 1 is a short course designed to prepare students for success in Algebra 1 aligned to Florida Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Florida Algebra 2

Accelerate to Florida Algebra 2 is a short course designed to prepare students for success in Algebra 2 aligned to Florida Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Florida Geometry

Accelerate to Florida Geometry is a short course designed to prepare students for success in Geometry aligned to Florida Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

Accelerate to Geometry

Accelerate to Geometry is a short course designed to prepare students for success in Geometry. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

Algebra 1 A/B

Algebra 1 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students.
Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial.
The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback.
Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. Algebra 1 v7.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Algebra 2 A/B

Algebra 2 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Algebra 2 v7.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Consumer Mathematics

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

Financial Mathematics A/B

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Florida Algebra 1 A/B 1

Florida Algebra 1 is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 1 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida Algebra 1-A A/B 1

Florida Algebra 1-A is a newly designed course that covers the first half of a traditional year-long Algebra 1 course and offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to offer focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 1-A reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida Algebra 1-B A/B 1

Florida Algebra 1-B is a newly designed course that covers the second half of a traditional year-long Algebra 1 course and offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to offer focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 1-B reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida Algebra 2 A/B 1

Florida Algebra 2 is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 2 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Florida Financial Algebra A/B

Florida Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Florida Geometry A/B 1

Florida Geometry is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating th'se big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Florida Geometry reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Florida M/J Grade 6 Mathematics A/B

The Florida M/J Grade 6 Mathematics A/B course will provide students with a deep understanding and mastery of the objectives that will prepare them for algebra. It is aligned to Florida standards, and is based on best practices in the teaching of mathematics and the disciplines of STEM learning. Students will develop 21st century skills as they master ratios and proportional relationships; the number system; and number visualization. The course is highly engaging while being easy for teachers to customize and manage.

Florida M/J Grade 7 Mathematics A/B

Florida M/J Grade 7 Mathematics A/B is comprised a total of six units, all of which include a variety of activities and are designed to provide teachers with maximum flexibility, and establish a solid foundation of math skills that will lead to improved achievement into high school based on Florida standards. Concepts covered include: ratios/proportional relationships; expressions and equations using rational numbers; geometry; and statistics and probability. This course was developed using proven instructional design principles and are not just highly interactive, but rigorous as well.

Florida M/J Pre-Algebra A/B

This course is aligned to Florida standards and sharpens students' arithmetic skills and illustrates abstract concepts by introducing linear equations, number patterns, the order of operations, linear inequalities, fractions, exponents, and factoring. Some basic components of geometry are discussed.

Florida Mathematics for College Algebra A/B 1

Florida Mathematics for College Algebra is a newly designed course that is 100% aligned to the Florida B.E.S.T. Standards for Mathematics. The course is a comprehensive review of mathematical concepts designed to prepare students for college algebra. It includes concepts from algebra, advanced algebra, geometry, and statistics and teaches them as interrelated disciplines. Students will likely have studied many of the topics that are presented, but some topics might be new to them. The course and its elements are designed to help students learn in a multifaceted but direct way. Many lessons include one or more lesson activities that use a scaffolded inquiry approach to enable students to develop their own initial understanding of the content. Features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 2 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Geometry A/B

Geometry v6.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Geometry v6.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Math 6 A/B

Math 6 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Course topics include ratios and rates, fraction and decimal operations, and signed numbers. Students continue to build their algebra skills by plotting points in all four quadrants of the coordinate plane and solving equations and inequalities. Geometry topics include area, surface area, and volume, and statistical work features measures of center and variability, box plots, dot plots, and histograms.

The two-semester course is arranged in themed units, each with three to five lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored assignments. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

Math 7 A/B

Math 7 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Throughout the course, students gain a deep understanding of proportions and their use in solving problems. They extend their fluency with operations on rational numbers and translate among different forms of rational numbers. Algebra topics include simplifying and rewriting algebraic expressions and solving more complex equations and inequalities. Students also sketch geometric figures and explore scale drawings, investigate circle properties and angle relationships, and deepen their understanding of area, volume, and surface area. They see how statistics uses sample data to make predictions about populations and compare data from different data sets. Students gain a fundamental understanding of probability and explore different ways to find or estimate probabilities.
The two-semester course is arranged in themed units, each with three to five lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored assignments. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

Math 8 A/B

Math 8 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. In this course, students focus on understanding functions — what they are, how to represent them in different ways, and how to write them to model mathematical and real-world situations. In particular, students investigate linear functions by learning about slope and slope-intercept form. Students' understanding of linear functions is extended to statistics, where they make scatter plots and use linear functions to model data. They solve linear equations and equations involving roots and explore systems of linear equations. Additional topics include exponents, powers of ten, scientific notation, and irrational numbers. Students learn about transformations and extend that understanding to an investigation of congruence and similarity. Other geometric concepts explored include the Pythagorean theorem, angle relationships, and volumes of cylinders, cones, and spheres.
The two-semester course is arranged in themed units, each with three to five lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored assignments. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

Mathematics 1 A/B

Mathematics I is a completely re-designed course that offers 100% alignment to the integrated pathway in the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Mathematics I reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Mathematics 2 A/B

Mathematics II is a completely re-designed course that offers alignment to the integrated pathway in the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Mathematics II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Mathematics 3 A/B

Mathematics III is a completely re-designed course that offers 100% alignment to the integrated pathway in the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Mathematics III reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Precalculus A/B

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

Probability & Statistics

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

English Language Arts

Accelerate to English 09

Accelerate to English 09 is a short course designed to prepare students for success in English 09. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to English 10

Accelerate to English 10 is a short course designed to prepare students for success in English 10. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to English 11

Accelerate to English 11 is a short course designed to prepare students for success in English 9. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

Accelerate to English 12

Accelerate to English 12 is a short course designed to prepare students for success in English 12. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

Accelerate to Florida English 1

Accelerate to Florida English 1 is a short course designed to prepare students for success in English 1 aligned to Florida Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to Florida English 2

Accelerate to Florida English 2 is a short course designed to prepare students for success in English 2 aligned to Florida Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to Florida English 3

Accelerate to Florida English 3 is a short course designed to prepare students for success in English 3 aligned to Florida Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

Accelerate to Florida English 4

Accelerate to Florida English 4 is a short course designed to prepare students for success in English 4 aligned to Florida Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

Business English A/B

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

English 06 A/B

English 6 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and informational styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate one another's speeches and adjust to new audiences and situations. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in units that each center on a set of skills or a broad topic. Each unit has four lessons: three instructional lessons and one lesson of assessment. The instructional lessons include a variety of activities, such as direct instruction, assignments, discussions, and both formative and summative assessments. The assessment lesson presents the unit test after giving students a chance to review. Throughout the course, students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored applications.

English 07 A/B

English 7 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and informational styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate one another's speeches and adjust to new audiences and situations. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in units that each center on a set of skills or a broad topic. Each unit has four lessons: three instructional lessons and one lesson of assessment. The instructional lessons include a variety of activities, such as direct instruction, assignments, discussions, and both formative and summative assessments. The assessment lesson presents the unit test after giving students a chance to review. Throughout the course, students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored applications.

English 08 A/B

English 8 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and informational styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate one another's speeches and adjust to new audiences and situations. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in units that each center on a set of skills or a broad topic. Each unit has four lessons: three instructional lessons and one lesson of assessment. The instructional lessons include a variety of activities, such as direct instruction, assignments, discussions, and both formative and summative assessments. The assessment lesson presents the unit test after giving students a chance to review. Throughout the course, students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored applications.

English 10 A/B

English 10 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

English 11 A/B

English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

English 12 A/B

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

English 9 A/B

English 9 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times going deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

Florida English 1 A/B 1

Florida English 1 A/B is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. A balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills-based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. The course design reflects educator feedback about student engagement by featuring a variety of interactions, videos, and student resources, such as graphic organizers, worksheets, and guided notes. Florida English 1 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida English 2 A/B 1

Florida English 2 A/B is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. Florida English 2 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Florida English 3 A/B 1

Florida English 3 A/B offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. Florida English 3A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. Florida English 3B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills. Units in both semesters conclude with re-designed activities that synthesize learning from the unit through formal writing, researching, or presenting.

Florida English 4 A/B 1

Florida English 4 A/B offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. Florida English 4A emphasizes the study of literature in the context of specific historical periods beginning with the Anglo-Saxon and medieval periods in Britain. Florida English 4B explores the romantic, Victorian, and modern eras. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master. Units in both semesters conclude with re-designed activities that synthesize learning from the unit through formal writing, researching, or presenting.

Florida English 4: College Prep A/B

Florida English 4: College Prep A/B explores the relationship between British history and literature from the Anglo - Saxon period. The course explores a variety of literary works, including the works of Charles Dickens and H. G. Wells. The lessons in this course present learners with relevant cultural and political history, and readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. Analyses reinforce key concepts of the reading selections. It also explores the major types of nonfiction writing, including memoirs, personal essays, public essays, speeches, and narrative nonfiction. This course also introduces learners to elements of informational texts, such as purpose, opinion, bias, and persuasive techniques. Students will also study a variety of techniques to improve their reading comprehension, writing skills, grammar, and mechanics.

Florida M/J Language Arts 1 A/B

This course provides a strong foundation in grammar and the writing process based on Florida standards. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

Florida M/J Language Arts 2 A/B

Florida M/J Language Arts 2 A/B integrates the study of writing and literature through the examination of a variety of genres based on Florida standards. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

Florida M/J Language Arts 3 A/B

This Florida course extends the skills developed in Florida M/J Language Arts 2 through detailed study of parts of sentences and paragraphs to understand their importance to good writing based on Florida standards. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

Social Studies

Civics

National Civics is a one-semester course offering seven units that cover topics including the origins of American government, the structure and function of our government, rights and responsibilities of citizens, the American federal system, political parties and the election process, basic economic principles, and current matters regarding domestic and foreign policy. The course includes a variety of unit and lesson activities that examine the history, culture, and economy of the nation that encourage research and reflection. In these activities, students will examine seminal documents and landmark Supreme Court cases in American political history, analyze changes in federal and executive power over time, explore the political election process and data related to recent voting trends, research and propose a public policy plan, as well as compare and contrast the functions of the national government with state and local governments. The course also prepares students to pass the civics portion of the USCIS Naturalization Test.

Contemporary World A/B

The Contemporary World is a year-long course designed to strengthen learners' knowledge about the modern world. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this course. Learners will explore the importance of geography, the influence of culture, and the relationship humans have with the physical environment. They will also focus on the responsibility of citizens, democracy in the United States, U.S. legal systems, and the U.S. economy. Ultimately, learners will complete this course as global citizens with an understanding of how to help and better their community and the world.

Economics

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

Florida Civics A/B

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information according to Florida standards. Every unit features both factual and conceptual study questions, Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.

Florida Economics with Financial Literacy

This Florida courses leverages diverse resources from the National Council on Economic Education in partnership with the National Association of Economic Educators, and the Foundation for Teaching Economics. It begins with providing a basic understanding of the U.S. economy and its relationship to the world economy. It then covers macro issues such as government and the economy and micro issues such as entrepreneurship and consumer issues.

Florida M/J Civics A/B

Florida M/J Civics is a course that offers 100% alignment to the Florida CPALMS standards for Civics as approved by the Department of Education. The course offers six units that cover the political and physical geography of the United States, the origins and functions of government, and an introductory look at economic principles. The course includes a variety of unit and lesson activities that examine the history, geography, culture, and economy of the nation that encourage research and reflection. In addition to examining the origins of American government, students will compare and contrast different types of government, examine foreign policy both domestically and abroad, and use data to explore national and international challenges. The course also offers students an appreciation for and an understanding of civic duties and principles. Topics include American geography, foundations of government, the structure of government, bureaucracy and policymaking, campaigns and elections, and national and international economics. The course also reinforces the Reading Standards for Literacy in History/Social Sciences.

Florida M/J U.S. History A/B

Florida M/J United States History is a redesigned middle school course that offers 100% alignment to Florida's 2018 standards. The course prepares students to understand United States history through a critical lens by equipping students with historical thinking skills and geographic reasoning skills. The course covers Colonial America, the American Revolution, the founding of the United States, the struggles of the nation early on, and concludes with the Civil War and Reconstruction. Throughout the course, students engage in a variety of activities to both demonstrate and deepen their learning.

Florida M/J World History A/B

Florida M/J World History is a redesigned middle school course that offers 100% alignment to Florida's 2015 standards. The course prepares students to understand world history through a critical lens by equipping students with historical thinking skills and geographic reasoning skills. The course covers early human history and the Neolithic Revolution before discussing ancient civilizations found in Africa and the Middle East. The course covers early civilizations in India, China, and the Mediterranean. The course concludes with an examination of Ancient Rome. Throughout the course, students engage in a variety of activities to both demonstrate and deepen their learning.

Florida U.S. History A/B

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history based on Florida standards. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History

Florida US History 8 A/B

Students who take this course will be well-versed in the events of United States history from colonial times through to the end of Reconstruction. In addition to lessons on topics like the French and Indian War and the Louisiana Purchase, the units include activities that provide insight into Florida history. For example, the unit on the American Revolution includes a course activity that details how Florida played a vital role during the conflict. Students will find many aspects of the course engaging, including custom videos and interactive timelines. Educators will be pleased to have a product that allows their students to acquire new knowledge and also gives students opportunities to practice and apply the concepts they are learning.

Florida World Cultural Geography A/B

Florida World Cultural Geography is a redesigned middle school course that offers 100% alignment to Florida's 2015 standards. The course prepares students to understand world geography by exploring geographic themes such as historiography, climate, physical geography, human geography, and resource distribution. The course methodically explores world geography in the Americas, Europe, Asia, the Middle East and Africa, and the Pacific World and Antarctica. Throughout the course, students engage in a variety of activities to both demonstrate and deepen their learning as they come to understand the world around them.

Florida World History 6 A/B

Beginning with a discussion of the skills used by historians to study the ancient past and continuing on with lessons including early humans, the Neolithic Revolution, and the classical civilizations of Greece and Rome, this comprehensive course was made for 6th grade students in Florida. Features of the course like interactive timelines and click-to-see interactions will increase student engagement and encourage the growth of skills associated with studying history. Florida educators will also find that the course aligns to the English Language Arts (ELA) Standards for History and Social Studies.

Florida World History A/B

In this course, students will get a comprehensive look at world history from the early Middle Ages through to the present day. By the end of the course, students will have learned about events like the Renaissance and Reformation, the world wars, the Cold War, and increasing globalization in the 21st century. This course employs many interactive features like maps and images with clickable hot spots that students can explore to get more information about things such as regions, cities, and geographical features on a map and artistic techniques and features in famous works of art. Best of all, this course is aligned to the Florida state standards of learning and to the English Language Arts (ELA) Standards for History and Social Studies.

Middle School Civics A/B

Middle School Civics is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' understanding of the political and governmental systems of the United States and the roles played by citizens. By honing their ability to analyze civic life, political practices, and government structures, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.
The two-semester course is arranged in themed units, each with three to five lessons. In each unit, activities make complex ideas about civics accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

Middle School U.S. History A/B

In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War.

Middle School World History A/B

In Middle School World History, learners will study major historical world events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. They will explore the development of early humans and early civilizations. They will be introduced to the origins of major world religions, such as Hinduism and Buddhism. Also, learners will study the medieval period. Historical thinking and geography skills will be taught and utilized throughout the course.

MS Contemporary World A/B

Middle School Contemporary World is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' knowledge of contemporary world geography, cultures, civics, and economics. By honing their ability to analyze the physical, social, and political forces that shape our world, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.
The two-semester course is arranged in themed units, each with three to six lessons. In each unit, activities make complex ideas about the modern world accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

MS U.S. History A/B

Middle School U.S. History is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' knowledge of U.S. history, from the peopling of North America through the era of Reconstruction. By constantly honing their ability to analyze history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

The two-semester course is arranged in themed units, each with three to five lessons. In each unit, activities make complex ideas about U.S. history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

MS World History A/B

Middle School World History is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' knowledge of world history, from the Neolithic Revolution through the Middle Ages. By constantly honing their ability to analyze history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

The two-semester course is arranged in themed units, each with three to five lessons. In each unit, activities make complex ideas about world history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

U.S. Government

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

US History A/B

US History v3.0 is a two-semester course aligned to the principles of the C3 Framework. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

World Geography A/B

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

World History A/B

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

World History Survey A/B

In World History Survey, learners will study major historical events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. Topics of study include early civilizations, world religions, the Renaissance, the World Wars, and the globalized world of today.

Science

Biology A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Biology with Virtual Labs A/B

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.
Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Chemistry A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter.
It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school Earth and space science. Content topics include Earth and space systems and interactions, the history of the Earth, the Earth's systems, weather and climate, climate change, and human impacts on the Earth.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Florida Biology A/B

Florida Biology is a two-semester course designed to strengthen students' understanding of several foundational concepts of biology. In this course, students will learn to use scientific methods and tools to investigate biological questions. They will develop models to explore the functioning of different body systems and examine how the proper functioning of those body systems affects health. Students will expand their knowledge of the roles of mitosis, meiosis, DNA, and chromosomes in an organism's growth and development. Besides this, students will study and compare the basic characteristics of bacteria, protists, plants, and animals. They will understand the effect of environmental changes on a species over time, and explore the conservation of energy as it relates to living things and ecosystems. Students will learn how the cycling of matter and energy interacts with biological processes, and study the factors that affect the carrying capacity and biodiversity of an ecosystem. They will also create a simulation to test a solution for a biodiversity problem. Online discussions, course activities, and unit activities help students to develop and apply critical thinking skills.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Florida Chemistry A/B

Florida Chemistry is a re-designed course that is 100% aligned to the Chemistry 1 standards in the Next Generation Sunshine State Standards for Science. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It also addresses concepts deemed essential to a full-year high school chemistry course, such as molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (https://www.nap.edu/read/11311/chapter/2).

Florida M/J Earth/Space Science A/B

Florida M/J Earth/Space Science is a redesigned middle school course that offers 100% alignment to Florida's 2008 Next Generation Sunshine State Standards for Science. The course integrates scientific inquiry and engineering design into content to support the development of deeper learning. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. Content topics include Earth and space, the history of the Earth, Earth systems, the weather and climate, and human impacts on Earth.
Lab materials note: All hands-on labs employ relatively common household materials. In some circumstances, items may need to be purchased or a virtual lab may be substituted. Please refer to the Teacher's Guide for details on lab materials.

Florida M/J Life Science A/B

Florida M/J Life Science is a redesigned middle school course that offers 100% alignment to Florida's 2008 Next Generation Sunshine State Standards for Science. The course integrates scientific inquiry and engineering design into content to support the development of deeper learning. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. Content topics include cells, the life cycle, genes, evolution, energy flow in ecosystems, and the interdependence of ecosystems.
Lab materials note: All hands-on labs employ relatively common household materials. In some circumstances, items may need to be purchased or a virtual lab may be substituted. Please refer to the Teacher's Guide for details on lab materials.

Florida M/J Physical Science A/B

Florida M/J Earth/Space Science is a redesigned middle school course that offers 100% alignment to Florida's 2008 Next Generation Sunshine State Standards for Science. The course integrates scientific inquiry and engineering design into content to support the development of deeper learning. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves.

Lab materials note: All hands-on labs employ relatively common household materials. In some circumstances, items may need to be purchased or a virtual lab may be substituted. Please refer to the Teacher's Guide for details on lab materials.

High School Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, and a water testing kit. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Integrated Physics & Chemistry A/B

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.
Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Life Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

MS Earth and Space Science A/B

Middle School Earth and Space Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts including Earth's systems, engineering design, the nature of the universe, and the interaction between humans and the environment.

The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Physical Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school physical science. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Physics A/B

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.
Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Science 6 A/B

Middle School Grade 6 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as the flow of energy and matter through both living and nonliving systems, including Earth's systems; Earth's weather and climate; the interaction between humans and the environment; the relationship between structure and function; and growth, development, and reproduction in organisms.
The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Science 6 with Virtual Labs A/B

Science 6 with Virtual Labs is an integrated science course based on the Next Generation Science Standards (NGSS) (http://redirect.platoweb.com/354132). The content covers all three dimensions incorporated by NGSS: disciplinary core ideas (http://redirect.platoweb.com/358785), science and engineering practices (http://redirect.platoweb.com/354115), and crosscutting concepts (http://redirect.platoweb.com/354116). The course robustly meets NGSS learning standards associated with sixth-grade integrated science (NGSS Appendix K (http://redirect.platoweb.com/356614): Revised Conceptual Progressions Model, p. 19). Semester A focuses on basic physical science and earth and space science. Semester B focuses on the history of the Earth, ecosystems, and weather and climate.
In this course, students complete teacher-graded labs in the Course Activities and Unit Activities. This version of Science 6 has been designed so that all labs are virtual. Students will still be able to plan and execute investigations through carefully designed simulations and videos. They will also be able to design experimental setups and analyze data and visuals derived from real-world experiments.

Science 7 A/B

Middle School Grade 7 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as the structures and properties of matter; chemical reactions; the flow of energy through systems, including Earth's living and nonliving systems; and the history of Earth.
The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Science 7 with Virtual Labs A/B

Science 7 with Virtual Labs is an integrated science course based on the Next Generation Science Standards (NGSS) (http://redirect.platoweb.com/354132). The content covers all three dimensions incorporated by NGSS: disciplinary core ideas (http://redirect.platoweb.com/358785), science and engineering practices (http://redirect.platoweb.com/354115), and crosscutting concepts (http://redirect.platoweb.com/354116). The course robustly meets NGSS learning standards associated with seventh-grade integrated science (NGSS Appendix K (http://redirect.platoweb.com/356614): Revised Conceptual Progressions Model, p. 19). Semester A focuses on cells, the life cycle, and nutrition. Semester B focuses on chemical reactions, force fields, and energy.
In this course, students complete teacher-graded labs in the Course Activities and Unit Activities. This version of Science 7 has been designed so that all labs are virtual. Students will still be able to plan and execute investigations through carefully designed simulations and videos. They will also be able to design experimental setups and analyze data and visuals derived from real-world experiments.

Science 8 A/B

Middle School Grade 8 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as waves and electromagnetic radiation, energy and forces on Earth and in space, genetics and natural selection, and engineering design.
The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Science 8 with Virtual Labs A/B

Science 8 with Virtual Labs is an integrated science course based on the Next Generation Science Standards (NGSS) (http://redirect.platoweb.com/354132). The content covers all three dimensions incorporated by NGSS: disciplinary core ideas (http://redirect.platoweb.com/358785), science and engineering practices (http://redirect.platoweb.com/354115), and crosscutting concepts (http://redirect.platoweb.com/354116). The course robustly meets NGSS learning standards associated with eighth-grade integrated science (NGSS Appendix K (http://redirect.platoweb.com/356614): Revised Conceptual Progressions Model, p. 19). Semester A focuses on genes, evolution, and the Earth's energy. Semester B focuses on Earth's changing climate, waves, and human impact on the Earth.
In this course, students complete teacher-graded labs in the Course Activities and Unit Activities. This version of Science 8 has been designed so that all labs are virtual. Students will still be able to plan and execute investigations through carefully designed simulations and videos. They will also be able to design experimental setups and analyze data and visuals derived from real-world experiments.

Alignments & Features	State Lists	
NGSS Aligned	1 Florida Online Course Provider	edmentum.com 800.447.5286 info@edmentum.com

edmentum™ Course Overview and Syllabus

Florida Algebra 1, Semester A

Florida Course Code: 1200310 Credits: 0.5

Course Overview and Goals

Florida Algebra 1, Semester A, is a single-semester course designed to build and develop your subject-matter knowledge while strengthening your mathematical skills. Linear relationships are a main focus of this course. You will graph, create, and solve linear equations and apply function notation to describe linear relationships. You will also study linear transformations and represent linear data using scatter plots and mathematical models. You will write and solve systems of linear equations and inequalities. At the end of this course, you will represent, compare, and analyze data sets in a variety of contexts.

By the end of this course, you will be able to do the following:

- Solve linear and absolute value equations in one variable.
- Solve and graph linear inequalities, including compound inequalities.
- Apply function notation to describe relationships between quantities, and interpret function notation to solve problems.
- Interpret and create graphs of linear relationships.
- Write one-variable and two-variable linear equations, and use them to solve problems.
- Describe transformations defined by changes in the slope or the *y*-intercept of linear functions.
- Write, analyze, and graph absolute value functions to represent mathematical and real-world situations.
- Represent data with scatter plots, and apply mathematical models to solve problems.
- Analyze, interpret, and justify conclusions from a set of data.
- Write systems of equations, and solve them using algebraic and graphical methods.

Scope and Sequence

This document outlines the design of Florida Algebra 1, Semester A, as well as the coverage of the Florida B.E.S.T. Standards: Mathematics within the course.

Florida B.E.S.T. Standards: Mathematics for Algebra 1

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UNIT 1: FOUNDATIONS OF ALGEBRA (DAYS 1 – 11)

In this unit, you will develop the skills needed to use expressions and equations to describe and solve problems.

Lesson/*Florida* Standards	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Expressions *MA.K12.MTR.3.1, MA.K12.MTR.4.1, MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.1.1*	Use expressions to model and solve problems.
Linear Equations *MA.K12.MTR.3.1, MA.912.AR.1.1, MA.912.AR.2.1*	Solve one-step and two-step linear equations in one variable.
Solving Linear Equations *MA.K12.MTR.3.1, MA.912.AR.1.1*	Solve multistep linear equations in one variable.
Solving Advanced Linear Equations *MA.K12.MTR.3.1, MA.912.AR.1.1, MA.912.AR.2.1*	Rearrange and solve advanced linear equations in one variable.

UNIT 2: EQUATIONS AND INEQUALITIES (DAYS 12 – 24)

In this unit, you will develop the skills necessary to solve linear equations and inequalities and absolute value equations in real-world and mathematical contexts.

Lesson/*Florida* Standards	Lesson Objective
Solving Literal Equations *MA.K12.MTR.1.1, MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.1.1, MA.912.AR.1.2*	Solve literal equations and formulas for a specified variable.
Solving Linear Inequalities *MA.K12.MTR.2.1, MA.K12.MTR.7.1, MA.912.AR.2.6*	Solve multistep linear inequalities in one variable and graph the solution set.

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Lesson/*Florida* Standards	Lesson Objective
Solving Compound Inequalities *MA.K12.MTR.2.1, MA.K12.MTR.7.1, MA.912.AR.2.6*	Solve and graph one-variable compound inequalities.
Absolute Value Equations *MA.K12.MTR.6.1, MA.K12.MTR.7.1, MA.912.AR.4.1*	Solve one-variable absolute value equations.

UNIT 3: FUNCTIONS (DAYS 25 – 37)

In this unit, you will become familiar with how functions can describe relationships between quantities. You will also use function notation to model real-world problems.

Lesson/*Florida* Standards	Lesson Objective
Graphing Relations *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.AR.2.4, MA.912.F.1.3, MA.912.F.1.8*	Identify variables in real-world situations and model the relationships graphically.
Functions *MA.K12.MTR.2.1, ELA.K12.EE.1.1, MA.912.AR.2.4, MA.912.F.1.3*	Identify functions in multiple representations and relate the domains and ranges.
Function Notation *MA.K12.MTR.4.1, MA.K12.MTR.7.1, MA.912.AR.2.4, MA.912.F.1.2*	Use function notation to describe relationships between quantities and interpret function notation accurately to solve problems.
Unit Activity: Functions *MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.912.AR.2.4, MA.912.F.1.2*	Use function notation to describe relationships between quantities and interpret function notation accurately to solve problems.

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UNIT 4: LINEAR RELATIONSHIPS (DAYS 38 – 59)

In this unit, you will examine how linear functions, equations, and graphs describe the characteristics of linear relationships. You will also extend your knowledge of linear relationships to special mathematical cases, real-world situations, and linear inequalities.

Lesson/*Florida* Standards	Lesson Objective
Slope and Graphing *MA.K12.MTR.2.1, MA.K12.MTR.3.1, ELD.K12.ELL.MA.1, MA.912.AR.2.4, MA.912.AR.2.5, MA.912.F.1.3*	Determine the slope of a line and graph a linear equation in two variables.
Writing Linear Functions and Equations *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELD.K12.ELL.MA.1, MA.912.AR.1.2, MA.912.AR.2.2, MA.912.AR.2.4, MA.912.AR.2.5, MA.912.F.1.3, MA.912.F.1.8*	Write linear functions and equations in two variables and graph them to display the relationship.
Linear Function Transformations *MA.K12.MTR.4.1, MA.K12.MTR.5.1, ELA.K12.EE.1.1, MA.912.AR.2.4, MA.912.F.2.1*	Determine the effects of transforming the linear parent function and identify key features of linear functions.
Special Lines *MA.K12.MTR.2.1, MA.K12.MTR.3.1, ELD.K12.ELL.MA.1, MA.912.AR.2.2, MA.912.AR.2.3, MA.912.AR.2.4, MA.912.AR.2.5, MA.912.F.1.3, MA.912.F.1.5*	Write equations of parallel, perpendicular, vertical, and horizontal lines.
Direct Variation *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELD.K12.ELL.MA.1, MA.912.AR.2.2, MA.912.AR.2.4, MA.912.F.1.1, MA.912.F.1.3, MA.912.F.1.8, MA.912.FL.3.2, MA.912.FL.3.4*	Represent direct variation situations with graphs and equations.
Linear Inequalities *MA.K12.MTR.4.1, MA.K12.MTR.6.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, MA.912.AR.2.7, MA.912.AR.2.8*	Write and graph linear inequalities in two variables.

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Lesson/*Florida* Standards	Lesson Objective
Unit Activity: Linear Relationships *MA.K12.MTR.2.1, MA.K12.MTR.7.1, MA.912.AR.2.1, MA.912.AR.2.2, MA.912.AR.2.5, MA.912.F.1.5*	Write linear equations in two variables to represent real-world problems and compare their key features.

UNIT 5: EXTENDING FUNCTION RELATIONSHIPS (DAYS 60 – 72)

In this unit, you will explore absolute value functions algebraically and graphically. You will also represent bivariate data sets in tables and as scatter plots and investigate relationships that can be modeled with linear functions.

Lesson/*Florida* Standards	Lesson Objective
Absolute Value Functions *MA.K12.MTR.5.1, MA.912.AR.4.3, MA.912.F.2.1*	Analyze key features of absolute value functions algebraically and graphically.
Representing Data *MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.DP.1.1, MA.912.DP.1.3, MA.912.DP.2.4, MA.912.DP.2.6*	Represent data using scatter plots and the equation of the line of best fit.
Using Models from Data *MA.K12.MTR.7.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, MA.912.DP.2.4, MA.912.DP.2.6*	Evaluate the reasonableness of mathematical models and use them to make predictions.
Unit Activity: Extending Function Relationships *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1, MA.912.DP.1.3, MA.912.DP.2.4, MA.912.DP.2.6*	Draw a scatter plot and the line of best fit to analyze a situation.

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UNIT 6: SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES (DAYS 73 – 90)

In this unit, you will explore how situations can often be described through systems of linear equations and inequalities. You will write systems of equations and inequalities and solve them algebraically and graphically.

Lesson/*Florida* Standards	Lesson Objective
Systems of Linear Equations *MA.K12.MTR.6.1, MA.K12.MTR.7.1, MA.912.AR.9.1, MA.912.AR.9.6*	Write and graph systems of linear equations to determine the solutions.
Writing and Solving Systems Using Substitution *MA.K12.MTR.2.1, MA.K12.MTR.7.1, ELD.K12.ELL.MA.1, MA.912.AR.1.2, MA.912.AR.9.1, MA.912.AR.9.6*	Write and solve systems of linear equations algebraically using substitution.
Writing and Solving Systems Using Elimination *MA.K12.MTR.3.1, MA.K12.MTR.7.1, MA.912.AR.9.1, MA.912.AR.9.6*	Write and solve systems of linear equations algebraically using elimination.
Systems of Inequalities *MA.K12.MTR.2.1, MA.K12.MTR.4.1, ELA.K12.EE.1.1, MA.912.AR.9.4, MA.912.AR.9.6*	Represent the solution of a system of two linear inequalities graphically and determine solutions.
Unit Activity: Systems of Linear Equations and Inequalities *MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.K12.MTR.6.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, MA.912.AR.9.1, MA.912.AR.9.6, MA.912.DP.2.4*	Write and solve a system of linear equations that represents real-world data.

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edmentum Course Overview and Syllabus

Florida Algebra 1, Semester B

Florida Course Code: 1200310 Credits: 0.5

Course Overview and Goals

Florida Algebra 1, Semester B, is a single-semester course designed to build and develop your subject-matter knowledge while strengthening your mathematical skills. In this course, you will investigate exponential and quadratic relationships and apply models to describe and make predictions about real-world situations. You will explore a variety of methods for factoring quadratic expressions and write and solve quadratic equations. You will identify key features of exponential and quadratic functions and compare different function types. At the end of this course, you will represent, compare, and analyze data sets in a variety of contexts.

By the end of this course, you will be able to do the following:

- Determine the sums, differences, and products of polynomials.
- Graph exponential functions, and identify their key features.
- Write and apply exponential functions to model situations in the real world.
- Apply factoring techniques and distribution to rewrite quadratic expressions.
- Graph and transform quadratic functions on the coordinate plane.
- Identify and apply a quadratic data model to make predictions and solve problems.
- Solve quadratic equations in one variable by inspection, taking square roots, factoring, completing the square, and using the quadratic formula.
- Represent data with dot plots, box plots, and histograms.
- Analyze, interpret, and justify conclusions from a set of data.

Scope and Sequence

This document outlines the design of Florida Algebra 1, Semester B, as well as the coverage of the Florida B.E.S.T. Standards: Mathematics within the course.

Florida B.E.S.T. Standards: Mathematics for Algebra 1

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UNIT 1: RADICAL RELATIONSHIPS (DAYS 1 – 11)

In this unit, you will explore the relationship between exponents and radicals and rewrite expressions that contain radicals and rational exponents.

Lesson/*Florida* Standards	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Performing Operations on Radicals *MA.K12.MTR.2.1, MA.K12.MTR.3.1, MA.912.NSO.1.4*	Use mathematical operations to rewrite radical expressions.
Simplifying Cube Roots *MA.K12.MTR.3.1, MA.912.NSO.1.4*	Write cube roots of monomial algebraic expressions in simplest radical form.
Properties of Exponents *MA.K12.MTR.3.1, MA.K12.MTR.4.1, MA.912.NSO.1.2*	Use the laws of exponents to rewrite monomial expressions and ratios of monomial expressions.
Radicals and Exponents *MA.K12.MTR.2.1, MA.912.NSO.1.1, MA.912.NSO.1.2*	Use the laws of exponents to rewrite expressions with radicals and rational exponents.

UNIT 2: EXPONENTIAL RELATIONSHIPS (DAYS 12 – 23)

In this unit, you will examine exponential relationships and ways you can apply them to model real-world situations.

Lesson/*Florida* Standards	Lesson Objective
Nonlinear Functions *MA.K12.MTR.2.1, MA.912.F.1.1, MA.912.F.1.3, MA.912.F.1.6*	Identify and evaluate nonlinear functions in multiple representations and relate the domains and ranges.
Graphs of Exponential Relationships *MA.K12.MTR.2.1, MA.912.AR.5.6, MA.912.F.1.2*	Graph exponential functions and identify their key features.

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Lesson/*Florida* Standards	Lesson Objective
Modeling with Exponential Functions *MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.1.1, MA.912.AR.5.3, MA.912.AR.5.4, MA.912.F.1.3, MA.912.FL.3.2, MA.912.FL.3.4*	Use exponential functions to model situations in the real world.
Writing Exponential Functions *MA.K12.MTR.7.1, ELA.K12.EE.6.1, ELD.K12.ELL.MA.1, MA.912.AR.5.3, MA.912.AR.5.4, MA.912.F.1.1, MA.912.F.1.6, MA.912.F.1.8*	Write exponential functions in mathematical and real-world contexts.
Comparing Exponential Functions *MA.K12.MTR.2.1, MA.K12.MTR.4.1, MA.912.AR.5.6, MA.912.F.1.2, MA.912.F.1.3, MA.912.F.1.6*	Compare exponential functions that are represented in different ways.

UNIT 3: POLYNOMIALS (DAYS 24 – 36)

In this unit, you will develop the tools you need to solve and model complex problems using polynomials.

Lesson/*Florida* Standards	Lesson Objective
Adding and Subtracting Polynomials *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELD.K12.ELL.MA.1, MA.912.AR.1.1, MA.912.AR.1.3*	Determine sums and differences of polynomials.
Multiplying Polynomials *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELD.K12.ELL.MA.1, MA.912.AR.1.3*	Determine the products of polynomials.
Dividing by Monomials *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELD.K12.ELL.MA.1, MA.912.AR.1.4*	Determine the quotients of polynomials, factoring out the greatest common factor (GCF), if necessary.

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Lesson/*Florida* Standards	Lesson Objective
Factoring Polynomials, Part 1 *MA.K12.MTR.2.1, MA.K12.MTR.5.1, MA.912.AR.1.7*	Use factoring techniques and distribution to rewrite quadratic expressions.
Factoring Polynomials, Part 2 *MA.K12.MTR.2.1, MA.K12.MTR.5.1, MA.912.AR.1.7*	Use factoring techniques and distribution to rewrite quadratic expressions.

UNIT 4: QUADRATIC EQUATIONS AND FUNCTIONS (DAYS 37 – 52)

In this unit, you will practice writing and solving quadratic equations using a variety of techniques, including inspection, taking square roots, and factoring. You will also graph quadratic functions and identify their key features.

Lesson/*Florida* Standards	Lesson Objective
Solving Quadratic Equations with Square Roots *MA.K12.MTR.3.1, MA.K12.MTR.4.1, MA.912.AR.1.2, MA.912.AR.3.1*	Solve quadratic equations in one variable by inspection and by taking square roots.
Solving Quadratic Equations by Factoring *MA.K12.MTR.4.1, ELD.K12.ELL.MA.1, MA.912.AR.3.1*	Solve quadratic equations in one variable by factoring.
Quadratic Relationships *MA.K12.MTR.2.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.F.1.2*	Explore quadratic relationships and use their graphs to identify key attributes.
Graphs of Quadratic Relationships *MA.K12.MTR.2.1, ELA.K12.EE.1.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.F.1.2, MA.912.F.2.1*	Graph and transform quadratic functions on the coordinate plane.
Forms of Quadratic Equations *MA.K12.MTR.2.1, ELD.K12.ELL.MA.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.AR.3.8, MA.912.F.1.2*	Identify and use the three forms of quadratic equations.

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Lesson/*Florida* Standards	Lesson Objective
Writing Quadratic Functions and Equations *MA.K12.MTR.2.1, ELD.K12.ELL.MA.1, MA.912.AR.3.4, MA.912.AR.3.5, MA.912.AR.3.8, MA.912.F.1.8*	Write quadratic equations in two variables.
Unit Activity: Quadratic Equations and Functions *MA.K12.MTR.6.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, MA.912.AR.3.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.AR.3.8, MA.912.F.2.1*	Use quadratic functions to model real-world situations.

UNIT 5: EXTENDING QUADRATIC RELATIONSHIPS (DAYS 53 – 67)

In this unit, you will continue to practice solving quadratic equations as you explore the methods of completing the square and applying the quadratic formula. You will also use your knowledge of functions to model and compare linear, exponential, and quadratic relationships.

Lesson/*Florida* Standards	Lesson Objective
Solving Quadratic Equations by Completing the Square *MA.K12.MTR.3.1, MA.K12.MTR.4.1, ELD.K12.ELL.MA.1, MA.912.AR.3.1, MA.912.AR.3.6*	Solve quadratic equations in one variable by completing the square.
The Quadratic Formula *MA.K12.MTR.3.1, ELD.K12.ELL.MA.1, MA.912.AR.1.2, MA.912.AR.3.1*	Solve quadratic equations in one variable and categorize the solutions using the quadratic formula.
Comparing Functions *MA.K12.MTR.2.1, MA.912.AR.3.7, MA.912.AR.3.8, MA.912.F.1.1, MA.912.F.1.2, MA.912.F.1.3, MA.912.F.1.6*	Compare and translate representations of linear, exponential, and quadratic functions.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Modeling with Functions *MA.K12.MTR.1.1, MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.9.6, MA.912.F.1.1, MA.912.F.1.6, MA.912.F.1.8, MA.912.FL.3.2, MA.912.FL.3.4*	Determine and apply the function type that best models a mathematical or real-world situation.
Unit Activity: Extending Quadratic Relationships *MA.K12.MTR.6.1, MA.K12.MTR.7.1, MA.912.AR.3.1*	Solve quadratic equations using the method appropriate to the initial form of the equation.

UNIT 6: STATISTICS (DAYS 68 – 90)

In this unit, you will explore different ways of representing, analyzing, and comparing data sets.

Lesson/*Florida* Standards	Lesson Objective
Understanding Statistics *ELA.K12.EE.3.1, MA.912.DP.1.2, MA.912.DP.1.4*	Identify and explain the purpose and structure of statistics and random sampling and make inferences from sample results.
Visual Representations of Data *MA.K12.MTR.2.1, ELA.K12.EE.3.1, ELD.K12.ELL.MA.1, MA.912.DP.1.1*	Represent data with dot plots, box plots, and histograms.
Comparing Data Sets *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.DP.1.1, MA.912.DP.1.2*	Compare multiple data sets using statistics and interpret differences in shape, center, and spread.
Evaluating Reports *ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, MA.912.DP.1.2, MA.912.DP.1.4*	Evaluate reports based on real-world data for accuracy, bias, and validity.
Math in Persuasion *MA.K12.MTR.1.1, MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1*	Use mathematics and research to evaluate information and present an analysis of your findings.

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Lesson/*Florida* Standards	Lesson Objective
Two-Way Frequency Tables *MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.DP.1.1, MA.912.DP.1.2, MA.912.DP.1.3, MA.912.DP.3.1*	Construct two-way frequency tables for categorical data and interpret measures and associations within the data, including relative frequencies.
Unit Activity: Statistics *MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.DP.1.2*	Analyze, interpret, and justify conclusions from a set of data.

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Florida English 1, Semester A

Florida Course Code: 1001310 Credits: 0.5

Course Overview and Goals

English/Language Arts is the study of language through the interpretation and analysis of texts. You will examine a collection of diverse, authentic texts and analyze the techniques used by their authors. You will then apply that learning to your own writing, drawing on a wide range of authorial techniques to support your own development as an author and thinker. In Florida English 1, Semester A, you will analyze techniques in poetry, fiction, and nonfiction texts to analyze thematic connections and inform your own writing and in-class discussions. By the end of this course, you will be able to do the following:

- Closely read a range of informational texts, literature, and poetry, nimbly applying various reading strategies to support your understanding.
- Use textual evidence to inform your analysis and support your ideas about a text.
- Analyze how a text's structure can create tension, mystery, and suspense.
- Analyze how authors draw on and transform source material.
- Determine central ideas and themes in a text and analyze their development.
- Determine authors' purposes and points of view and compare them across texts.
- Examine how ideas unfold and connect across a text.
- Deconstruct, delineate, and evaluate arguments in a text.
- Analyze complex characters in a literary text, including how they develop and how they interact with other characters.
- Analyze multiple accounts of a subject, conveyed through different mediums.
- Draw on a range of strategies to determine the denotative, connotative, and technical meanings of words.
- Interpret nuances in word meaning and understand their impact on tone and meaning.
- Produce effective analytical, argumentative, narrative, and expository writing that is appropriate in tone and style and suited for task, purpose, and audience.
- Objectively summarize informational and literary texts.
- Engage in research to produce, publish, and present research findings in the forms of expository writing and multimedia presentations.

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Scope and Sequence

This document outlines the design of Florida English 1, Semester A, as well as the coverage of the Florida's B.E.S.T. Standards within the course.

Florida's B.E.S.T. Standards English Language Arts

UNIT 1: PAGE TURNERS AND PLOT TWISTS (DAYS 1 – 24)

In this unit, you will read a variety of modern and classic short stories. You will analyze how the structure and language of the stories create exciting effects for the reader, such as tension and suspense. You will explore connections among the stories, focusing on how authors of contemporary stories draw on and transform themes from classic source material. By the end of the unit, you will understand how an author's choices can keep us readers on the edge of our seats. You will also understand how to write analytically about these choices, grounding your claims and ideas in rich and relevant textual evidence.

Lesson/*Florida Standards*	**Lesson Objective**
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Clarifying Big Ideas: Thinking about Reading	Understand how to better comprehend a text by learning about what happens in your mind while you read.
Analyzing How Order of Events Creates Tension in "The Monkey's Paw" *ELA.9.R.1.1, ELA.9.R.3.3, ELA.9.V.1.3*	Analyze how an author uses the order of events to create tension and mystery, analyze how an author draws on and transforms source material, and identify and verify the meaning of words using reference materials.
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw" *ELA.9.R.1.1, ELA.9.R.3.2, ELA.9.C.1.3*	Analyze how an author uses pacing to create tension, provide an objective summary of a text, and write an analysis of how pacing and order of events create tension and mystery.
Analyzing How Pacing and Structure Create Suspense in "New Chicago" *ELA.9.R.1.1, ELA.9.C.1.3*	Analyze how a text's order of events, pacing, and structure create tension and suspense, and write and revise an analysis supported by strong text evidence.

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Lesson/*Florida Standards*	**Lesson Objective**
Analyzing Theme Development in "New Chicago" *ELA.9.R.1.1, ELA.9.R.1.2, ELA.9.C.1.3*	Identify a theme and analyze its development throughout a text, and write an analysis of theme development, focusing on creating cohesion between ideas.
Comparing a Text to Source Material in "The Monkey's Paw" and "New Chicago" *ELA.9.R.1.2, ELA.9.R.3.3*	Analyze how structure develops theme in works of fiction, analyze how an author draws upon and transforms source material, and write an analysis of how authors draw upon source material to develop themes.
Examining the Relationship Between Structure and Effect in "Games at Twilight" *ELA.9.R.1.1, ELA.9.R.1.4*	Analyze the effects of narrative structure on a text, analyze how cultural experience can be reflected in fiction, and write an analysis on how an author uses structure to create tension, focusing on creating clarity between claim and reasons.
Analyzing Character, Structure, and Theme in "The Odyssey" *ELA.9.R.1.1, ELA.9.R.1.3, ELA.9.V.1.3*	Identify the elements of epic poetry, and analyze the relationship between the characters, structures, and themes of a work of epic poetry.
Analyzing Nuance in Words in "The Tell-Tale Heart" *ELA.9.R.1.1, ELA.9.R.1.3, ELA.9.V.1.3*	Determine the denotative and connotative meanings of words, consult general and specialized reference materials to clarify word meanings, and analyze the impact of nuance in word meanings.
Unit Activity: Write a Literature Analysis on Authorial Techniques *ELA.9.R.1.1, ELA.9.C.1.3, ELA.9.C.3.1, ELA.9.V.1.1*	Plan, write, and revise a piece of analytical writing, analyze the techniques authors use to create mystery, tension, and surprise, and record strong text evidence to support your analysis.

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UNIT 2: LEAVING A LEGACY (DAYS 25 - 44)

This unit features a wide span of rich texts, from poetry to short fiction and from written arguments to spoken ones. This diversity in text type provides opportunities to build a range of skills, such as analyzing parallel structure, describing character interactions, and evaluating arguments. Across the unit, and prompted by the texts, you will reflect on the impact of legacy and on what it means to make a difference. You will develop these ideas through an independent research project, based on a carefully crafted research question inspired by themes of legacy.

Lesson/*Florida Standards*	**Lesson Objective**
Analyzing Theme Development through Details and Parallel Structure in "If" *ELA.9.R.1.1, ELA.9.R.1.2, ELA.9.R.3.1, ELA.9.C.3.1*	Analyze how a theme is shaped by details in a poem, examine the use of parallel structure in a poem, and write an analysis using parallel structure effectively.
Examining the Order of Ideas in "Yangon's Hero, Wielding Power of Stop and Go" *ELA.9.R.2.1, ELA.9.R.3.2*	Write an objective summary of a text and identify how sections of a text unfold and connect a series of ideas.
Clarifying Big Ideas: Benefits of Summarizing Click or tap here to enter text.	Learn about the value of summarizing as a strategy to understand and remember the key ideas of an informational text.
Evaluating Evidence in an Informational Text *ELA.9.R.2.2, ELA.9.R.2.4, ELA.9.R.3.2, ELA.9.C.3.1*	Write an objective summary of a text and identify the argument in a text and evaluate the evidence provided to support a claim.
Analyzing Argument in "Letter from Frederick Douglass to Harriet Tubman" *ELA.9.R.2.2, ELA.9.R.2.4*	Delineate an author's claim, and analyze how an author introduces, develops, and connects points in a text to create an argument.
Evaluating the Effectiveness of Michelle Obama's Argument in Her Health and Nutrition Speech *ELA.9.R.2.4, ELA.9.R.3.4*	Describe an author's argument and evaluate the effectiveness of an argument.

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Lesson/*Florida Standards*	Lesson Objective
Analyzing Character Interactions in "An Hour with Abuelo" *ELA.9.R.1.1, ELA.9.V.1.3*	Describe how a complex character interacts with other characters and write an analysis explaining how character interactions develop a character using a claim and textual support.
Analyzing Theme Development in "An Hour with Abuelo" *ELA.9.R.1.1, ELA.9.R.1.2, ELA.9.R.3.2*	Summarize a text and analyze how an author develops theme through characterization.
Researching What It Takes to Make a Difference *ELA.9.C.1.3, ELA.9.C.4.1, ELA.9.V.1.1*	Conduct research to answer a research question, develop a plan for writing an argument, and compose a paragraph synthesizing information to answer the research question.
Unit Activity: Write an Argument on What it Takes to Make a Difference *ELA.9.C.1.3, ELA.9.C.3.1*	Plan, write, and revise an argumentative essay using textual evidence and research to support a claim.

UNIT 3: LOOKING INWARD (DAYS 45 – 65)

In this unit, you will turn inward, focusing on personal narratives that explore themes of identity. Through analysis of these narrative texts, you will learn how to determine an author's point of view, examine how details refine and shape ideas, and compare stories of the same subject presented in different mediums. You will then plan and develop a personal narrative, applying the techniques you encountered in your analysis of mentor texts and drawing on the meaningful experiences that have shaped your own identity.

Lesson/*Florida Standards*	Lesson Objective
Determining the Central Idea in "The Cutting of My Long Hair" *ELA.9.R.2.2, ELA.9.V.1.3*	Determine the central idea of a text, write a summary, and use context to determine the meanings of unknown words.
Analyzing Central Idea Development in "By Any Other Name" *ELA.9.R.2.2*	Analyze how the central ideas in a personal narrative are developed through details that reveal the author's perspective; cite textual evidence to support your analysis of how specific details develop the central idea; verify the meaning of unknown words by using reference materials; plan how you will develop a central idea in your own writing.

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Lesson/*Florida Standards*	**Lesson Objective**
Analyzing Word Choice in "By Any Other Name" *ELA.9.R.3.4, ELA.9.V.1.3*	Use context to determine the meaning of unknown words, identify shades of meaning and nuance in words, and analyze the impact of an author's word choice on meaning and tone.
Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name" *ELA.9.R.2.2, ELA.9.C.1.3*	Compare and contrast authors' points of view and write a literary analysis that introduces and develops a claim with text evidence.
Analyzing How Ideas are Developed and Refined in "Inglés in Thirty Minutes" *ELA.9.R.2.1, ELA.9.V.1.3*	Analyze how an author's ideas are developed and refined in a text, determine word meanings by consulting reference materials, and write an analytical paragraph drawing upon thorough text evidence.
Analyzing Text Structure in "The Story of My Life" *ELA.9.R.2.1, ELA.9.C.3.1*	Examine how the author structures a text to unfold a series of events and ideas, and plan and write an analysis on the effect of text structure.
Analyzing Two Accounts of Helen Keller's Life *ELA.9.R.2.3, ELA.9.C.1.3*	Compare multiple accounts of the same event in various mediums and write a comparative analysis drawing upon text evidence and focusing on cohesion.
Planning and Developing Your Writing with Model Texts *ELA.9.C.1.2, ELA.9.C.3.1*	Analyze a model memoir and examine it for key ideas and narrative techniques and plan your own personal narrative.
Clarifying Big Ideas: Rethinking the Writing Process Click or tap here to enter text.	Learn how the writing process requires ongoing rethinking and rewriting.
Unit Activity: Write a Personal Narrative Exploring Identity *ELA.9.C.1.2, ELA.9.C.1.5, ELA.9.C.3.1*	Plan and write a personal narrative using effective techniques and revise your personal narrative to reflect correct use of parallel structure, spelling, and punctuation, including semicolons.

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UNIT 4: A NATURAL BALANCE (DAYS 66 – 90)

In this final unit of Semester A, you will read informational and literary texts that center around topics of nature. You will interpret technical language and figures of speech, analyze rhetoric and its role in advancing points of view, and develop skills for effective expository writing. The texts of this unit prompt us readers to consider our place in the natural world. You will develop your own ideas about this topic through an expository essay that explains the role of humans in nature. This unit also contains an optional novel study of *Frankenstein* by Mary Shelley, offering a deeper dive into analyzing the theme of one's place in nature.

Lesson/*Florida Standards*	**Lesson Objective**
Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility" *ELA.9.R.3.2, ELA.9.V.1.2, ELA.9.V.1.3*	Determine the meanings of unknown words by using context and analyzing patterns of word changes, identify the central idea of a text, and write an objective summary.
Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility" *ELA.9.R.2.1, ELA.9.C.3.1, ELA.9.V.1.1*	Analyze how an author unfolds a series of ideas and how those ideas are connected and refined throughout the text and write an expository paragraph explaining the factors that influence survival in harsh environments, focusing on transitions.
Clarifying Big Ideas: Benefits of Rereading	Learn about the value of rereading complex literary texts as a strategy to understand them at a deeper level.
Analyzing the Development of Theme in "To Build a Fire" *ELA.9.R.1.1, ELA.9.R.1.2*	Determine the theme of a text, analyze how details allow a theme to emerge and develop, and write a brief analysis about how details develop theme.
Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature" *ELA.9.R.2.1, ELA.9.C.1.4, ELA.9.V.1.3*	Analyze how an author develops and refines ideas and determine technical meanings of words and phrases using reference materials.
Determining Technical Meanings in "Clean Tech Rises Again" *ELA.9.C.1.4, ELA.9.V.1.1, ELA.9.V.1.3*	Determine the technical meaning of words and phrases with resources and reference materials, determine the central idea of a text and provide a summary, and write an expository response about how humans can utilize nature.

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Lesson/*Florida Standards*	**Lesson Objective**
Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West" *ELA.9.R.2.3, ELA.9.R.3.1, ELA.9.V.1.3*	Analyze connections between ideas and how they support a central idea of a text and analyze the role of figures of speech, verify the meaning of words and phrases using context and a dictionary.
Examining Rhetoric and Point of View in the Speech "All-of-the-Above" *ELA.9.R.2.3, ELA.9.R.3.4, ELA.9.C.1.4*	Identify rhetoric in a speech, analyze how rhetoric advances the speaker's point of view, and write an expository response about how a speaker uses rhetoric to advance a point of view.
Analyzing Point of View and Central Idea in Texts *ELA.9.R.2.2, ELA.9.R.3.1, ELA.9.V.1.3*	Determine the central idea or theme of a text, analyze a speaker's point of view in a poem, and examine how figures of speech, connotative meanings, and denotative meanings contribute to poems' meanings.
Course Activity: Examine How Figurative Language Creates Mood *ELA.9.R.1.1, ELA.9.R.3.1*	Identify various kinds of figurative language in texts, explain how figurative language creates mood in texts, and explain how language and mood enhances meaning of texts.
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature *ELA.9.C.1.4, ELA.9.C.1.5, ELA.9.C.3.1*	Plan and write an informational text to examine our role in nature, and revise and edit your writing to improve sentence structure, punctuation, and spelling.

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Florida M/J Physical Science, Semester A

Florida Course Code: 2003010 Credits: 0.5

Course Overview and Goals

Science is the study of the natural world. It relies on experimentation and evidence to describe the natural events that occur around us. Physical science is the study of matter and energy. In Florida M/J Physical Science, Semester A, you will describe the atomic and molecular structure of substances using models. You will investigate how chemical reactions involve energy and lead to changes in properties of substances. You will also model different kinds of forces and the effect they have on the motion of objects. You will solve problems involving work and power and apply these principles to simple machines. Finally, you will see how simple machines make up more complex machines that are important in our lives.

By the end of this course, you will be able to do the following:

- Apply the scientific method to explain phenomena involving matter and energy.
- Classify matter by its composition and properties.
- Model atomic and molecular structures of substances.
- Explain the relationship between thermal energy and states of matter.
- Describe the Bohr model of an atom.
- Research historical models of the atom developed by scientists.
- Compare properties of reactants and products to determine whether a chemical reaction has occurred.
- Develop a model to show that atoms are conserved in chemical reactions.
- Describe energy changes that occur during a chemical reaction.
- Design, build, test, and modify a device that relies on a transfer of thermal energy.
- Describe the properties and uses of synthetic materials and how they affect society.
- Identify and sketch forces that act on real-world objects.
- Analyze the motion of objects using words, equations, and graphs.
- Explain how the concepts of force and motion are related.
- Analyze input and output forces in simple machines.
- Solve problems involving work and power.
- Design, build, test, and modify a device that uses one or more simple machines.

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Scope and Sequence

This document outlines the design of Florida M/J Physical Science, Semester A, as well as the coverage of the Next Generation Sunshine State Standards within the course.

Florida M/J Physical Science Standards

UNIT 1: STRUCTURE AND PROPERTIES OF MATTER (DAYS 1 – 31)

In this unit, you will first learn about the scientific method and the kinds of phenomena studied in physical science. You will classify matter by its composition and properties, including matter that you find around your home. You will develop models for the molecular structure of matter and explain how matter changes state with the addition or removal of thermal energy. Finally, you will describe the model of the atom developed by Niels Bohr and explain how the model of the atom has changed over time based on the work of Bohr and other scientists.

Lesson/*Florida* *Standards*	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Introduction to Physical Science *SC.6.N.1.3, SC.6.N.1.5, SC.6.N.2.3, SC.6.N.3.3, SC.7.N.1.3, SC.7.N.1.6, SC.7.N.1.7, SC.7.N.3.1, SC.7.P.10.1, SC.8.N.1.1, SC.8.N.2.1, SC.8.N.2.2, SC.8.N.3.1, SC.8.N.3.2, SC.8.P.8.6, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Apply the steps of the scientific method, and identify the kinds of phenomena studied in physical science.
Course Activity: Scientific Reasoning *SC.6.N.1.2, SC.6.N.1.4, SC.6.N.2.1, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, SC.7.N.1.2, SC.7.N.1.3, SC.7.N.1.4, SC.7.N.1.5, SC.7.N.3.1, LAFS.68.RST.2.4*	Apply the scientific method to analyze scientific investigations.
Course Activity: Examining Matter *SC.6.N.3.3, SC.7.P.11.1, SC.8.N.1.1, SC.8.N.1.3, SC.8.N.1.5, SC.8.N.2.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1*	Carry out an investigation to compare properties of common household materials.
Matter Around Us *SC.8.P.8.3, SC.8.P.8.4, SC.8.P.8.5, SC.8.P.8.8, SC.8.P.8.9, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.WHST.1.2.d, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1*	Classify matter by its composition and properties.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Building Models of Atomic Arrangements *SC.8.N.1.1, SC.8.N.1.3, SC.8.N.3.1, SC.8.P.8.5, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Develop models of atomic arrangements of substances, and apply scientific ideas to develop an explanation for real-world phenomena.
Energy and Changes in State *SC.7.P.11.1, SC.7.P.11.4, SC.8.N.1.1, SC.8.P.8.8, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10*	Explain how the motion of particles of matter changes when thermal energy is added or removed.
Course Activity: Observing a Change in State *SC.8.N.1.1, SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Predict changes in the state of water when thermal energy is added or removed.
Atoms and Elements *SC.6.N.1.5, SC.6.N.2.2, SC.6.N.2.3, SC.7.N.3.1, SC.8.N.1.1, SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.1, SC.8.P.8.5, SC.8.P.8.6, SC.8.P.8.7, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Describe the Bohr model of the atom and explain how the model of the atom has changed over time.
Unit Activity *SC.6.N.3.3, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.8, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.a, LAFS.68.WHST.1.2.b, LAFS.68.WHST.1.2.c, LAFS.68.WHST.1.2.d, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10*	Research and write about how scientists developed historical models of the atom.

UNIT 2: CHEMICAL REACTIONS (DAYS 32 – 57)

In this unit, you will examine chemical reactions between substances. You will learn to determine whether a chemical reaction has occurred by comparing properties of reactants and products. You will also develop a model to show that atoms are conserved in chemical reactions and describe the energy changes that have taken place. You will apply ideas about chemical reactions to design, construct, test, and modify a device that releases or absorbs thermal energy. Finally, you will see how inventors use chemical reactions to create synthetic materials and how the products affect society.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Observing a Chemical Reaction *SC.6.N.3.3, SC.7.N.1.4, SC.7.P.11.1, SC.8.N.1.1, SC.8.N.1.3, SC.8.P.8.8, SC.8.P.9.1, SC.8.P.9.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Compare properties of reactants and products in a chemical reaction.
Properties and Chemical Reactions *SC.6.N.2.3, SC.6.N.3.3, SC.8.N.1.1, SC.8.N.3.1, SC.8.P.9.1, SC.8.P.9.2, SC.8.P.9.3, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.d*	Determine whether a chemical reaction has occurred by comparing properties of reactants and products.
Atoms in Chemical Reactions *SC.6.N.3.3, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.5, SC.8.P.9.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.7.1*	Develop a model that shows that atoms are conserved in chemical reactions.
Energy Changes in Chemical Reactions *SC.6.N.3.3, SC.6.P.11.1, SC.7.N.3.1, SC.8.N.1.1, SC.8.N.3.2, SC.8.P.8.8, SC.8.P.9.2, SC.8.P.9.3, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Describe energy changes that occur during a chemical reaction.
Course Activity: Building a Device That Uses Energy from Chemical Reactions *SC.8.N.1.1, SC.8.N.1.3, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.9.2, SC.8.P.9.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Design, construct, test, and modify a device that uses a chemical reaction to release or absorb thermal energy.
Synthetic Materials *SC.7.N.1.7, SC.8.N.1.1, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.8, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.5, LAFS.68.RST.2.6, LAFS.68.WHST.1.1.c, LAFS.68.WHST.1.1.e*	Describe the properties and uses of synthetic materials and how they affect society.

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Lesson/*Florida* Standards	Lesson Objective
Unit Activity *SC.7.N.1.4, SC.8.N.2.1, SC.8.P.9.3, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.3.8, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.a, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.1.c, LAFS.68.WHST.1.1.d, LAFS.68.WHST.1.1.e, LAFS.68.WHST.1.2.d, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10, LAFS.8.SL.2.5*	Evaluate energy resources and develop a plan to manage them in your community.

UNIT 3: FORCES AND MOTION (DAYS 58 – 90)

In this unit, you will explore the relationship between force and motion. You will identify and sketch forces that act on objects and predict how the objects will move. You will analyze the motion of objects using words, equations, and graphs. You will apply the concepts of force and motion to design a car bumper that will reduce the force on riders during a collision. Finally, you will analyze the forces involved in simple machines that make our lives easier, and you will solve problems involving work and power.

Lesson/*Florida* Standards	Lesson Objective
Course Activity: Exploring Forces *SC.6.P.13.1, SC.6.P.13.2, SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4*	Identify and sketch forces that act on real-world objects.
Motion and Motion Graphs *SC.6.P.12.1, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Analyze the motion of objects using words, equations, and graphs.
Using Forces to Predict Motion *SC.6.N.2.3, SC.6.N.3.3, SC.6.P.13.1, SC.6.P.13.2, SC.6.P.13.3, SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7*	Identify the forces exerted on an object and predict the object's motion.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Investigating Forces and Motion *SC.6.N.3.3, SC.6.N.3.4, SC.8.N.1.3, SC.8.N.1.6, LAFS.68.RST.1.2, LAFS.68.RST.1.3, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1*	Plan and carry out an investigation to determine how force and motion are related to each other.
Collisions *SC.6.N.3.3, SC.6.P.13.1, SC.8.N.1.4, SC.8.N.1.6, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1, MAFS.K12.MP.7.1*	Identify force interactions between two objects and predict the motion of the objects.
Course Activity: Designing a Car Bumper *SC.6.N.3.4, SC.7.N.3.2, SC.8.N.1.2, SC.8.N.1.3, SC.8.N.1.4, SC.8.N.1.6, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1*	Design a car bumper that will reduce the force on riders during a collision.
Simple Machines *SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.WHST.1.2.d, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Analyze input and output forces in simple machines and solve problems involving work and power.
Unit Activity *SC.6.N.3.3, SC.6.P.12.1, SC.6.P.13.2, SC.6.P.13.3, SC.7.N.1.4, SC.7.P.11.3, LAFS.68.RST.3.7*	Design, build, test, and modify a tool or device that uses one or more simple machines.

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Florida M/J Physical Science, Semester B

Florida Course Code: 2003010 Credits: 0.5

Course Overview and Goals

Science is the study of the natural world. It relies on experimentation and evidence to describe the natural events that occur around us. Physical science is the study of matter and energy. In Florida Physical Science, Semester B, you will investigate gravitational, electric, and magnetic force fields and identify factors that determine their strength. You will apply concepts of electricity and magnetism to explain how motors, generators, and electromagnets work. You will discuss energy transformations in objects and systems, including how heat flows between objects that are at different temperatures. You will model how sound and light travel as waves and how they interact with different forms of matter. Finally, you will explore how electromagnetic waves help us communicate with one another and collect information about the universe.

By the end of this course, you will be able to do the following:

- Construct arguments that support the law of universal gravitation.
- Identify factors that determine the strength of forces created by electric charge and by magnets.
- Describe how current flows through series and parallel electric circuits.
- Differentiate between electromagnets, generators, and motors.
- Identify different forms of energy and discuss how energy flows through systems.
- Explain how the position of an object in a force field relates to its potential energy.
- Compute the kinetic energy of moving objects.
- Define the law of conservation of energy.
- Analyze models that show how heat flows between objects at different temperatures.
- Design, build, and test a device that involves transfer of thermal energy.
- Classify waves based on their characteristics and use mathematics to model them.
- Interpret models of interactions of light and matter.
- Assess how light from objects in space provides information about their temperature, composition, and distance.
- Compare and contrast the use of digital and analog signals in communication.

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Scope and Sequence

This document outlines the design of Florida M/J Physical Science, Semester B, as well as the coverage of the Next Generation Sunshine State Standards within the course.

Florida M/J Physical Science Standards

UNIT 1: FORCE FIELDS (DAYS 1 – 30)

In this unit, you will explore gravitational, electric, and magnetic force fields. You will use evidence to explain the force of gravity around you and understand how the strength (force) of gravity depends on an object's mass. You will also identify factors that determine the strength of forces created by electric charge and by magnets. You will model series and parallel circuits and explain how a current flows through them. You will apply your understanding of electricity and magnetism to classify devices as electromagnets, generators, and motors. You will describe the cause of Earth's magnetic field and explain how it protects our atmosphere from charged particles. Finally, in a real-world application, you will calculate how much electricity you use in your home and propose ways to conserve electricity.

Lesson/*Florida* Standards	**Lesson Objective**
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Gravity *SC.6.N.3.3, SC.6.P.13.1, SC.6.P.13.2, SC.7.N.2.1, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.2, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.a, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.1.c, LAFS.68.WHST.1.2.d, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Use evidence to construct arguments supporting the claim that gravity is attractive and that its strength depends on the mass of objects.
Electricity and Magnetism *SC.6.P.13.1, SC.8.P.8.4, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9*	Identify factors that determine the strength of forces created by electric charge and by magnets.
Course Activity: Finding Evidence of Force Fields *SC.6.N.3.4, SC.8.N.1.3, SC.8.N.1.5, SC.8.N.1.6, SC.8.N.2.2, SC.8.N.3.1, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.3.1*	Carry out an investigation to report evidence of force fields acting between objects.

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Lesson/*Florida* Standards	Lesson Objective
Electric Circuits *SC.6.N.3.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Identify series and parallel circuits and explain how current flows through them.
Course Activity: Conserving Electricity at Home *SC.8.N.1.3, SC.8.N.1.6, SC.8.N.4.1, SC.8.N.4.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Calculate how much electricity you use in your home and propose ways to reduce the amount.
Electromagnets, Generators, and Motors *SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9*	Differentiate between electromagnets, generators, and motors, and describe how they work.
Unit Activity *SC.6.P.13.1, SC.8.P.8.4, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.3.8, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.a, LAFS.68.WHST.1.2.b, LAFS.68.WHST.1.2.c, LAFS.68.WHST.1.2.d, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10, LAFS.8.SL.2.5*	Describe the cause of Earth's magnetic field and explain how it protects our atmosphere from charged particles.

UNIT 2: ENERGY (DAYS 31 – 67)

In this unit, you will examine forms of energy and energy transformations. You will construct energy flow diagrams to describe the movement of energy through one or more systems. You will explain how the position of an object in a force field relates to its potential energy. You will also discuss how speed and mass affect the kinetic energy of an object. You will investigate how heat flows between objects at different temperatures and how that process relates to thermal energy. Finally, you will apply heat transfer ideas as you design, construct, test, and modify a device that minimizes or maximizes thermal energy transfer.

Lesson/*Florida* Standards	Lesson Objective
Course Activity: Describing the Movement of Energy *SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.2.1*	For an event that involves energy, describe what the energy did, where it came from, and where it went.

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Lesson/*Florida* Standards	Lesson Objective
Forms of Energy *SC.6.P.11.1, SC.7.P.11.2, SC.8.N.1.6, SC.8.N.2.1, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.2.d*	Identify examples of different forms of energy.
Course Activity: Investigating Gravity and Potential Energy *SC.6.P.11.1, SC.6.P.13.1, SC.8.N.1.3, SC.8.N.1.5, SC.8.N.2.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Design an investigation that explores the relationship between position and gravitational potential energy.
Potential Energy *SC.6.P.11.1, SC.6.P.13.1, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Explain how the position of an object in a force field is related to the amount of its potential energy.
Kinetic Energy *SC.6.P.11.1, SC.8.N.1.4, SC.8.N.1.6, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Explain how the speed and mass of a moving object are related to the object's kinetic energy.
Energy Transfer and Transformation *SC.6.P.11.1, SC.7.P.11.2, SC.7.P.11.3, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Explain that when the kinetic energy of an object changes, energy is transferred to or from the object.
Course Activity: Investigating Temperature Changes in Materials *SC.6.N.3.4, SC.7.P.11.4, SC.8.N.1.3, SC.8.N.3.1, LAFS.68.RST.1.3, LAFS.68.RST.2.4*	Plan and carry out an investigation to identify factors that affect an object's change in temperature.
Thermal Energy and Heat *SC.7.P.11.1, SC.7.P.11.4, SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.d*	Analyze models that illustrate how heat flows between objects at different temperatures.
Unit Activity *SC.6.P.11.1, SC.7.P.11.4, LAFS.68.RST.1.3, LAFS.68.RST.3.7*	Design, construct, test, and modify a device that minimizes or maximizes thermal energy transfer.

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UNIT 3: WAVES (DAYS 68 – 90)

In this unit, you will investigate the characteristics and applications of waves. You will learn the parts of a wave and how to represent waves mathematically. You will explain how visible light, one type of electromagnetic wave, interacts with matter and develop a model to describe what you see. You will assess how light from objects in space gives information about their temperature, composition, and distance. Finally, you will study a real-world application of waves as you compare and contrast the use of digital and analog signals in communication.

Lesson/*Florida* *Standards*	Lesson Objective
Exploring Waves *SC.7.N.3.1, SC.7.P.10.1, SC.7.P.10.3, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1*	Classify waves based on their characteristics and use mathematics to model them.
Course Activity: Describing How Light Interacts with Matter *SC.7.N.1.1, SC.7.P.10.1, SC.7.P.10.2, SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Observe interactions of light and matter and develop a model that describes your observations.
Interactions of Light with Matter *SC.7.P.10.1, SC.7.P.10.2, SC.7.P.10.3, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.3.7*	Use models to describe interactions of light and matter.
Light and Information About the Universe *SC.7.N.2.1, SC.7.P.10.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Assess how light from objects in space provides information about their temperature, composition, and distance.
Unit Activity *SC.7.P.10.1, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.a, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.1.d, LAFS.68.WHST.1.1.e, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10*	Compare and contrast the use of digital and analog signals in communication.

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Florida M/J Civics, Semester A

Florida Course Code: 2106010 Credits: 0.5

Course Overview and Goals

Florida M/J Civics is a course that offers 100% alignment to the Florida Standards for Civics. The course includes a variety of unit and lesson activities that examine the history, geography, culture, and economy of the state that encourage research and reflection. Semester A offers three units that cover topics including the political and physical geography of the United States, rights and responsibilities of American citizenship, the origins of American government, and the structure and function of our government. In Semester A, you'll also examine the American legal system, compare and contrast the US Constitution and the Florida Constitution, explore how the Constitution both protects and limits individual rights, and investigate the rights and responsibilities of American citizens through research and real-world examples.

By the end of this course, you will be able to do the following:

- Describe the physical and political geography of the United States.
- Describe the population and culture of the United States.
- Explain the rights and responsibilities of citizenship.
- Examine primary and secondary sources.
- Explain the importance of government.
- Identify influences on U.S. government.
- Summarize how the U.S. Constitution was written.
- Explain how the Constitution protects individual rights through the Bill of Rights and other amendments.
- Compare and contrast the Florida Constitution and the US Constitution.
- Explain the structure and function of the U.S. Congress.
- Explain the structure and function of the executive branch of the U.S. federal government.
- Explain the structure and function of the federal judicial system.
- Describe the roles of law enforcement and the courts in the U.S. legal system.

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Scope and Sequence

This document outlines the design of Florida M/J Civics Semester A, as well as the coverage of the Florida Standards for Civics within the course.

CPALMS: Florida Standards for Civics

UNIT 1: A NATION AND ITS PEOPLE (DAYS 1 – 25)

In this unit, you will learn about the physical and cultural landscape of the United States. The unit begins with a lesson on the political and physical geography of the country, in which you will learn about the unique features of different regions of the United States. The next lesson focuses on the cultural composition of the country, including an examination of maps and data related to the current population. Finally, you will investigate the roles, rights, and responsibilities of all American citizens, culminating with an interactive activity in which you will research and interview fellow Americans who have real-world experiences carrying out the duties of citizenship

Lesson/*Florida Standards*	**Lesson Objective**
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Physical and Political Geography of the United States *SS.7.G.2.3, SS.7.G.1.1, SS.7.G.1.2, SS.7.G.1.3, SS.7.G.3.1, SS.7.G.5.1, SS.7.G.6.1, LAFS.68.RH.3.7, LAFS.7.SL.1.2, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1*	Describe the physical and political geography of the United States.
The People of the United States *SS.7.G.2.1, SS.7.G.2.2, SS.7.G.2.4, SS.7.G.4.1, SS.7.G.4.2*	Describe the population and culture of the United States.
Citizenship *SS.7.C.2.1, SS.7.C.2.2, SS.7.C.2.3, LAFS.68.RH.1.3, LAFS.68.RH.3.7, LAFS.7.SL.1.2, MAFS.K12.MP.6.1*	Explain the rights and responsibilities of citizenship.
Unit Activity *LAFS.68.WHST.3.7, LAFS.68.WHST.2.5*	Apply understanding of the responsibilities of citizenship to a real-world example.

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UNIT 2: FOUNDATIONS OF AMERICAN GOVERNMENT (DAYS 26 – 55)

Unit 2 focuses on the history of how our government was formed. It includes a discussion of major Enlightenment thinkers and their influence on our nation's founders, as well as explanation of fundamental concepts that shaped our American democracy, such as the social contract, natural rights, and the rule of law. You will also learn about other government systems that exist around the world. This unit also explains the events that led to the creation of the Declaration of Independence and early state and local governments. You will also closely examine the US Constitution, including an in-depth look at the Bill of Rights and several landmark Supreme Court cases that focused on matters of individual rights. Finally, you will research and closely read both the US Constitution and Florida Constitution to identify similarities and differences between these two governing documents. Throughout the unit, you will engage with many different primary and secondary sources to better understand how and why American democracy came to be.

Lesson/*Florida Standards*	**Lesson Objective**
What Is Government? *SS.7.C.3.1, SS.7.C.3.2, SS.7.C.3.14, LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.2.5*	Explain the importance of government.
Origins of American Government *SS.7.C.1.1, SS.7.C.1.2, SS.7.C.1.3, SS.7.C.1.4, SS.7.C.1.9, LAFS.68.RH.1.1, LAFS.68.RH.3.9*	Identify influences on U.S. government.
Writing the Constitution *SS.7.C.1.5, SS.7.C.1.1, SS.7.C.1.6, SS.7.C.1.7, SS.C.1.8, SS.7.C.1.9, SS.7.C.3.5*	Summarize how the U.S. Constitution was written.
The Bill of Rights and Individual Rights *SS.7.C.2.4, SS.7.C.2.5, SS.7.C.3.6, SS.7.C.3.7*	Explain how the Constitution protects individual rights through the Bill of Rights and other amendments.
Unit Activity *SS.7.C.3.13, LAFS.68.WHST.2.4, LAFS.68.WHST.2.6*	Compare and contrast the Florida Constitution and the US Constitution.

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UNIT 3: STRUCTURE AND FUNCTIONS OF THE U.S. GOVERNMENT (DAYS 56 – 90)

This unit explains the structures and functions of the US federal government branches. It begins with an examination of the legislative branch, including the Constitutional basis for its creation, as well its powers. The next lesson covers the Constitutional powers given to the executive branch, along with an explanation of the responsibilities of US president. The third lesson in this unit discusses the judicial branch of our government, including an explanation of the Supreme Court and our federal court system. Finally, you will learn about the American legal system and different types of law in the country, including case studies of landmark court cases that examine the role of law enforcement and the rights of the accused in matters of criminal law.

Lesson/*Florida Standards*	**Lesson Objective**
The Legislative Branch *SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.9, LAFS.68.RH.1.3*	Explain the structure and function of the U.S. Congress.
The Executive Branch *SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.12*	Explain the structure and function of the executive branch of the U.S. federal government.
The Judicial Branch *SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.11, SS.7.C.3.12*	Explain the structure and function of the federal judicial system.
The Legal System *SS.7.C.3.10, SS.7.C.3.12*	Describe the roles of law enforcement and the courts in the U.S. legal system.
Unit Activity *SS.7.C.2.6, LAFS.68.RH.1.3*	Analyze situations to determine the constitutional rights or process that must be respected.

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Florida M/J Civics, Semester B

Florida Course Code: 2106010 Credits: 0.5

Course Overview and Goals

Florida M/J Civics is a course that offers 100% alignment to the Florida Standards for Civics. The course includes a variety of unit and lesson activities that examine the history, geography, culture, and economy of the state that encourage research and reflection. Florida M/J Civics Semester B offers three units that cover topics including the American federal system, political parties and the election process, basic economic principles, and current matters regarding national and international economics. In Semester B, you will also examine the American political landscape, including voting and election process and evaluate local and national political figures. You will also compare and contrast the different levels of state and local governments, investigate current health-related public policies, and plan a community service project to address a local need. Finally, you will learn about the interconnected global economy and America's role in it, as well as plan and evaluate a personal financial budget.

By the end of this course, you will be able to do the following:

- Describe how power is distributed between state and federal governments.
- Explain the roles and functions of state and local governments.
- Understand the structure of the federal bureaucracy and how domestic policy is made.
- Explain how U.S. foreign policy is made and understand the role the United States has played in world affairs over time.
- Plan a service project that addresses a local community need.
- Explain the U.S. election process.
- Describe the ways voters and government might be influenced.
- Synthesize knowledge about elections to organize an election/political campaign and understand the important parts of the process.
- Define key economic concepts.
- Explain how the U.S. economy works and the ways in which the U.S. government is involved in the economy.
- Define key concepts in international economics.
- Utilize economic understanding to create a budget.

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Scope and Sequence

This document outlines the design of Florida M/J Civics Semester B, as well as the coverage of the Florida Standards for Civics within the course.

CPALMS: Florida Standards for Civics

UNIT 1: THE FEDERAL SYSTEM (DAYS 1 – 34)

In this unit, you will learn about structure of the American system of federalism, including an examination of the relationship between the central federal government and individual state governments. In addition, you will also read about the structures of state and local governments, including how powers are distributed and shared between each level. You will also explore how and why the national government sets domestic policy, including how the government regulates areas such as banking and finance and how it manages natural resources, healthcare, and law enforcement. Finally, the unit examines the US approach to foreign policy, including how the government works with other countries and international organizations to settle global issues.

Lesson/*Florida Standards*	**Lesson Objective**
State and Local Governments *SS.7.C.3.9, SS.7.C.3.1, SS.7.C.3.14, LAFS.68.RH.1.3*	Explain the roles and functions of state and local governments.
The Bureaucracy and Domestic Policy *SS.7.C.3.8, SS.7.C.3.9, SS.7.C.4.1*	Understand the structure of the federal bureaucracy and how domestic policy is made.
Foreign Policy *SS.7.C.3.8, SS.7.C.4.1, SS.7.C.4.2, SS.7.C.4.3, SS.7.C.2.13*	Explain how U.S. foreign policy is made and understand the role the United States has played in world affairs over time.
Unit Activity *SS.7.C.2.3, SS.7.C.2.12, SS.7.C.2.13, SS.7.C.2.14, HE.7.P.8.2, LAFS.68.WHST.1.1, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, MAFS.K12.MP.1.1*	Plan a service project that addresses a local community need.

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UNIT 2: THE AMERICAN POLITICAL SYSTEM (DAYS 35 – 61)

Unit 2 focuses on the history and evolution of American politics since the beginning of our nation. It includes an explanation of the major political parties in the country, including a discussion of how these parties formed and how their platforms have changed over time. In this unit, you will also receive a thorough explanation of political elections. You will learn about different types of elections, the nomination process, the voting process, and the role of the Electoral College in determining who will be president. Finally, the unit discusses role of the media and interest groups on informing and influencing public opinion in the country. This unit ends with an activity in which you will research and evaluate local political candidates or leaders and compare your political ideas to those of these individuals.

Lesson/*Florida Standards*	**Lesson Objective**
Political Parties *SS.7.C.2.8*	Describe types of political parties and analyze their role in the U.S. political process.
Elections *SS.7.C.2.9, SS.7.C.3.12, LAFS.68.RH.1.3*	Explain the U.S. election process.
Public Opinion, the Media, and Interest Groups *SS.7.C.2.10, SS.7.C.2.11, LAFS.68.RH.2.6, LAFS.68.RH.3.8*	Describe the ways voters and government might be influenced.
Unit Activity *SS.7.C.2.7, SS.7.C.2.9, LAFS.68.WHST.2.4*	Synthesize knowledge about elections to organize an election/political campaign and understand the important parts of the process.

UNIT 3: THE AMERICAN ECONOMIC SYSTEM (DAYS 62 – 90)

This unit explains our country's place in an ever-changing, 21st-century globalized and economy. It begins with an introduction to basic economic concepts before examining the specifics of the US economy, including a discussion of business, banking, and the government's role in maintaining and regulating the economic health of the nation. The unit also describes concepts related to international trade and how the country's economy and economic performance compares to that of other nations around the world. Finally, you will take the ideas and skills that you have learned throughout the lesson to create a personal budget based on an occupation and location of your choosing.

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Lesson/*Florida Standards*	**Lesson Objective**
Basic Economic Principles *SS.7.E.1.1, SS.7.E.1.3, SS.7.E.1.5, SS.7.E.2.4*	Define key economic concepts.
The U.S. Economy at Work *SS.7.E.1.2, SS.7.E.1.4, SS.7.E.2.1, SS.7.E.2.2, SS.7.E.2.3, SS.7.E.2.5*	Explain how the U.S. economy works and the ways in which the U.S. government is involved in the economy.
The United States and the Global Economy *SS.7.E.2.5, SS.7.E.3.1, SS.7.E.3.2, SS.7.E.3.3, SS.7.E.3.4*	Define key concepts in international economics.
Unit Activity *SS.7.E.1.6, SS.7.E.1.5, LAFS.68.WHST.1.2, MAFS.K12.MP.6.1*	Utilize economic understanding to create a budget.

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Syllabus

Florida Biology, Semester A

Course Overview

Florida Biology, Semester A, is a single-semester course designed to develop and enrich your knowledge in several core areas of biology. You will study cells, organs and organ systems, and heredity. This course consists of three units. In the first unit, you'll broaden your understanding of the nature of science and examine cell theory and cellular processes. In the next unit, you will explore how human body systems function and interact. In the final unit of this course, you'll study the role of cell division in an organism's growth and development and learn more about heredity and genetics, including genetic mutations and inheritance patterns. You will also have the option to learn more about biology through augmented reality and the use of the Edmentum AR Biology app on your mobile device.

Course Goals

By the end of this course, you will be able to do the following:

- Use the scientific method to investigate a biology question.
- Explain how atoms combine to form larger molecules that are necessary for various biological functions.
- Explain how different proteins produced by a cell carry out critical life functions through systems of specialized cells.
- Explain the working of different body systems using models.
- Conduct experiments to study the effect of exercise on muscles and heart rate and the effectiveness of enzymes under different conditions.
- Use a model to illustrate the role of mitosis and meiosis in producing and maintaining complex organisms.
- Make and defend a claim based on evidence that inheritable genetic variations may result from genetic mutations.
- Develop genetic models to calculate the probability of expressed traits in a population over several generations.
- Use statistics and probability to calculate variation and distribution of expressed traits in a population.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida Biology, Semester A, is a 0.5 credit course.

Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- (optional) mobile device with Edmentum AR Biology app downloaded

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Cells

Summary

In this unit, you'll practice using the scientific method to investigate scientific questions. Then you'll examine the nature of scientific knowledge, including scientific hypotheses, theories, and laws. You'll explore the foundational concepts of biochemistry. You'll learn to use a compound microscope and describe the vital importance of water in biology. You'll also explore the differences between the two types of cells: prokaryotic and

eukaryotic. Toward the end of the unit, you'll develop and explain a scientific argument supporting or opposing the view that AIDS currently meets the definition of a pandemic.

Day	**Activity**/*Objective*	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**Introduction to Biology** *Use the scientific method to investigate a biology question.*	Lesson
3 days: 5–7	**Scientific Theories and Laws** *Explain the nature of scientific theories and laws.*	Lesson
3 days: 8–10	**Introduction to Biochemistry** *Explain how atoms combine to form larger molecules that have various biological functions.*	Lesson
3 days: 11–13	**The Importance of Water** *Describe the properties of water that make it an essential molecule of life.*	Course Activity
3 days: 14–16	**Using a Microscope** *Use a compound microscope to investigate structures of different organisms.*	Course Activity
3 days: 17–19	**Cells: The Basic Units of Life** *Explain cell theory and the differences between prokaryotic and eukaryotic cells.*	Lesson
4 days: 20–23	**The AIDS Epidemic** *Construct and present a scientific argument supporting or opposing the view that AIDS currently meets the definition of a pandemic.*	Course Activity
3 days: 24–26	**Cell Processes and Transport** *Explain how different proteins produced by a cell carry out critical life functions through systems of specialized cells.*	Lesson
4 days: 27–30	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion

Day	**Activity**/*Objective*	Type
1 day: 31	**Posttest—Unit 1**	Assessment

Unit 2: Organ Systems

Summary

In this unit, you'll develop models to explain the functioning of the nervous, circulatory, respiratory, integumentary, immune, lymph, endocrine, and human reproductive systems. You'll study the effects of exercise on muscles and heart rate and investigate the effectiveness of enzymes under different conditions.

Day	**Activity**/*Objective*	Type
4 days: 32–35	**The Nervous System** *Develop and use a model to show how the nervous system processes and responds to stimuli from all other body systems.*	Lesson
4 days: 36–39	**The Effects of Exercise on Muscles and Heart Rate** *Plan and conduct an investigation to explain how exercise affects heart rate and muscle activity.*	Course Activity
4 days: 40–43	**The Respiratory and Circulatory Systems** *Develop a model to show how the circulatory and respiratory systems work together to provide oxygen to the body.*	Lesson
4 days: 44–47	**Enzymes** *Conduct an investigation that tests the effectiveness of an enzyme under different conditions.*	Course Activity
4 days: 48–51	**The Integumentary, Immune, Lymph, and Endocrine Systems** *Use models to explain how the integumentary, immune, lymph, and endocrine systems regulate the body and maintain homeostasis.*	Lesson

Day	**Activity**/*Objective*	Type
4 days: 52–55	**Human Reproduction and Development** *Use models to explain how human reproduction is controlled by anatomical and biochemical processes.*	Lesson
4 days: 56–59	**Unit Activity and Discussion—Unit 2** *Includes an Augmented Reality exploration: Frog Dissection*	Unit Activity with AR/ Discussion
1 day: 60	**Posttest—Unit 2**	Assessment

Unit 3: Heredity

Summary

This unit delves into the roles of mitosis, meiosis, DNA, and chromosomes in an organism's growth and development. You'll present supporting materials to answer questions based on the search for a cancer cure. Toward the end of this unit, you'll use genetic models, statistics, and probability to learn more about inheritance patterns.

Day	**Activity**/*Objective*	Type
4 days: 61–64	**Mitosis and Meiosis** *Use a model to illustrate the role of mitosis and meiosis in producing and maintaining complex organisms.*	Lesson
3 days: 65–67	**Genes: The Heredity Code** *Ask questions to clarify relationships about the role of DNA and chromosomes in passing traits from parents to offspring.*	Lesson
4 days: 68–71	**The Cure for Cancer** *Present evidence to answer questions about the search for a cancer cure.*	Course Activity
4 days: 72–75	**Genetic Mutations** *Make and defend a claim based on evidence that inheritable genetic variations may result from genetic mutations.*	Lesson
4 days: 76–79	**Genetic Models** *Develop genetic models to calculate the probability of expressed traits in a population over several generations.*	Course Activity

Day	Activity/*Objective*	Type
4 days: 80–83	**Inheritance Patterns and Genetic Research** *Use statistics and probability to calculate variation and distribution of expressed traits in a population.*	Lesson
4 days: 84–87	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 3**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida Biology, Semester B

Course Overview

Florida Biology, Semester B, is a single-semester course designed to complete your introduction to the fundamental concepts and branches of biology. This course includes lessons in which you will learn to classify organisms based on their characteristics. You'll study the effect of environmental changes on the evolution of different species over time. In addition, you will explore how energy is conserved in different ecosystems, study factors that affect the biodiversity of an ecosystem, and choose an appropriate solution to solve a biodiversity problem. You will also have the option to learn more about biology through augmented reality and the use of the Edmentum AR Biology app on your mobile device.

Course Goals

By the end of this course, you will be able to do the following:

- Explain the major characteristics of archaebacteria, bacteria, and protists.
- Compare and contrast the characteristics and biological processes of plants and fungi.
- Evaluate the effects of evolutionary mechanisms on the characteristics of current and extinct species.
- Design a simulation that shows how a change in the environment influences the selection of favorable traits in a population.
- Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans.
- Develop a model to show how photosynthesis and cellular respiration transform and use energy.
- Communicate the costs and benefits of renewable and nonrenewable energy resources to an audience of peers.
- Analyze evidence of the effects of environmental changes on relationships in an ecosystem.
- Use evidence and scientific reasoning to choose the best solution to a biodiversity problem.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida Biology, Semester B, is a 0.5 credit course.

Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- (optional) mobile device with Edmentum AR Biology app downloaded

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Organization of Organisms

Summary
At the beginning of this unit, you will classify insects based on their physical and developmental characteristics. Then you'll study and compare the basic characteristics of bacteria, protists, plants, and animals.

Day	**Activity**/*Objective*	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
2 days: 2–3	**Classifying Organisms** *Classify insects based on their physical and developmental characteristics. Includes an Augmented Reality exploration.*	Course Activity with AR
3 days: 4–6	**Bacteria and Protists** *Explain the major characteristics of archaebacteria, bacteria, and protists.*	Lesson
3 days: 7–9	**Plants and Fungi** *Compare and contrast the characteristics and biological processes of plants and fungi.*	Lesson
3 days: 10–12	**Animals** *Compare and contrast the characteristics and biological processes of invertebrates and vertebrates.*	Lesson
4 days: 13–16	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 17	**Posttest—Unit 1**	Assessment

Unit 2: Evolution

Summary

In this unit, you'll explore the process of evolution and design a simulation to show adaptations in a changing environment. You'll explain how genetic variation, natural selection, and environment lead to adaptations in organisms. You'll also explore early hominid evolution and show how environmental changes affect a species over time.

Day	**Activity**/*Objective*	Type
2 days: 18–19	**The Process of Evolution** *Evaluate the effects of evolutionary mechanisms on the characteristics of current and extinct species.*	Lesson

Day	**Activity**/*Objective*	Type
4 days: 20–23	**Adaptations in a Changing Environment** *Design a simulation that shows how a change in the environment influences the selection of desired traits in a population.*	Course Activity
3 days: 24–26	**Natural Selection** *Explain how genetic variation, natural selection, and environment lead to adaptations in organisms.*	Lesson
3 days: 27–29	**Early Hominid Evolution** *Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans.*	Course Activity
4 days: 30–33	**Artificial Selection and the English Bulldog** *Use the genetic data of the English bulldog to construct a written argument for the long-term viability of the breed.*	Course Activity
3 days: 34–36	**Environmental Impacts on Evolution** *Use evidence to show that changes in the environment may result in changes in a species over time.*	Lesson
4 days: 37–40	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 41	**Posttest—Unit 2**	Assessment

Unit 3: Energy Use and Organisms

Summary

You will explain conservation of energy as it relates to living things and different ecosystems. You'll develop models to study photosynthesis and cellular respiration and explore the relationship between aerobic and anaerobic respiration. You'll also study why the human body needs micro- and macronutrients. Then, you will explain the costs and benefits of renewable and nonrenewable energy resources to an audience of peers.

Day	**Activity**/*Objective*	Type
2 days: 42–43	**Introduction to Energy** *Explain conservation of energy as it relates to living things and different ecosystems.*	Lesson
3 days: 44–46	**Photosynthesis and Cellular Respiration** *Develop a model to show how photosynthesis and cellular respiration transform and use energy.*	Lesson
3 days: 47–49	**Aerobic and Anaerobic Respiration** *Use the results of an experiment to explain the relationship between aerobic and anaerobic respiration. Includes an Augmented Reality exploration.*	Course Activity with AR
3 days: 50–52	**Macronutrients and Micronutrients** *Explain why the human body needs macronutrients and micronutrients to support homeostasis and the use of energy.*	Lesson
3 days: 53–55	**Biology Research Project** *Communicate the costs and benefits of renewable and nonrenewable energy resources to an audience of peers.*	Course Activity
4 days: 56–59	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 60	**Posttest—Unit 3**	Assessment

Unit 4: The Interdependence of Ecosystems

Summary
In this unit, you'll explore how the cycling of matter and energy interacts with biological processes. You'll examine the effects of environmental changes on relationships in an ecosystem. You'll develop a model to show the flow of energy in an aquatic ecosystem and explain how changes in the environment affect the competition for resources. You will learn about the factors that affect the carrying capacity and biodiversity of an ecosystem. You'll create a simulation to test a solution for a biodiversity problem and use scientific reasoning to choose the best solution to a biodiversity problem.

Day	**Activity/***Objective*	Type
3 days: 61–63	**Cycles in Ecosystems** *Explain how the cycling of matter and energy interacts with biological processes.*	Lesson
3 days: 64–66	**Relationships in Ecosystems** *Analyze evidence of the effects of environmental changes on relationships in an ecosystem.*	Lesson
4 days: 67–70	**Competition in Aquatic Ecosystems** *Develop a model of the flow of energy in an aquatic ecosystem and show how an environmental change affects competition of resources.*	Course Activity
3 days: 71–73	**The Carrying Capacity of Ecosystems** *Use mathematics to explain the factors that affect carrying capacity of ecosystems at different scales.*	Lesson
3 days: 74–76	**Factors That Affect Biodiversity** *Use evidence to explain how a change affects biodiversity of an ecosystem.*	Lesson
4 days: 77–80	**Solving a Biodiversity Problem** *Create a simulation to test a solution that could relieve harmful impacts of human activity on biodiversity.*	Course Activity
3 days: 81–83	**Conserving Biodiversity** *Use evidence and scientific reasoning to choose the best solution to a biodiversity problem.*	Lesson
4 days: 84–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida M/J Language Arts 3, Semester A

Course Overview

English is the study of the creation and analysis of literature written in the English language. In Florida M/J Language Arts 3, Semester A, you will first explore literary features of diaries, memoirs, informative essays, and fictional narratives. In the second unit, you will improve your writing by using persuasive writing techniques. You will also compare literature and poetry adapted for different mediums. You will evaluate story characters and give multimedia presentations. Later, you will analyze informational texts to understand the history of the Civil War. In the final unit of the course, you will analyze literary elements such as point of view, conflict, theme, structure, and setting.

Course Goals

By the end of this course, you will be able to do the following:

- Describe the features of written forms of literature, such as diaries, memoirs, informative essays, and fictional narratives.
- Analyze stage directions and dialogue in a drama.
- Evaluate the main characters in a short story.
- Examine key elements of creating and delivering successful multimedia presentations.
- Interpret a film adaptation.
- Determine the main idea and point of view in Civil War texts.
- Investigate connections and distinctions between important Civil War events.
- Identify the impact of word choice and structure in stories with plot twists.
- Investigate approaches for writing argumentative essays about works of fiction.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida M/J Language Arts 3, Semester A, is a 0.5-credit course.

Course Materials

- Notebook
- Pencil or ink pen
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: How Can You Benefit from Written Communication?

Summary

The first unit will introduce you to different forms of literary writing, beginning with a lesson on diaries. You will look at examples of famous diaries and practice keeping your own diary. You will then identify point of view and theme in Frederick Douglass's memoir *Narrative of the Life of Frederick Douglass, an American Slave*. You will also examine the characteristics of informative essays and investigate purpose in fictional narratives and study techniques for reading them. In the final lesson of this unit, you will explore the process of creating a narrative.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation

Day	Activity/Objective	Type
3 days: 2–4	**Dear Diary: Writing for Yourself** *Review examples of famous diaries, and practice keeping your own diary.*	Lesson
3 days: 5–7	**Memoirs** *Identify point of view and theme in Frederick Douglass's Narrative of the Life of Frederick Douglass, an American Slave.*	Lesson
3 days: 8–10	**Writing Informative Essays** *List the characteristics of informative essays.*	Lesson
3 days: 11–13	**Reading Fictional Narratives** *Investigate purpose in fictional narratives and study techniques for reading them.*	Lesson
3 days: 14–16	**Writing Narratives** *Explore the process of creating a narrative.*	Lesson
3 days: 17–19	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 20	**Posttest—Unit 1**	Assessment

Unit 2: How Does Communication Style Affect Your Understanding?

Summary

In this unit, you will analyze literary works presented in different mediums. You will first explore the elements of drama in Susan Glaspell's *Trifles* and then evaluate the characters in Glaspell's short story "A Jury of Her Peers," an adaptation of *Trifles*. Later, you will examine the main features of creating and delivering successful multimedia presentations. You will also investigate and interpret a film adaptation of Sir Arthur Conan Doyle's "The Adventure of the Speckled Band." Then, you will examine techniques for delivering a dramatic reading of poems such as Lewis Carroll's "Jabberwocky," Robert Frost's "Design," and William Blake's "The Chimney Sweeper." At the end of the unit, you will investigate personal identity and role models and explore strategies for communicating effectively.

Day	Activity/Objective	Type
3 days: 21–23	**Elements of Drama: *Trifles*** *Determine the relationship between stage directions and dialogue in Susan Glaspell's play* Trifles.	Lesson
3 days: 24–26	**Character Study: "A Jury of Her Peers"** *Evaluate the main characters in Susan Glaspell's short story "A Jury of Her Peers," an adaptation of her play* Trifles.	Lesson
3 days: 27–29	**Giving Multimedia Presentations** *Examine key elements of creating and delivering successful multimedia presentations.*	Lesson
3 days: 30–32	**Film Adaptations** *Investigate and interpret a film adaptation of Sir Arthur Conan Doyle's "The Adventure of the Speckled Band."*	Lesson
3 days: 33–35	**Performing Poetry: Dramatic Readings** *Examine techniques for delivering a dramatic reading of a poem.*	Lesson
2 days: 36–37	**Personal Identity and Role Models** • *Identify a positive role model and explain how such role models can be beneficial.* • *List and describe 20 personal, professional, and other goals.* • *Identify expectations and stereotypes that affect students and compare these expectations to their own goals.* • *Use visualization to create positive images about their future.*	Lesson
2 days: 38–39	**Strategies for Effective Communication** *Learn how to build and maintain healthy relationships through communication.*	Lesson
3 days: 40–42	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 43	**Posttest—Unit 2**	Assessment

Unit 3: How Can You Make Peace with Conflict?

Summary
This unit focuses on informational texts related to the Civil War. First, you will explore the main idea and point of view in Abraham Lincoln's two inaugural speeches and Jefferson Davis's first inaugural speech. Next, you will analyze arguments for and against states' rights in Civil War documents. Later, you will investigate connections and distinctions between important Civil War events. Finally, you will explore the main features of persuasive essays and examine the process of preparing for and participating in a debate.

Day	Activity/Objective	Type
1 day: 44	**The Constitution and Bill of Rights** *Consider how the Constitution and Bill of Rights affect Americans today, focusing on how voting rights have changed throughout our nation's history.*	Course Activity
4 days: 45–48	**Determining Main Idea and Point of View** *Determine the main idea and point of view in Civil War texts.*	Lesson
4 days: 49–52	**Analyzing Arguments in Documents** *Examine arguments and evidence presented for and against states' rights in Civil War–era inaugural speeches.*	Lesson
4 days: 53–56	**Researching a Persuasive Argument** *Investigate connections and distinctions between important Civil War events.*	Lesson
4 days: 57–60	**Writing a Persuasive Argument** *Identify the characteristics of persuasive essays.*	Lesson
4 days: 61–64	**Debating an Argument** *Examine the process of preparing for and participating in a debate.*	Lesson
3 days: 65–67	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 68	**Posttest—Unit 3**	Assessment

Unit 4: How Do You Analyze Internal and External Struggles?

Summary
This unit focuses on internal and external struggles. First, you will evaluate point of view and structure in Amy Tan's "Rules of the Game" and Edgar Allan Poe's "The Tell-Tale Heart." Then, you will investigate the impact of word choice and structure in stories with plot twists. Next, you will examine theme and setting in Stephen Crane's "An Episode of War." Finally, you will investigate approaches for writing argumentative essays about works of fiction.

Day	Activity/Objective	Type
4 days: 69–72	**Point of View and Conflict with the Self in Short Stories** *Evaluate point of view and structure in Amy Tan's "Rules of the Game" and Edgar Allan Poe's "The Tell-Tale Heart."*	Lesson
4 days: 73–76	**Word Choice and Stories with Plot Twists** *Identify the impact of word choice and structure in stories with plot twists.*	Lesson
4 days: 77–80	**Theme, Setting, and Cultural Conflict in Short Stories** *Examine theme and setting in Stephen Crane's "An Episode of War."*	Lesson
4 days: 81–84	**Writing about Short Fiction** *Investigate approaches for writing argumentative essays about works of fiction.*	Lesson
3 days: 85–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida M/J Language Arts 3, Semester B

Course Overview

English is the study of the creation and analysis of literature written in the English language. In Florida M/J Language Arts 3, Semester B, you will first analyze informative essays to explore what they reveal about the process of growing up. You will identify strategies for attaining and maintaining mental and emotional health. In the second unit, you will analyze elements of poetry, such as theme, structure, meter, language, and sound techniques. In the third unit, you will read novels and analyze their literary elements and their use of literary devices. In the final unit of the course, you will reflect upon and evaluate aspects of your past, present, and future while reading Charles Dickens's *A Christmas Carol*.

Course Goals

By the end of this course, you will be able to do the following:

- Identify the main idea and supporting evidence in informative essays.
- Use writing techniques for writing your own short memoir.
- Explain the impact of alcohol, tobacco, and other drug use on one's behavior, brain chemistry, and ability to function.
- Describe the language and sound techniques used to compose a poem.
- Prepare and revise a persuasive essay on a topic related to poetry.
- Explain how novelists add meaning to their works by referencing other pieces of literature.
- Describe themes and symbolism in novels.
- Reflect upon and evaluate aspects of your past, present, and future life as a student while reading Charles Dickens's *A Christmas Carol*.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida M/J Language Arts 3, Semester B, is a 0.5-credit course.

Course Materials

- Notebook
- Pencil or ink pen
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: How Do Your Mind and Body Change as You Grow?

Summary

In the first unit, you will analyze the changes the adolescents' minds and bodies go through. You will read informative essays about body image and develop your own personal narrative. As you read, you will apply skills relevant to reading informative essays, such as identifying the main idea and supporting evidence and analyzing structure, technical meaning, and reasoning. You will explore techniques for writing your own short memoir and examine the benefits of peer review. Finally, you will explore disease prevention; the ill effects of alcohol, tobacco and drugs; and mental and emotional health.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation

Day	Activity/Objective	Type
2 days: 2–3	**Growing Up: Maintaining a Healthy Body Image** *Identify the main idea and supporting evidence in informative essays.*	Lesson
3 days: 4–6	**The Ups and Downs of Adolescence** *Analyze structure and technical meaning in texts about the role hormonal and chemical changes in the body have on mood.*	Lesson
3 days: 7–9	**Effects of Screen Time on Adolescent Development** *Evaluate structure and reasoning in texts about screen time usage in adolescent development.*	Lesson
3 days: 10–12	**Documenting Change: Memoirs Revisited** *Explore techniques for writing your own short memoir and examine the benefits of peer review.*	Lesson
2 days: 13–14	**Immunity and Preventing Disease** *Discuss the pathophysiology of disease and the immune response.*	Lesson
2 days: 15–16	**Health Effects of Using Alcohol, Tobacco, and Other Drugs** *Explain the impact of alcohol, tobacco, and other drug use on one's behavior, brain chemistry, and ability to function.*	Lesson
2 days: 17–18	**Maintaining Your Mental and Emotional Health** *Identify sources of help for mental and emotional health issues and construct strategies for attaining and maintaining mental and emotional health.*	Lesson
1 day: 19	**Marketing and Your Health**	Course Activity
3 days: 20–22	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 23	**Posttest—Unit 1**	Assessment

Unit 2: How Can You Change Your Perspective?

Summary

This unit focuses on poetry. You will first investigate the theme and structure in Robert Frost's poem "The Road Not Taken." Then you will analyze the impact of meter and punctuation in Emily Dickinson's "I'm Nobody! Who Are You?" Later, you will explore the

language and sound techniques used to compose a poem. Finally, you will prepare and revise a persuasive essay on a topic related to poetry.

Day	Activity/Objective	Type
5 days: 24–28	**Decision Making, Theme, and Structure in Poetry** *Investigate theme and structure in Robert Frost's poem "The Road Not Taken."*	Lesson
5 days: 29–33	**Meter, Punctuation, and Self-Understanding in Poetry** *Analyze the impact of meter and punctuation in Emily Dickinson's poem "I'm Nobody! Who Are You?"*	Lesson
4 days: 34–37	**An Introduction to Poetry Writing** *Explore the language and sound techniques used to compose a poem.*	Lesson
4 days: 38–41	**Writing Persuasively about Poetry** *Prepare and revise a persuasive essay on a topic related to poetry.*	Lesson
3 days: 42–44	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 45	**Posttest—Unit 2**	Assessment

Unit 3: Who Are You?

Summary

In this unit, you will explore literary elements of novels, such as character, setting, conflict, and theme. You will also explore how novelists use reference from other piece of literature to enhance meaning of their work. Then, you will examine the use of symbols in novels. Finally, you will write an argumentative essay exploring how you relate to the characters in the novel.

Day	Activity/Objective	Type
4 days: 46–49	**Characters and Setting in Novels** *Identify the characters and setting in novels.*	Lesson
3 days: 50–52	**How Novelists Reference Other Works** *Explore how novelists add meaning to their works by referencing other pieces of literature.*	Lesson
4 days: 53–56	**Key Conflicts in Novels** *Examine key conflicts in novels.*	Lesson

Day	Activity/Objective	Type
4 days: 57–60	**Themes and Symbols in Novels** *Investigate themes and symbolism in novels.*	Lesson
4 days: 61–64	**Writing about Characters in Novels** *Explore how you relate to the characters in a novel by writing an argumentative essay.*	Lesson
3 days: 65–67	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 68	**Posttest—Unit 3**	Assessment

Unit 4: Who Do You Want to Be?

Summary

This unit focuses on Charles Dickens's narrative approach about the past, present, and future in *A Christmas Carol*. You will first read the novel and evaluate your identity as a student. Then, you will reflect upon your past, present, and future reading, study, and writing habits.

Day	Activity/Objective	Type
5 days: 69–73	**Who You Were: Learning from Your Past** *Examine Charles Dickens's narrative approach to considering one's past in* A Christmas Carol *and apply that type of self-exploration to an investigation of your past study, reading, and writing habits.*	Lesson
4 days: 74–77	**Who You Are: Assessing Your Present** *Explore Charles Dickens's narrative approach to assessing one's present in* A Christmas Carol *and reflect on your current identity as a student.*	Lesson
3 days: 78–80	**Who You Will Be: Predicting Your Future** *Analyze Charles Dickens' narrative approach to predicting one's future behavior in* A Christmas Carol*.*	Lesson
4 days: 81–84	**Who You Want to Be: Shaping Your Identity** *Investigate Charles Dickens's narrative approach to shaping one's own identity in* A Christmas Carol *and brainstorm ways that you can change your behavior to become the type of student you want to be.*	Lesson

Day	Activity/Objective	Type
3 days: 85–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	Review
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida United States History, Semester A

Course Overview

Florida United States History, Semester A, is the study of the events, people, and culture of the United States over time. In this course, you will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. You will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. You will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You will then use that evidence to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development.

Course Goals

By the end of this course, you will be able to do the following:

- Examine and describe the reading and writing skills required for writing effective historical essays and use various methods to analyze historical information.
- Characterize the causes and consequences of the Civil War and explain military strategies, battles, and diplomacy during the war.
- Explain the establishment of Jim Crow laws in the South.
- Describe the effects of westward expansion on various communities and the United States as a whole.
- Analyze the ways that industrialization and the great immigration wave transformed US society.
- Discuss the impact of progressives, including their efforts to shape public policies.
- Describe the changing roles of women and African Americans during the Progressive Era and evaluate the rise of US imperialism.
- Analyze the role of the United States in World War I and examine the events surrounding the Treaty of Versailles.
- Characterize the causes and effects of the Great Depression.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida United States History, Semester A, is a 0.5-credit course.

Course Materials

- Notebook
- Pencils or ink pens
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to the school library or a public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: The Historical Process

Summary

In this unit, you will focus on the process involved in the study of history as a subject. You will learn the importance of reading and writing skills to the study of history. Then, you will review how historians gather and interpret historical evidence. Finally, you will use various methods to analyze historical information.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**Reading and Writing Essays about History** *Examine and describe the reading and writing skills required for writing effective essays about history.*	Lesson
3 days: 5–7	**Gathering and Interpreting Historical Sources** *Review and describe how historians gather and interpret historical evidence.*	Lesson
2 days: 8–9	**Analyzing Historical Information** *Use a variety of methods to analyze historical information.*	Lesson
5 days: 10–14	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 15	**Posttest—Unit 1**	Assessment

Unit 2: A Union in Crisis

Summary

In this unit, you will focus on the development of the United States before, during, and after the Civil War. You will analyze the causes of the war, explore the battles and events that took place during the war, and examine the impact of the Union's victory, including a discussion of Reconstruction and the fate of freed slaves immediately after the war.

Day	Activity/Objective	Type
3 days: 16–18	**Events Leading to the Civil War** *Characterize the causes and consequences of the Civil War.*	Lesson
3 days: 19–21	**The Civil War: Battles, Strategies, and Effects** *Identify and explain military strategies, battles, and diplomacy during the US Civil War.*	Lesson
3 days: 22–24	**Reconstruction** *Evaluate Reconstruction and its effects in the South.*	Lesson
2 days: 25–26	**The Jim Crow South** *Explain the establishment of Jim Crow laws in the South.*	Lesson
2 days: 27–28	**The Effects of Westward Expansion** *Describe the effects of westward expansion on various communities and the United States as a whole.*	Lesson
5 days: 29–33	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 34	**Posttest—Unit 2**	Assessment

Unit 3: The Rise of a Modern Nation

Summary

This unit focuses on the rapid transformation of the United States in the decades after the Civil War. You will trace the country's evolution due to industrialization, analyze the great immigration wave of the 1800s, examine the origin and principles of the populist movement, and discuss the changing roles of women and African women during the Progressive Era. Finally, you will evaluate the imperialist inclinations of the United States as a growing international power. In two course activities, in this unit, you will examine key events and key people in Florida during the late 1800s as well as during the Spanish American War.

Day	Activity/Objective	Type
2 days: 35–36	**The Industrial Revolution** *Analyze the ways that industrialization transformed US society.*	Lesson
3 days: 37–39	**Immigration in the Late 1800s** *Analyze the great immigration wave of the late 1800s and its effects on US society.*	Lesson

Day	Activity/Objective	Type
5 days: 40–44	**Florida Industrialization and Immigration** *Develop credible explanations of historical events and developments based on reasoned interpretations of evidence and examine key events and key people in Florida during the late 1800s as they relate to US history.*	Course Activity
2 days: 45–46	**The Populist Movement** *Examine the roots and key principles of the populist movement.*	Lesson
2 days: 47–48	**The Progressive Era** *Discuss the impact of progressives, including their efforts to shape public policies.*	Lesson
3 days: 49–51	**Women and African Americans in the Progressive Era** *Describe the changing roles of women and African Americans during the Progressive Era.*	Lesson
2 days: 52–53	**Toward an Imperialist United States** *Evaluate the rise of US imperialism.*	Lesson
5 days: 54–58	**Florida During the Spanish American War** *Develop credible explanations of historical events and developments based on reasoned interpretations of evidence.* *Employ online tools for research and analysis and communicate effectively.* *Examine key events and people in Florida history during the Spanish American War.*	Course Activity
5 days: 59–63	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 64	**Posttest—Unit 3**	Assessment

Unit 4: From War to Recovery

Summary

In this unit, you will focus on the turbulent times in the United States at the beginning of the twentieth century. You will begin by examining the role of the United States in World War I. You will then explore the prosperity of the 1920s, followed by the collapse and hardship of the Great Depression, and analyze the massive government-led effort to come out of the Depression in the 1930s.In a course activity, in this unit, you will examine key events and key people in Florida during the 1920s as they relate to US history.

Day	Activity/Objective	Type
3 days: 65–67	**The US Role in World War I** *Analyze the role of the United States in World War I and examine the events surrounding the Treaty of Versailles.*	Lesson
3 days: 68–70	**The Roaring Twenties** *Examine the economic, social, and political landscape of the 1920s.*	Lesson
5 days: 71–75	**Florida in the 1920s** *Analyze societal issues by examining credible explanations of historical events in order to examine key events and key people in Florida during the 1920s.*	Course Activity
3 days: 76–78	**Modernism and Antimodernism** *Examine modernist developments of the 1920s in science and the arts, as well as society's reactions to modernism.*	Lesson
2 days: 79–80	**The Great Depression** *Characterize the causes and effects of the Great Depression.*	Lesson
2 days: 81–82	**The New Deal** *Evaluate Franklin Roosevelt's New Deal policies and his efforts to reverse the Great Depression.*	Lesson
5 days: 83–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	Review
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida United States History, Semester B

Course Overview

Florida United States History, Semester B, is the study of the events, people, and culture of the United States over time. In this course, you will apply historical inquiry to analyze societal issues, trends, and events of US history from World War II to the present, including the Cold War, Civil Rights, and other social movements, the Vietnam War, modern presidencies, and responses to global terrorism. You will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. You will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You will then use that evidence to evaluate change and continuity over time.

Course Goals

By the end of this course, you will be able to do the following:

- Evaluate the effects of World War II on the home front and analyze the economic boom and social transformation that occurred in the United States after World War II.
- Examine the causes of the Cold War and evaluate the US response to Soviet aggression during the Cold War.
- Evaluate the key individuals, organizations, and events that shaped the civil rights movement.
- Examine the presidencies of Gerald Ford and Jimmy Carter and analyze the economic and foreign policy changes of the 1970s.
- Examine the presidency of Ronald Reagan and trace the events that ended the Cold War.
- Describe domestic and international terrorist events of the early twenty-first century and evaluate the successes and failures of the US government's response.
- Examine the government of the United States and aspects of US citizenship and evaluate the diverse aspects of US culture over time.
- Examine the impact of scientific discoveries and technological innovations on the development of the United States.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida United States History, Semester B, is a 0.5-credit course.

Course Materials

- Notebook
- Pencils or ink pens
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to the school library or a public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: World War II and Its Aftermath

Summary

In this unit, you will focus on World War II and how the United States evolved after the war's conclusion. You will trace the causes and course of World War II, including US involvement, and discuss the impact of the war on US society and the economy. You will also explore the causes of the Cold War, evaluate the US response to Soviet aggression, and describe the rise of the middle class and changes in American society in the 1950s.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**World War II** *Trace US involvement in World War II.*	Lesson
3 days: 5–7	**The Effects of World War II on the Home Front** *Evaluate the effects of World War II on the home front.*	Lesson
3 days: 8–10	**Post-World War II Society** *Analyze the economic boom and social transformation that occurred in the United States after World War II.*	Lesson
3 days: 11–13	**Anticommunism and the Roots of the Cold War** *Examine the causes of the Cold War.*	Lesson
2 days: 14–15	**Cold War Events** *Evaluate the US response to Soviet aggression during the Cold War.*	Lesson
2 days: 16–17	**The Rise of the Middle Class** *Describe the rise of the middle class and changes in American society in the 1950s.*	Lesson
5 days: 18–22	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 23	**Posttest—Unit 1**	Assessment

Unit 2: A Time of Upheaval

Summary

In this unit, you will focus on the many dramatic changes that occurred during the 1960s and 1970s in the United States. You will look at the civil rights movement of the 1960s, describe US involvement in the Vietnam War, evaluate Johnson's Great Society transformation, and examine the outcomes of the presidencies of Richard Nixon, Gerald Ford, and Jimmy Carter.

Day	Activity/Objective	Type
4 days: 24–27	**The Civil Rights Movement** *Evaluate the key individuals, organizations, and events that shaped the civil rights movement.*	Lesson
3 days: 28–30	**The Vietnam War** *Describe US involvement in the Vietnam War.*	Lesson
3 days: 31–33	**The Domestic Policies of Johnson and Nixon** *Evaluate the domestic policies of presidents Lyndon B. Johnson and Richard Nixon.*	Lesson
4 days: 34–37	**The Ford and Carter Presidencies** *Examine the presidencies of Gerald Ford and Jimmy Carter and analyze the economic and foreign policy changes of the 1970s.*	Lesson
5 days: 38–42	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 43	**Posttest—Unit 2**	Assessment

Unit 3: The Reagan Era Through Today

Summary

In this unit, you will focus on modern domestic and international issues in the United States from 1980 through today. You will examine Ronald Reagan's presidency, trace the events that ended the Cold War, and describe the post-Cold War foreign policies of US presidents George H.W. Bush, Bill Clinton, and George W. Bush. You will also describe terrorism within and outside the United States and evaluate the successes and failures of the US government's response. You will conclude by describing the social concerns of the contemporary United States. In a course activity, within this unit, you will examine key events and key people in Florida as they relate to recent US history.

Day	Activity/Objective	Type
3 days: 44–46	**The Reagan Era and the End of the Cold War** *Examine the presidency of Ronald Reagan and trace the events that ended the Cold War.*	Lesson
3 days: 47–49	**Foreign Policy Challenges of the 1990s** *Describe foreign policy challenges during the presidencies of George H. W. Bush, Bill Clinton, and George W. Bush.*	Lesson

Day	Activity/Objective	Type
5 days: 50–54	**The 2000 Election** *Analyze societal issues, trends, and events, and develop credible explanations of historical events and developments based on reasoned interpretations of evidence.*	Course Activity
4 days: 55–58	**Domestic and International Terrorism** *Describe domestic and international terrorist events of the early twenty-first century and evaluate the successes and failures of the US government's response.*	Lesson
3 days: 59–61	**Contemporary Domestic Issues** *Describe the social concerns of the contemporary United States.*	Lesson
5 days: 62–66	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 67	**Posttest—Unit 3**	Assessment

Unit 4: Social Studies Concepts

Summary

This unit takes a broad view of social studies topics as they relate to the United States and the arc of US history. It brings together topics related to geography, government, cultural trends and forces, and the impact of technology and scientific discoveries while examining how these aspects of society have impacted the development of the United States over time.

Day	Activity/Objective	Type
4 days: 68–71	**Population, Geography, and the Physical Environment** *Examine the impact of population growth and geographic factors on the physical environment of the United States.*	Lesson
3 days: 72–74	**US Government and Citizenship** *Examine the government of the United States and aspects of US citizenship.*	Lesson
5 days: 75–79	**US Culture** *Evaluate the diverse aspects of US culture over time.*	Lesson
3 days: 80–82	**Science and Technology** *Examine the impact of scientific discoveries and technological innovations on the development of the United States.*	Lesson

Day	Activity/Objective	Type
5 days: 83–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	Review
1 day: 90	**End-of-Semester Test**	Assessment

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English 8

English 8 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate clips and readings from speeches and discussions. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in themed units, each with three to six lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

Length: Two semesters

UNIT 1: STORIES BASED ON STORIES

LESSON 1: PLOT ARCHETYPES

Read: "The Apple-Tree" by Katherine Mansfield
Read and comprehend a story.
Duration: 1 hr

Study: Plot Archetypes
Recognize the stages of plot, as well as plot and setting archetypes.
Duration: 0 hrs 45 mins

Checkup: Plot Archetypes
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Plot Archetypes
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Plot Archetypes
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 2: CHARACTER ARCHETYPES

Study: Character Archetypes
Recognize character archetypes.
Duration: 0 hrs 45 mins

Study: Point of View and Irony
Identify the point of view of a story and how dramatic irony is used.
Duration: 0 hrs 45 mins

Checkup: Character Archetypes
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Character Archetypes

Duration: 0 hrs 30 mins

Read: Independent Reading
Choose and begin reading a novel.
Duration: 4 hrs

Discuss: Connecting to a Novel
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 3: THEMATIC ARCHETYPES

Study: Symbolism
Identify symbols, explicit details, and implicit details, and make inferences.
Duration: 0 hrs 45 mins

Study: Symbolism and Theme
Recognize how symbols help to develop themes.
Duration: 0 hrs 45 mins

Checkup: Thematic Archetypes
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Thematic Archetypes
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

Practice: Write a Summary
Write objective and subjective summaries.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: STORIES BASED ON STORIES

Review: Stories Based on Stories
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Stories Based on Stories
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 2: STRUCTURE AND MEANING

LESSON 1: THE FORM OF A STORY

Read: "The Treasure of Lemon Brown" by Walter Dean Myers
Read and comprehend a story.
Duration: 1 hr

Study: The Form of a Story
Recognize different genres and media of stories.
Duration: 0 hrs 45 mins

Checkup: The Form of a Story
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: The Form of a Story
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Compare and contrast the genre and medium of two stories.
Duration: 1 hr 30 mins

LESSON 2: POETIC DEVICES

Read: A Selection of Poems
Read and comprehend a selection of poems.
Duration: 1 hr

Study: Poetic Devices
Recognize a variety of poetic devices and their effect on poems.
Duration: 0 hrs 45 mins

Checkup: Poetic Devices
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Poetic Devices
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Poetic Devices
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 3: POETIC STRUCTURE

Study: Poetic Structure
Recognize the meter and structure of poems.
Duration: 0 hrs 45 mins

Checkup: Poetic Structure
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Poetic Structure
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Poetic Structure
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 4: WRAP-UP: STRUCTURE AND MEANING

Review: Structure and Meaning
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Structure and Meaning
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 3: INFORMATIONAL WRITING

LESSON 1: READING AN INFORMATIONAL ESSAY

Study: Word Meaning, Part 1
Use context clues to determine word meanings.
Duration: 0 hrs 45 mins

Checkup: Word Meaning, Part 1

Duration: 0 hrs 30 mins

Quiz: Word Meaning, Part 1
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Read: An Example Informational Essay
Read and comprehend an essay.
Duration: 1 hr

LESSON 2: PLANNING AN INFORMATIONAL ESSAY

Study: Parts of an Essay
Recognize the parts of an informational essay.
Duration: 0 hrs 45 mins

Checkup: Parts of an Essay
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Parts of an Essay
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Plan an Informational Essay
Plan and organize an informational essay.
Duration: 1 hr 30 mins

LESSON 3: WRITING AN INFORMATIONAL ESSAY

Study: Writing as Craft: Punctuation
Recognize and use correct punctuation.
Duration: 0 hrs 45 mins

Study: Writing as Craft: Capitalization and Spelling
Recognize and use correct spelling and capitalization.
Duration: 0 hrs 45 mins

Checkup: Writing as Craft
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Writing as Craft
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

Practice: Write an Informational Essay
Write and revise an informational essay and participate in peer review.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: INFORMATIONAL WRITING

Review: Informational Writing
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Informational Writing
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 4: CREATIVE WRITING

Read: From *Alicia in Wonder Tierra* by Silvia Gonzalez
Read and comprehend part of a play.
Duration: 1 hr

Study: Storytelling
Understand how staging, dialogue, and description develop a story.
Duration: 0 hrs 45 mins

Study: Creative Writing
Recognize the elements of an engaging story.
Duration: 0 hrs 45 mins

Checkup: Storytelling and Creative Writing
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Storytelling and Creative Writing
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

LESSON 2: WRITING A WORK OF FLASH FICTION

Study: Writing as Craft: Phrases, Clauses, and Sentences
Recognize and correctly use phrases, clauses, and sentences.
Duration: 0 hrs 45 mins

Checkup: Writing as Craft
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Writing as Craft
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Write a Work of Flash Fiction
Write a work of flash fiction using narrative techniques.
Duration: 1 hr 30 mins

LESSON 3: REVISING FLASH FICTION

Study: Tone, Style, Mood, and Voice
Recognize tone, style, mood, and voice in texts.
Duration: 0 hrs 45 mins

Checkup: Tone, Style, Mood, and Voice
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Tone, Style, Mood, and Voice
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Revise a Work of Flash Fiction
Revise a work of flash fiction.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: CREATIVE WRITING

Review: Creative Writing
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 5: SEMESTER WRAP-UP

LESSON 1: SEMEST ER WRAP-UP

Review: Semester Review
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Exam: Semester Exam
Demonstrate understanding of key concepts from the semester.
Duration: 1 hr 15 mins

UNIT 6: NONFICTION

LESSON 1: LIT ERARY NONFICT ION

Read: A Work of Literary Nonfiction
Read and comprehend an excerpt from a work of literary nonfiction by John Steinbeck.
Duration: 1 hr

Study: Literary Nonfiction
Understand how to find the purpose, perspective, and message in a work of literary nonfiction.
Duration: 0 hrs 45 mins

Checkup: Literary Nonfiction
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Literary Nonfiction
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Literary Nonfiction
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 2: INFORMAT IONAL TEXT S

Read: Three Informational Texts
Read and comprehend three visually-organized documents.
Duration: 1 hr

Study: Informational Texts
Identify the characteristics of visually-organized documents.
Duration: 0 hrs 45 mins

Study: Graphics
Analyze the use of graphics to support understanding.
Duration: 0 hrs 45 mins

Checkup: Informational Texts
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Informational Texts
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

Practice: Evaluate an Informational Text

Duration: 1 hr 30 mins

LESSON 3: CORRESPONDENCE

Study: Word Meaning, Part 2
Use strategies to determine the meaning of unfamiliar words.
Duration: 0 hrs 45 mins

Checkup: Word Meaning, Part 2
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Word Meaning, Part 2
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Write a Letter
Write a letter using domain-specific vocabulary.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: NONFICTION

Review: Nonfiction
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Nonfiction
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 7: PERSUASIVE TEXTS

LESSON 1: CONFLICTING ACCOUNTS

Read: Conflicting Accounts
Read and comprehend four texts that discuss women's suffrage.
Duration: 1 hr

Study: Conflicting Accounts
Identify how authors' perspectives and biases are revealed in texts.
Duration: 0 hrs 45 mins

Checkup: Conflicting Accounts
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Conflicting Accounts
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Conflicting Accounts
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 2: RHETORIC

Study: Rhetoric
Understand audience appeals and rhetorical devices.
Duration: 0 hrs 45 mins

Checkup: Rhetoric
Review important ideas and information from the lesson.

Quiz: Rhetoric
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Read: Political Ads
Watch and comprehend two political ads from opposing candidates.
Duration: 1 hr

Practice: Analyze Political Ads
Analyze how texts use rhetoric to persuade readers.
Duration: 1 hr 30 mins

LESSON 3: ANALYZING ARGUMENTS

Read: Example Argumentative Essay
Read and comprehend a sample student essay about internet access.
Duration: 1 hr

Study: Analyzing Arguments
Identify the traits of argumentative writing, including claims, reasons, and evidence.
Duration: 0 hrs 45 mins

Checkup: Analyzing Arguments
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Analyzing Arguments
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Analyzing Arguments
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 4: WRAP-UP: PERSUASIVE TEXTS

Review: Persuasive Texts
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Persuasive Texts
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 8: ARGUMENTATIVE WRITING

LESSON 1: RESEARCH, PART 1

Study: Research, Part 1
Understand how to narrow down a research topic and find sources.
Duration: 0 hrs 45 mins

Checkup: Research, Part 1
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Research, Part 1
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

LESSON 2: RESEARCH, PART 2

Determine whether sources are credible and relevant.
Duration: 0 hrs 45 mins

Checkup: Research, Part 2
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Research, Part 2
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Plan an Argumentative Essay
Plan a researched argumentative essay.
Duration: 1 hr 30 mins

LESSON 3: WRITING AS CRAFT

Study: Writing as Craft: Pronouns and Verbs
Confirm understanding of pronouns and verbs.
Duration: 0 hrs 45 mins

Checkup: Writing as Craft
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Writing as Craft
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Write an Argumentative Essay
Write and revise a researched argumentative essay.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: ARGUMENTATIVE WRITING

Review: Argumentative Writing
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Argumentative Writing
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 9: MULTIMEDIA

LESSON 1: WORKING IN GROUPS

Study: Working in Groups
Understand how to work well in a group of peers.
Duration: 0 hrs 45 mins

Checkup: Working in Groups
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Working in Groups
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Create Lessons
Work with a group of peers to create two short lessons.

LESSON 2: GIVING SPEECHES

Study: Giving Speeches
Recognize the techniques for giving an effective speech.
Duration: 0 hrs 45 mins

Checkup: Giving Speeches
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Giving Speeches
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Prepare a Speech
Prepare a five-minute speech on an important topic.
Duration: 1 hr 30 mins

Discuss: Peer Evaluation
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 3: MEDIA

Study: Media
Understand how media can be used to enhance a speech.
Duration: 0 hrs 45 mins

Checkup: Media
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Media
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Adapt a Speech
Adapt a speech to a different audience and situation.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: MULTIMEDIA

Review: Multimedia
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Multimedia
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 10: SEMESTER WRAP-UP

LESSON 1: SEMESTER WRAP-UP

Review: Semester Review
Review key terms and objectives from this semester.
Duration: 0 hrs 30 mins

Exam: Semester Exam
Demonstrate understanding of key concepts from the semester.
Duration: 1 hr 15 mins

Courseware

Curriculum Coverage Report to Florida Standards – Mathematics Courses 2022 - And Beyond -> Algebra 1-A (#1200370)

8/3/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida Algebra 1-A, Semester A
Florida Algebra 1-A, Semester B

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08.03.2022

Algebra 1-A (#1200370)

Algebraic Reasoning

MA.912.AR.1 Interpret and rewrite algebraic expressions and equations in equivalent forms.

MA.912.AR.1.1
Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

***Algebra 1 Example*: Derrick is using the formula $P = 1000(1 + .1)^t$ to make a prediction about the camel population in Australia. He identifies the growth factor as (1 + .1), or 1.1, and states that the camel population will grow at an annual rate of 10% per year.**

***Example*: The expression 1.15^t can be rewritten as $\left(1.15^{\frac{1}{12}}\right)^{12t}$ which is approximately equivalent to 1.012^{12t}. This latter expression reveals the approximate equivalent monthly interest rate of 1.2% if the annual rate is 15%.**

***Clarification 1*: Parts of an expression include factors, terms, constants, coefficients and variables.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

- Florida Algebra 1-A, Semester A
  - Unit 1: The Real Number System
    - Expressions
    - Equivalent Expressions
  - Unit 2: Linear Equations
    - Linear Equations
    - Applications of Ratio and Percent
    - Solving Linear Equations
    - Solving Advanced Linear Equations
  - Unit 3: Equations and Inequalities
    - Solving Literal Equations

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MA.912.AR.1.2

Rearrange equations or formulas to isolate a quantity of interest.

***Algebra 1 Example*: The Ideal Gas Law $PV = nRT$ can be rearranged as $T = \frac{PV}{nR}$ to isolate temperature as the quantity of interest.**

***Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for P.**
***Mathematics for Data and Financial Literacy Honors Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for t.**

***Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

- Florida Algebra 1-A, Semester A
  - Unit 3: Equations and Inequalities
    - Solving Literal Equations
- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Writing Linear Functions and Equations
  - Unit 4: Systems of Linear Equations and Inequalities
    - Writing and Solving Systems Using Substitution

MA.912.AR.2 Write, solve and graph linear equations, functions and inequalities in one and two variables.

MA.912.AR.2.1

Given a real-world context, write and solve one-variable multi-step linear equations.

- Florida Algebra 1-A, Semester A
  - Unit 2: Linear Equations
    - Linear Equations
    - Applications of Ratio and Percent
    - Solving Advanced Linear Equations
- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Unit Activity: Linear Relationships

MA.912.AR.2.2

Write a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context.

***Clarification 1*: Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.**

- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Writing Linear Functions and Equations
    - Unit Activity: Linear Relationships

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Constructing and Interpreting Functions
Unit 2: Special Linear Relationships
Special Lines
Direct Variation

MA.912.AR.2.3

Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.

***Clarification 1*: Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in −1 and that parallel lines have slopes that are the same.**
***Clarification 2*: Instruction includes representing a line with a pair of points on the coordinate plane or with an equation.**
***Clarification 3*: Problems include cases where one variable has a coefficient of zero.**

Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Special Lines

MA.912.AR.2.4

Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.

***Clarification 1*: Key features are limited to domain, range, intercepts and rate of change.**
***Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form.**
***Clarification 3*: Instruction includes cases where one variable has a coefficient of zero.**
***Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.**

Florida Algebra 1-A, Semester A
Unit 4: Functions
Unit Activity: Functions
Functions
Function Notation
Graphing Relations
Florida Algebra 1-A, Semester B
Unit 1: Linear Relationships
Slope and Graphing
Writing Linear Functions and Equations
Constructing and Interpreting Functions
Unit 2: Special Linear Relationships
Linear Function Transformations
Special Lines
Direct Variation

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MA.912.AR.2.5

Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

***Algebra 1 Example*: Lizzy's mother uses the function $C(p)$ = 450 + 7.75p, where $C(p)$ represents the total cost of a rental space and p is the number of people attending, to help budget Lizzy's 16th birthday party. Lizzy's mom wants to spend no more than $850 for the party. Graph the function in terms of the context.**

***Clarification 1*: Key features are limited to domain, range, intercepts and rate of change.**
***Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form.**
***Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.**
***Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.**
***Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
  - Writing Linear Functions and Equations
  - Unit Activity: Linear Relationships
- Unit 2: Special Linear Relationships
  - Special Lines

MA.912.AR.2.6

Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.

***Algebra 1 Example*: The compound inequality 2x ≤ 5x + 1 < 4 is equivalent to −1 ≤ 3x and 5x < 3, which is equivalent to $\frac{-1}{3} \leq x < \frac{3}{5}$.**

Florida Algebra 1-A, Semester A
- Unit 3: Equations and Inequalities
  - Solving Linear Inequalities
  - Solving Compound Inequalities

MA.912.AR.2.7

Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.

***Clarification 1*: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.**
***Clarification 2*: Instruction includes cases where one variable has a coefficient of zero.**

Florida Algebra 1-A, Semester B
- Unit 2: Special Linear Relationships
  - Linear Inequalities

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MA.912.AR.2.8
Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.

***Clarification 1*: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.**
***Clarification 2*: Instruction includes cases where one variable has a coefficient of zero.**
Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Linear Inequalities

MA.912.AR.4 Write, solve and graph absolute value equations, functions and inequalities in one and two variables.

MA.912.AR.4.1
Given a mathematical or real-world context, write and solve one-variable absolute value equations.
Florida Algebra 1-A, Semester A
Unit 3: Equations and Inequalities
Absolute Value Equations

MA.912.AR.4.3
Given a table, equation or written description of an absolute value function, graph that function and determine its key features.

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry.**
***Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.**
Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Absolute Value Functions

MA.912.AR.9 Write and solve a system of two- and three-variable equations and inequalities that describe quantities or relationships.

MA.912.AR.9.1
Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.

***Clarification 1*: Within this benchmark, the expectation is to solve systems using elimination, substitution and graphing.**
***Clarification 2*: Within the Algebra 1 course, the system is limited to two equations.**
Florida Algebra 1-A, Semester B
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution

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Writing and Solving Systems Using Elimination

MA.912.AR.9.4

Graph the solution set of a system of two-variable linear inequalities.

***Clarification 1*: Instruction includes cases where one variable has a coefficient of zero.**
***Clarification 2*: Within the Algebra 1 course, the system is limited to two inequalities.**

Florida Algebra 1-A, Semester B
Unit 4: Systems of Linear Equations and Inequalities
Systems of Inequalities

MA.912.AR.9.6

Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or nonviable options.

***Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.**

Florida Algebra 1-A, Semester B
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination

Functions

MA.912.F.1 Understand, compare and analyze properties of functions.

MA.912.F.1.1

Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

***Clarification 1*: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.**
***Clarification 2*: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x$, $f(x) = x^2$, $f(x) = x^3$, $f(x) = \sqrt{x}$, $f(x) = \sqrt[3]{x}$, $f(x) = |x|$, $f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.**

Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Direct Variation

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MA.912.F.1.2

Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

***Algebra 1 Example*: The function $f(x)=\frac{x}{7}-8$ models Alicia's position in miles relative to a water stand x minutes into a marathon. Evaluate and interpret for a quarter of an hour into the race.**

***Clarification 1*: Problems include simple functions in two-variables, such as $f(x, y) = 3x - 2y$.**

***Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as $f(x) = 3x$.**

Florida Algebra 1-A, Semester A
- Unit 4: Functions
  - Unit Activity: Functions
  - Function Notation

MA.912.F.1.3

Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

***Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.**

Florida Algebra 1-A, Semester A
- Unit 4: Functions
  - Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
  - Writing Linear Functions and Equations
- Unit 2: Special Linear Relationships
  - Special Lines
  - Direct Variation

MA.912.F.1.5

Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

***Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.**

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Unit Activity: Linear Relationships
- Unit 2: Special Linear Relationships
  - Special Lines

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MA.912.F.1.8
Determine whether a linear, quadratic or exponential function best models a given real-world situation.

***Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.**
***Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.**

Florida Algebra 1-A, Semester A
- Unit 4: Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Writing Linear Functions and Equations
- Unit 2: Special Linear Relationships
  - Direct Variation

MA.912.F.2 Identify and describe the effects of transformations on functions. Create new functions given transformations.

MA.912.F.2.1
Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$ and $f(x + k)$ for specific values of k.

***Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.**
***Clarification 2*: Instruction focuses on including positive and negative values for k.**

Florida Algebra 1-A, Semester B
- Unit 2: Special Linear Relationships
  - Linear Function Transformations
- Unit 3: Extending Function Relationships
  - Absolute Value Functions

Financial Literacy

MA.912.FL.3 Describe the advantages and disadvantages of short-term and long-term purchases.

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MA.912.FL.3.2
Solve real-world problems involving simple, compound and continuously compounded interest.

***Example*: Find the amount of money on deposit at the end of 5 years if you started with $500 and it was compounded quarterly at 6% interest per year.**
Example: Joe won $25,000 on a lottery scratch-off ticket. How many years will it take at 6% interest compounded yearly for his money to double?

***Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.**
Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Direct Variation

MA.912.FL.3.4
Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

***Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.**

Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Direct Variation

Data Analysis and Probability

MA.912.DP.1 Summarize, represent and interpret categorical and numerical data with one and two variables.

MA.912.DP.1.3
Explain the difference between correlation and causation in the contexts of both numerical and categorical data.

***Algebra 1 Example*: There is a strong positive correlation between the number of Nobel prizes won by country and the per capita chocolate consumption by country. Does this mean that increased chocolate consumption in America will increase the United States of America's chances of a Nobel prize winner?**
Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships
Representing Data

MA.912.DP.2 Solve problems involving univariate and bivariate numerical data.

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MA.912.DP.2.4

Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

***Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology.**
***Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.**

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Representing Data
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities

MA.912.DP.2.6

Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

***Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.**

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Representing Data

Mathematical Thinking and Reasoning

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MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

***Clarifications*:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- **Cultivate a community of growth mindset learners.**
- **Foster perseverance in students by choosing tasks that are challenging.**
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Florida Algebra 1-A, Semester A
    Unit 3: Equations and Inequalities
        Solving Literal Equations
    Unit 4: Functions
        Unit Activity: Functions
Florida Algebra 1-A, Semester B
    Unit 4: Systems of Linear Equations and Inequalities
        Unit Activity: Systems of Linear Equations and Inequalities

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MA.K12.MTR.2.1

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

***Clarifications*:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- **Help students make connections between concepts and representations.**
- **Provide opportunities for students to use manipulatives when investigating concepts.**
- **Guide students from concrete to pictorial to abstract representations as understanding progresses.**
- **Show students that various representations can have different purposes and can be useful in different situations.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Real Numbers
- Unit 3: Equations and Inequalities
  - Solving Linear Inequalities
  - Solving Compound Inequalities
- Unit 4: Functions
  - Unit Activity: Functions
  - Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
  - Unit Activity: Linear Relationships
- Unit 2: Special Linear Relationships
  - Special Lines
- Unit 4: Systems of Linear Equations and Inequalities
  - Unit Activity: Systems of Linear Equations and Inequalities
  - Systems of Inequalities
  - Writing and Solving Systems Using Substitution

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MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

***Clarifications*:**
Teachers who encourage students to complete tasks with mathematical fluency:

- **Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.**
- **Offer multiple opportunities for students to practice efficient and generalizable methods.**
- **Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems
  - Expressions
  - Real Numbers
- Unit 2: Linear Equations
  - Linear Equations
  - Applications of Ratio and Percent
  - Solving Linear Equations
  - Solving Advanced Linear Equations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
- Unit 2: Special Linear Relationships
  - Special Lines
- Unit 4: Systems of Linear Equations and Inequalities
  - Writing and Solving Systems Using Elimination

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MA.K12.MTR.4.1

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

***Clarifications*:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- **Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.**
- **Create opportunities for students to discuss their thinking with peers.**
- **Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.**
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Expressions
- Unit 4: Functions
  - Function Notation

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Writing Linear Functions and Equations
- Unit 2: Special Linear Relationships
  - Linear Inequalities
  - Linear Function Transformations
  - Direct Variation
- Unit 3: Extending Function Relationships
  - Unit Activity: Extending Function Relationships
- Unit 4: Systems of Linear Equations and Inequalities
  - Systems of Inequalities

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MA.K12.MTR.5.1

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

***Clarifications*:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- **Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.**
- **Support students to develop generalizations based on the similarities found among problems.**
- **Provide opportunities for students to create plans and procedures to solve problems.**
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Expressions
  - Equivalent Expressions
  - Real Numbers
- Unit 3: Equations and Inequalities
  - Solving Literal Equations
- Unit 4: Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Constructing and Interpreting Functions
- Unit 2: Special Linear Relationships
  - Linear Function Transformations
- Unit 3: Extending Function Relationships
  - Absolute Value Functions
  - Scatter Plots with Linear Associations
  - Representing Data

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

***Clarifications*:**
Teachers who encourage students to assess the reasonableness of solutions:

- **Have students estimate or predict solutions prior to solving.**
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- **Reinforce that students check their work as they progress within and after a task.**
- **Strengthen students' ability to verify solutions through justifications.**

Florida Algebra 1-A, Semester A
Unit 3: Equations and Inequalities
Absolute Value Equations
Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Linear Inequalities
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Linear Equations

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

***Clarifications*:**
Teachers who encourage students to apply mathematics to real-world contexts:

- **Provide opportunities for students to create models, both concrete and abstract, and perform investigations.**
- **Challenge students to question the accuracy of their models and methods.**
- **Support students as they validate conclusions by comparing them to the given situation.**
- **Indicate how various concepts can be applied to other disciplines.**

Florida Algebra 1-A, Semester A
Unit 1: The Real Number System
Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems

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Expressions
Equivalent Expressions
Unit 3: Equations and Inequalities
Solving Literal Equations
Absolute Value Equations
Solving Linear Inequalities
Solving Compound Inequalities
Unit 4: Functions
Function Notation
Florida Algebra 1-A, Semester B
Unit 1: Linear Relationships
Writing Linear Functions and Equations
Unit Activity: Linear Relationships
Unit 2: Special Linear Relationships
Linear Inequalities
Direct Variation
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Representing Data
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination

ELA Expectations for Students

ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

***Clarifications*:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

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Florida Algebra 1-A, Semester A
Unit 4: Functions
Functions
Graphing Relations
Florida Algebra 1-A, Semester B
Unit 1: Linear Relationships
Constructing and Interpreting Functions
Unit 2: Special Linear Relationships
Linear Inequalities
Linear Function Transformations
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Inequalities

ELA.K12.EE.2.1
Read and comprehend grade-level complex texts proficiently.

***Clarifications*:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data

ELA.K12.EE.3.1
Make inferences to support comprehension.

***Clarifications*:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Florida Algebra 1-A, Semester A
Unit 4: Functions
Graphing Relations
Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships

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ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

***Clarifications*:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships

ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

***Clarifications*:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships

ELA.K12.EE.6.1

Use appropriate voice and tone when speaking or writing.

***Clarifications*:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships

English Language Development

ELD.K12.ELL.MA.1

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Florida Algebra 1-A, Semester A
Unit 1: The Real Number System
Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems
Unit 2: Linear Equations
Applications of Ratio and Percent

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- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Slope
    - Slope and Graphing
    - Writing Linear Functions and Equations
  - Unit 2: Special Linear Relationships
    - Special Lines
    - Direct Variation
  - Unit 3: Extending Function Relationships
    - Scatter Plots with Linear Associations
  - Unit 4: Systems of Linear Equations and Inequalities
    - Writing and Solving Systems Using Substitution

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Courseware

Curriculum Coverage Report to Florida Standards – Mathematics Courses 2022 - And Beyond -> Algebra 1-B (#1200380)

8/4/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida Algebra 1-B, Semester A
Florida Algebra 1-B, Semester B

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Algebra 1-B (#1200380)

Number Sense and Operations

MA.912.NSO.1 Generate equivalent expressions and perform operations with expressions involving exponents, radicals or logarithms.

MA.912.NSO.1.1
Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.

***Clarification 1*: Instruction includes the use of technology when appropriate.**
***Clarification 2*: Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.**
***Clarification 3*: Instruction includes converting between expressions involving rational exponents and expressions involving radicals.**
***Clarification 4*: Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Radicals and Exponents

MA.912.NSO.1.2
Generate equivalent algebraic expressions using the properties of exponents.

***Example*: The expression 1.5^{3t+2} is equivalent to the expression $2.25(1.5)^{3t}$ which is equivalent to $2.25(3.375)^{t}$.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Radicals and Exponents
Properties of Exponents

MA.912.NSO.1.4
Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.

***Algebra 1 Example*: The expression $\frac{\sqrt{136}}{\sqrt{2}}$ is equivalent to $\sqrt{\frac{136}{2}}$ which is equivalent to $\sqrt{68}$ which is equivalent to $2\sqrt{17}$.**

***Clarification 1*: Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Performing Operations on Radicals
Simplifying Cube Roots

Algebraic Reasoning

MA.912.AR.1 Interpret and rewrite algebraic expressions and equations in equivalent forms.

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MA.912.AR.1.1

Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

***Algebra 1 Example*: Derrick is using the formula $P = 1000(1 + .1)^t$ to make a prediction about the camel population in Australia. He identifies the growth factor as (1 + .1), or 1.1, and states that the camel population will grow at an annual rate of 10% per year.**

***Example*: The expression 1.15^t can be rewritten as $\left(1.15^{\frac{1}{12}}\right)^{12t}$ which is approximately equivalent to 1.012^{12t}. This latter expression reveals the approximate equivalent monthly interest rate of 1.2% if the annual rate is 15%.**

***Clarification 1*: Parts of an expression include factors, terms, constants, coefficients and variables.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

Florida Algebra 1-B, Semester A
- Unit 2: Exponential Relationships
  - Modeling with Exponential Functions
- Unit 3: Polynomial Operations
  - Adding and Subtracting Polynomials
- Unit 4: Polynomials and Factors
  - Unit Activity: Polynomials and Factors

MA.912.AR.1.2

Rearrange equations or formulas to isolate a quantity of interest.

***Algebra 1 Example*: The Ideal Gas Law $PV = nRT$ can be rearranged as $T = \frac{PV}{nR}$ to isolate temperature as the quantity of interest.**

***Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for *P*.**
***Mathematics for Data and Financial Literacy Honors Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for *t*.**

***Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

Florida Algebra 1-B, Semester B
- Unit 1: Quadratic Equations
  - Solving Quadratic Equations with Square Roots
- Unit 2: Quadratic Functions
  - Forms of Quadratic Equations
  - Writing Quadratic Functions and Equations
- Unit 3: Extending Quadratic Relationships
  - The Quadratic Formula

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MA.912.AR.1.3
Add, subtract and multiply polynomial expressions with rational number coefficients.

***Clarification 1*: Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial.**
***Clarification 2*: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.**
Florida Algebra 1-B, Semester A
Unit 3: Polynomial Operations
Adding and Subtracting Polynomials
Multiplying Polynomials
Unit 4: Polynomials and Factors
Unit Activity: Polynomials and Factors

MA.912.AR.1.4
Divide a polynomial expression by a monomial expression with rational number coefficients.

***Clarification 1*: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.**
Florida Algebra 1-B, Semester A
Unit 3: Polynomial Operations
Dividing by Monomials

MA.912.AR.1.7
Rewrite a polynomial expression as a product of polynomials over the real number system.

***Example*: The expression $4x^3y - 3x^2y^4$ is equivalent to the factored form $x^2y(4x - 3y^3)$.**
***Example*: The expression $16x^2 - 9y^2$ is equivalent to the factored form $(4x - 3y)(4x + 3y)$.**

***Clarification 1*: Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.**
Florida Algebra 1-B, Semester A
Unit 4: Polynomials and Factors
Factoring Polynomials, Part 1
Factoring Polynomials, Part 2
Unit Activity: Polynomials and Factors

MA.912.AR.3 Write, solve and graph quadratic equations, functions and inequalities in one and two variables.

MA.912.AR.3.1
Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.

***Clarification 1*: Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions.**
***Clarification 2*: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.**
Florida Algebra 1-B, Semester B

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Unit 1: Quadratic Equations
Solving Quadratic Equations with Square Roots
Solving Quadratic Equations by Factoring
Unit 2: Quadratic Functions
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Unit Activity: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square
The Quadratic Formula

MA.912.AR.3.4

Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

***Algebra I Example*: Given a table of values from a quadratic function, write an equation of that function.**

***Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex.**
***Clarification 2*: Instruction includes the use of standard form, factored form and vertex form.**
***Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an *x*-intercept.**

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Writing Quadratic Functions and Equations

MA.912.AR.3.5

Given the *x*-intercepts and another point on the graph of a quadratic function, write the equation for the function.

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Writing Quadratic Functions and Equations

MA.912.AR.3.6

Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.

Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Quadratic Relationships
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square

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MA.912.AR.3.7

Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.**
***Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex.**
***Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.**

Florida Algebra 1-B, Semester B
- Unit 1: Quadratic Equations
  - Quadratic Relationships
- Unit 2: Quadratic Functions
  - Graphs of Quadratic Relationships
  - Forms of Quadratic Equations
  - Unit Activity: Quadratic Functions
- Unit 3: Extending Quadratic Relationships
  - Comparing Functions

MA.912.AR.3.8

Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.

***Algebra 1 Example*: The value of a classic car produced in 1972 can be modeled by the function $V(t) = 19.25t^2 - 440t + 3500$, where t is the number of years since 1972. In what year does the car's value start to increase?**

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.**
***Clarification 2*: Instruction includes the use of standard form, factored form and vertex form.**
***Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.**
***Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.**

Florida Algebra 1-B, Semester B
- Unit 2: Quadratic Functions
  - Forms of Quadratic Equations
  - Writing Quadratic Functions and Equations
  - Unit Activity: Quadratic Functions
- Unit 3: Extending Quadratic Relationships
  - Comparing Functions

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MA.912.AR.5 Write, solve and graph exponential and logarithmic equations and functions in one and two variables.

MA.912.AR.5.3
Given a mathematical or real-world context, classify an exponential function as representing growth or decay.

***Clarification 1*: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Course Activity: Writing Exponential Functions

MA.912.AR.5.4
Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

***Clarification 1*: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.**
***Clarification 2*: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Course Activity: Writing Exponential Functions

MA.912.AR.5.6
Given a table, equation or written description of an exponential function, graph that function and determine its key features.

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.**
***Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.**
***Clarification 4*: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Graphs of Exponential Relationships
Comparing Exponential Functions

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MA.912.AR.9 Write and solve a system of two- and three-variable equations and inequalities that describe quantities or relationships.

MA.912.AR.9.6
Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or nonviable options.

***Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.**

The selected PLATO curriculum does not address this learning expectation.

Functions

MA.912.F.1 Understand, compare and analyze properties of functions.

MA.912.F.1.1
Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

***Clarification 1*: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.**
***Clarification 2*: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x$, $f(x) = x^2$, $f(x) = x^3$, $f(x) = \sqrt{x}$, $f(x) = \sqrt[3]{x}$, $f(x) = |x|$, $f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Nonlinear Functions
Course Activity: Writing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Comparing Functions

MA.912.F.1.2
Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

***Algebra 1 Example*: The function $f(x) = \frac{x}{7} - 8$ models Alicia's position in miles relative to a water stand x minutes into a marathon. Evaluate and interpret for a quarter of an hour into the race.**

***Clarification 1*: Problems include simple functions in two-variables, such as $f(x, y) = 3x - 2y$.**
***Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as $f(x) = 3x$.**

Florida Algebra 1-B, Semester A

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Unit 2: Exponential Relationships
Graphs of Exponential Relationships
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Quadratic Relationships
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Unit 3: Extending Quadratic Relationships
Comparing Functions

MA.912.F.1.3

Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

***Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Nonlinear Functions
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Comparing Functions

MA.912.F.1.6

Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions..

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.**
***Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically.**
***Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Nonlinear Functions
Course Activity: Writing Exponential Functions
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Comparing Functions

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MA.912.F.1.8
Determine whether a linear, quadratic or exponential function best models a given real-world situation.

***Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.**
***Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.**
Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Course Activity: Writing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Writing Quadratic Functions and Equations
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions

MA.912.F.2 Identify and describe the effects of transformations on functions. Create new functions given transformations.

MA.912.F.2.1
Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$ and $f(x+ k)$ for specific values of k.

***Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.**
***Clarification 2*: Instruction focuses on including positive and negative values for k.**
Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Unit Activity: Quadratic Functions

Financial Literacy

MA.912.FL.3 Describe the advantages and disadvantages of short-term and long-term purchases.

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MA.912.FL.3.2

Solve real-world problems involving simple, compound and continuously compounded interest.

***Example*: Find the amount of money on deposit at the end of 5 years if you started with $500 and it was compounded quarterly at 6% interest per year.**
***Example*: Joe won $25,000 on a lottery scratch-off ticket. How many years will it take at 6% interest compounded yearly for his money to double?**

***Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions

MA.912.FL.3.4

Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

***Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions

Data Analysis and Probability

MA.912.DP.1 Summarize, represent and interpret categorical and numerical data with one and two variables.

MA.912.DP.1.1

Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.

***Clarification 1*: Instruction includes discussions regarding the strengths and weaknesses of each data display.**
***Clarification 2*: Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.**
***Clarification 3*: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.**

Florida Algebra 1-B, Semester B

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Unit 4: Statistics
Visual Representations of Data
Comparing Data Sets
Two-Way Frequency Tables

MA.912.DP.1.2

Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

***Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.**

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Understanding Statistics
Comparing Data Sets
Two-Way Frequency Tables
Unit Activity: Statistics
Evaluating Reports

MA.912.DP.1.4

Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.

***Algebra 1 Example*: Based on a survey of 100 households in Twin Lakes, the newspaper reports that the average number of televisions per household is 3.5 with a margin of error of ±0.6. The actual population mean can be estimated to be between 2.9 and 4.1 television per household. Since there are 5,500 households in Twin Lakes the estimated number of televisions is between 15,950 and 22,550.**

***Clarification 1*: Within the Algebra 1 course, the margin of error will be given.**

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Understanding Statistics
Evaluating Reports

MA.912.DP.3 Solve problems involving categorical data.

MA.912.DP.3.1

Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Two-Way Frequency Tables

Mathematical Thinking and Reasoning

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MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

***Clarifications*:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- **Cultivate a community of growth mindset learners.**
- **Foster perseverance in students by choosing tasks that are challenging.**
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit 4: Statistics
Course Activity: Math in Persuasion

MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

***Clarifications*:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- **Help students make connections between concepts and representations.**
- **Provide opportunities for students to use manipulatives when investigating concepts.**
- **Guide students from concrete to pictorial to abstract representations as understanding progresses.**
- **Show students that various representations can have different purposes and can be useful in different situations.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships

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Performing Operations on Radicals
Radicals and Exponents
Unit Activity: Radical Relationships
Unit 2: Exponential Relationships
Nonlinear Functions
Graphs of Exponential Relationships
Comparing Exponential Functions
Unit 3: Polynomial Operations
Dividing by Monomials
Adding and Subtracting Polynomials
Multiplying Polynomials
Unit 4: Polynomials and Factors
Factoring Polynomials, Part 1
Factoring Polynomials, Part 2
Unit Activity: Polynomials and Factors
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Quadratic Relationships
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Writing Quadratic Functions and Equations
Unit 3: Extending Quadratic Relationships
Comparing Functions
Unit 4: Statistics
Visual Representations of Data

MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

***Clarifications*:**
Teachers who encourage students to complete tasks with mathematical fluency:

- **Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.**
- **Offer multiple opportunities for students to practice efficient and generalizable methods.**
- **Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.**

Florida Algebra 1-B, Semester A

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Unit 1: Radical Relationships
Performing Operations on Radicals
Simplifying Cube Roots
Unit Activity: Radical Relationships
Properties of Exponents
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Solving Quadratic Equations with Square Roots
Unit 3: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square
The Quadratic Formula

MA.K12.MTR.4.1

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

***Clarifications*:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- **Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.**
- **Create opportunities for students to discuss their thinking with peers.**
- **Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.**
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Properties of Exponents
Unit 2: Exponential Relationships
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Solving Quadratic Equations with Square Roots
Solving Quadratic Equations by Factoring
Unit 3: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square
Unit 4: Statistics
Comparing Data Sets
Course Activity: Math in Persuasion

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MA.K12.MTR.5.1

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

***Clarifications*:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- **Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.**
- **Support students to develop generalizations based on the similarities found among problems.**
- **Provide opportunities for students to create plans and procedures to solve problems.**
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Florida Algebra 1-B, Semester A
- Unit 2: Exponential Relationships
  - Modeling with Exponential Functions
- Unit 3: Polynomial Operations
  - Dividing by Monomials
  - Adding and Subtracting Polynomials
  - Multiplying Polynomials
- Unit 4: Polynomials and Factors
  - Factoring Polynomials, Part 1
  - Factoring Polynomials, Part 2
  - Unit Activity: Polynomials and Factors

Florida Algebra 1-B, Semester B
- Unit 3: Extending Quadratic Relationships
  - Course Activity: Modeling with Functions

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

***Clarifications*:**
Teachers who encourage students to assess the reasonableness of solutions:

- **Have students estimate or predict solutions prior to solving.**
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- **Reinforce that students check their work as they progress within and after a task.**
- **Strengthen students' ability to verify solutions through justifications.**

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Unit Activity: Extending Quadratic Relationships

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

***Clarifications*:**
Teachers who encourage students to apply mathematics to real-world contexts:

- **Provide opportunities for students to create models, both concrete and abstract, and perform investigations.**
- **Challenge students to question the accuracy of their models and methods.**
- **Support students as they validate conclusions by comparing them to the given situation.**
- **Indicate how various concepts can be applied to other disciplines.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Course Activity: Writing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Unit Activity: Quadratic Functions

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Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit Activity: Extending Quadratic Relationships
Unit 4: Statistics
Comparing Data Sets
Course Activity: Math in Persuasion
Two-Way Frequency Tables
Unit Activity: Statistics

ELA Expectations for Students

ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

***Clarifications*:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit 4: Statistics
Comparing Data Sets
Course Activity: Math in Persuasion
Two-Way Frequency Tables
Unit Activity: Statistics
Evaluating Reports

ELA.K12.EE.2.1
Read and comprehend grade-level complex texts proficiently.

***Clarifications*:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Florida Algebra 1-B, Semester B

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Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit 4: Statistics
Evaluating Reports

ELA.K12.EE.3.1

Make inferences to support comprehension.

***Clarifications*:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Understanding Statistics
Visual Representations of Data
Comparing Data Sets
Two-Way Frequency Tables
Unit Activity: Statistics
Evaluating Reports

ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

***Clarifications*:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Course Activity: Math in Persuasion

ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

***Clarifications*:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Course Activity: Math in Persuasion

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ELA.K12.EE.6.1

Use appropriate voice and tone when speaking or writing.

***Clarifications*:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- Florida Algebra 1-B, Semester A
  - Unit 2: Exponential Relationships
    - Course Activity: Writing Exponential Functions
- Florida Algebra 1-B, Semester B
  - Unit 4: Statistics
    - Course Activity: Math in Persuasion

English Language Development

ELD.K12.ELL.MA.1

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- Florida Algebra 1-B, Semester A
  - Unit 2: Exponential Relationships
    - Course Activity: Writing Exponential Functions
  - Unit 3: Polynomial Operations
    - Dividing by Monomials
    - Adding and Subtracting Polynomials
    - Multiplying Polynomials
- Florida Algebra 1-B, Semester B
  - Unit 1: Quadratic Equations
    - Solving Quadratic Equations by Factoring
  - Unit 2: Quadratic Functions
    - Forms of Quadratic Equations
    - Writing Quadratic Functions and Equations
  - Unit 3: Extending Quadratic Relationships
    - Solving Quadratic Equations by Completing the Square
    - The Quadratic Formula
  - Unit 4: Statistics
    - Visual Representations of Data

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Courseware

Curriculum Coverage Report to Florida Standards – Social Studies Courses (Frameworks) 2022 - 2023 -> M/J Civics (#2106010) 2022 - 2023

6/2/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida M/J Civics, Semester A v2.0
Florida M/J Civics, Semester B v2.0

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M/J Civics (#2106010) 2022 - 2023

Social Studies Strands

Strand: Civics and Government

SS.7.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution

SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government

SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government

SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government

SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
How Federalism Works

SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

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SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution

SS.7.C.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Citizenship

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Citizenship

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels. Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Citizenship
Unit Activity: A Nation and Its People
Physical and Political Geography of the United States
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch

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Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Unit Activity: Local Community Service

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
Unit Activity: The Judicial System

SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Elections

SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Political Parties

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SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Unit Activity: The American Political System

SS.7.C.2.10. Examine the impact of media, individuals, and interest groups on monitoring and influencing government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
The Bureaucracy and Domestic Policy
Unit 2: The American Political System
Public Opinion, the Media, and Interest Groups

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Public Opinion, the Media, and Interest Groups

SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

The selected PLATO curriculum does not address this learning expectation.

SS.7.C.2.13 Examine multiple perspectives on public and current issues. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional

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resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Political Parties

SS.7.C.2.14 Conduct a service project to further the public good. Clarifications: The project can be at the school, community, state, national, or international level.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Unit Activity: Local Community Service

SS.7.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
What Is Government?

SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
What Is Government?

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch
The Executive Branch

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The Judicial Branch
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
How Federalism Works

SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
How Federalism Works

SS.7.C.3.5 Explain the Constitutional amendment process. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Clarifications: This benchmark is annually

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evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch
The Executive Branch
The Judicial Branch
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
The Bureaucracy and Domestic Policy
Foreign Policy

SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch
The Legal System
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
State and Local Governments
The Bureaucracy and Domestic Policy

SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legal System

SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government

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The Judicial Branch
The Legal System
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
State and Local Governments

SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights
Unit 3: Structure and Functions of the U.S. Government
The Executive Branch
The Judicial Branch
The Legal System
Unit Activity: The Judicial System

SS.7.C.3.13 Compare the constitutions of the United States and Florida. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution
Unit Activity: Foundations of American Government

SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
What Is Government?
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
State and Local Governments
How Federalism Works

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SS.7.C.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
The Bureaucracy and Domestic Policy
Foreign Policy

SS.7.C.4.2 Recognize government and citizen participation in international organizations. Clarifications: Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Foreign Policy

SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Foreign Policy

Strand: Economics

SS.7.E.1 Understand the fundamental concepts relevant to the development of a market economy.

SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Basic Economic Principles

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SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Basic Economic Principles

SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work
Basic Economic Principles

SS.7.E.1.6 Compare the national budget process to the personal budget process. Clarifications: Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Unit Activity: Budgeting

SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply. Clarifications: Examples are the Federal Reserve System and privately owned banks.

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Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Basic Economic Principles

SS.7.E.2.5 Explain how economic institutions impact the national economy. Clarifications: Examples are the stock market, banks, credit unions.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

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Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

Strand: Geography

SS.7.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America. Clarifications: Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.2 Understand physical and cultural characteristics of places.

SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States. Clarifications: Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
The People of the United States

SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States. Clarifications: Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
The People of the United States
Physical and Political Geography of the United States

SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and

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inter-governmental relations in North America.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.2.4 Describe current major cultural regions of North America. Clarifications: Examples are the South, Rust-belt, Silicon Valley.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
The People of the United States

SS.7.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.4 Understand the characteristics, distribution, and migration of human populations.

SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.

The selected PLATO curriculum does not address this learning expectation.

SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

The selected PLATO curriculum does not address this learning expectation.

SS.7.G.5 Understand how human actions can impact the environment.

SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Clarifications: Examples are tri-county mangrove decimation, beach erosion.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.6 Understand how to apply geography to interpret the past and present and plan for the future.

SS.7.G.6.1 Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Clarifications: Examples are population density, changes in census data, and district reapportionment over time.

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Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

Supporting Standards

Mathematical Thinking and Reasoning

MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Unit Activity: Budgeting

MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Unit Activity: Budgeting

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MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States
Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work
Unit Activity: Budgeting

MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

The selected PLATO curriculum does not address this learning expectation.

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States
Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work
Unit Activity: Budgeting

ELA Expectations for Students

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

The selected PLATO curriculum does not address this learning expectation.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Unit Activity: A Nation and Its People
Physical and Political Geography of the United States
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution
The Bill of Rights and Individual Rights
Unit 3: Structure and Functions of the U.S. Government
The Executive Branch
The Legal System
Unit Activity: The Judicial System
Florida M/J Civics, Semester B v2.0

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Unit 1: The Federal System
Unit Activity: Local Community Service
Unit 3: The American Economic System
The U.S. Economy at Work

ELA.K12.EE.3.1 Make inferences to support comprehension.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Unit Activity: A Nation and Its People
Physical and Political Geography of the United States
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution
The Bill of Rights and Individual Rights
Unit 3: Structure and Functions of the U.S. Government
The Executive Branch
The Legal System
Unit Activity: The Judicial System
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Unit Activity: Local Community Service
Unit 3: The American Economic System
The U.S. Economy at Work

ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Discussion: A Nation and Its People
Unit 2: Foundations of American Government
Discussion: Foundations of American Government
Unit 3: Structure and Functions of the U.S. Government
Discussion: Structure and Functions of the U.S. Government
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Discussion: The Federal System
Unit 2: The American Political System
Discussion: The American Political System
Unit 3: The American Economic System
Discussion: The American Economic System

ELA.K12.EE.5.1
Use the accepted rules governing a specific format to create quality work.

The selected PLATO curriculum does not address this learning expectation.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Unit Activity: A Nation and Its People

English Language Development for English Language Learners

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ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

- Florida M/J Civics, Semester A v2.0
  - Unit 1: A Nation and Its People
    - Discussion: A Nation and Its People
  - Unit 2: Foundations of American Government
    - Discussion: Foundations of American Government
  - Unit 3: Structure and Functions of the U.S. Government
    - Discussion: Structure and Functions of the U.S. Government
- Florida M/J Civics, Semester B v2.0
  - Unit 1: The Federal System
    - Discussion: The Federal System
  - Unit 2: The American Political System
    - Discussion: The American Political System
  - Unit 3: The American Economic System
    - Discussion: The American Economic System

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- Florida M/J Civics, Semester A v2.0
  - Unit 1: A Nation and Its People
    - Unit Activity: A Nation and Its People
  - Unit 2: Foundations of American Government
    - Unit Activity: Foundations of American Government
  - Unit 3: Structure and Functions of the U.S. Government
    - Unit Activity: The Judicial System
- Florida M/J Civics, Semester B v2.0
  - Unit 1: The Federal System
    - Unit Activity: Local Community Service
  - Unit 2: The American Political System
    - Unit Activity: The American Political System
  - Unit 3: The American Economic System
    - Unit Activity: Budgeting

Health Education

HE.7.P.8.2 Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.

- Florida M/J Civics, Semester B v2.0
  - Unit 1: The Federal System
    - Unit Activity: Local Community Service

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Courseware

Curriculum Coverage Report to Florida Standards – Science Courses 2022 - And Beyond -> M/J Physical Science (#2003010) 2022 - And Beyond

5/27/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida M/J Physical Science, Semester A
Florida M/J Physical Science, Semester B

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M/J Physical Science (#2003010) 2022 - And Beyond

Content Standards

SC.6.N Nature of Science

SC.6.N.1 The Practice of Science

SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

- Florida M/J Physical Science, Semester A
  - Unit 2: Chemical Reactions
    - Course Activity: Observing a Chemical Reaction
    - Course Activity: Building a Device that Uses Energy from Chemical Reactions
  - Unit 3: Forces and Motion
    - Using Forces to Predict Motion
    - Course Activity: Exploring Forces
    - Course Activity: Investigating Forces and Motion
    - Collisions
    - Course Activity: Designing a Car Bumper
    - Unit Activity: Forces and Motion
  - Unit 1: Structure and Properties of Matter
    - Introduction to Physical Science
    - Course Activity: Examining Matter
    - Energy and Changes in State
    - Course Activity: Observing a Change in State
- Florida M/J Physical Science, Semester B
  - Unit 1: Force Fields
    - Electricity and Magnetism
    - Gravity
    - Course Activity: Finding Evidence of Force Fields
    - Electric Circuits
    - Electromagnets, Generators, and Motors
  - Unit 2: Energy
    - Course Activity: Describing the Movement of Energy
    - Course Activity: Investigating Gravity and Potential Energy
    - Potential Energy
    - Kinetic Energy
    - Energy Transfer and Transformation
    - Course Activity: Investigating Temperature Changes in Materials
    - Thermal Energy and Heat
    - Unit Activity: Energy
  - Unit 3: Waves
    - Exploring Waves

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Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.6.N.1.2 Explain why scientific investigations should be replicable.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning

SC.6.N.1.3 Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Observing a Chemical Reaction
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Course Activity: Examining Matter
Course Activity: Observing a Change in State

SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

The selected PLATO curriculum does not address this learning expectation.

SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Course Activity: Designing a Car Bumper
Unit Activity: Forces and Motion
Unit 1: Structure and Properties of Matter
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors
Unit 2: Energy
Energy Transfer and Transformation
Unit Activity: Energy

SC.6.N.2 The Characteristics of Scientific Knowledge

SC.6.N.2.1 Distinguish science from other activities involving thought.

Florida M/J Physical Science, Semester A

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Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 3: Waves
Light and Information About the Universe

SC.6.N.2.3 Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors

SC.6.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.6.N.3.1 Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter

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Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.6.N.3.3 Give several examples of scientific laws.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Energy Changes in Chemical Reactions
Unit 3: Forces and Motion
Using Forces to Predict Motion
Course Activity: Investigating Forces and Motion
Collisions
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Unit 2: Energy
Energy Transfer and Transformation

SC.6.N.3.4 Identify the role of models in the context of the sixth grade science benchmarks.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Using Forces to Predict Motion
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Course Activity: Building Models of Atomic Arrangements
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Finding Evidence of Force Fields
Electric Circuits
Unit 2: Energy
Energy Transfer and Transformation
Unit 3: Waves
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.7.N Nature of Science

SC.7.N.1 The Practice of Science

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SC.7.N.1.1 Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

- Florida M/J Physical Science, Semester A
  - Unit 2: Chemical Reactions
    - Course Activity: Observing a Chemical Reaction
    - Course Activity: Building a Device that Uses Energy from Chemical Reactions
  - Unit 3: Forces and Motion
    - Using Forces to Predict Motion
    - Course Activity: Exploring Forces
    - Course Activity: Investigating Forces and Motion
    - Collisions
    - Course Activity: Designing a Car Bumper
    - Unit Activity: Forces and Motion
  - Unit 1: Structure and Properties of Matter
    - Introduction to Physical Science
    - Course Activity: Examining Matter
    - Energy and Changes in State
    - Course Activity: Observing a Change in State
- Florida M/J Physical Science, Semester B
  - Unit 1: Force Fields
    - Electricity and Magnetism
    - Gravity
    - Course Activity: Finding Evidence of Force Fields
    - Electric Circuits
    - Electromagnets, Generators, and Motors
  - Unit 2: Energy
    - Course Activity: Describing the Movement of Energy
    - Course Activity: Investigating Gravity and Potential Energy
    - Potential Energy
    - Kinetic Energy
    - Energy Transfer and Transformation
    - Course Activity: Investigating Temperature Changes in Materials
    - Thermal Energy and Heat
    - Unit Activity: Energy
  - Unit 3: Waves
    - Exploring Waves
    - Course Activity: Describing How Light Interacts with Matter
    - Interactions of Light with Matter

SC.7.N.1.2 Differentiate replication (by others) from repetition (multiple trials).

- Florida M/J Physical Science, Semester A
  - Unit 1: Structure and Properties of Matter
    - Course Activity: Scientific Reasoning

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SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Course Activity: Observing a Chemical Reaction
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Introduction to Physical Science
  - Course Activity: Examining Matter
  - Course Activity: Observing a Change in State

SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Course Activity: Observing a Chemical Reaction
- Unit 1: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Course Activity: Observing a Change in State

Florida M/J Physical Science, Semester B
- Unit 2: Energy
  - Kinetic Energy
  - Course Activity: Investigating Temperature Changes in Materials

SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

Florida M/J Physical Science, Semester A
- Unit 1: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Course Activity: Examining Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Finding Evidence of Force Fields

SC.7.N.1.6 Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Electromagnets, Generators, and Motors
- Unit 3: Waves
  - Light and Information About the Universe

SC.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

Florida M/J Physical Science, Semester A

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Unit 2: Chemical Reactions
Synthetic Materials
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.7.N.2 The Characteristics of Scientific Knowledge

SC.7.N.2.1 Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Unit 3: Waves
Light and Information About the Universe

SC.7.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.7.N.3.1 Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.7.N.3.2 Identify the benefits and limitations of the use of scientific models.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Finding Evidence of Force Fields

SC.8.N Nature of Science

SC.8.N.1 The Practice of Science

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SC.8.N.1.1 Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

- Florida M/J Physical Science, Semester A
  - Unit 2: Chemical Reactions
    - Course Activity: Observing a Chemical Reaction
    - Course Activity: Building a Device that Uses Energy from Chemical Reactions
  - Unit 3: Forces and Motion
    - Using Forces to Predict Motion
    - Course Activity: Exploring Forces
    - Course Activity: Investigating Forces and Motion
    - Collisions
    - Course Activity: Designing a Car Bumper
    - Unit Activity: Forces and Motion
  - Unit 1: Structure and Properties of Matter
    - Introduction to Physical Science
    - Course Activity: Examining Matter
    - Energy and Changes in State
    - Course Activity: Observing a Change in State
- Florida M/J Physical Science, Semester B
  - Unit 1: Force Fields
    - Electricity and Magnetism
    - Gravity
    - Course Activity: Finding Evidence of Force Fields
    - Electric Circuits
    - Electromagnets, Generators, and Motors
  - Unit 2: Energy
    - Course Activity: Describing the Movement of Energy
    - Course Activity: Investigating Gravity and Potential Energy
    - Potential Energy
    - Kinetic Energy
    - Energy Transfer and Transformation
    - Course Activity: Investigating Temperature Changes in Materials
    - Thermal Energy and Heat
    - Unit Activity: Energy
  - Unit 3: Waves
    - Exploring Waves
    - Course Activity: Describing How Light Interacts with Matter
    - Interactions of Light with Matter

SC.8.N.1.2 Design and conduct a study using repeated trials and replication.

- Florida M/J Physical Science, Semester B
  - Unit 2: Energy
    - Course Activity: Investigating Gravity and Potential Energy

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SC.8.N.1.3 Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

The selected PLATO curriculum does not address this learning expectation.

SC.8.N.1.4 Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Electromagnets, Generators, and Motors

SC.8.N.1.5 Analyze the methods used to develop a scientific explanation as seen in different fields of science.

Florida M/J Physical Science, Semester A
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Course Activity: Examining Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Finding Evidence of Force Fields

SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Course Activity: Building a Device that Uses Energy from Chemical Reactions
- Unit 3: Forces and Motion
  - Collisions
  - Course Activity: Designing a Car Bumper
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Finding Evidence of Force Fields
  - Electromagnets, Generators, and Motors
- Unit 2: Energy
  - Energy Transfer and Transformation
  - Thermal Energy and Heat

SC.8.N.2 The Characteristics of Scientific Knowledge

SC.8.N.2.1 Distinguish between scientific and pseudoscientific ideas.

The selected PLATO curriculum does not address this learning expectation.

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SC.8.N.2.2 Discuss what characterizes science and its methods.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.8.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.8.N.3.1 Select models useful in relating the results of their own investigations.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Using Forces to Predict Motion
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Finding Evidence of Force Fields
Electric Circuits
Unit 3: Waves
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.8.N.4 Science and Society

SC.8.N.4.1 Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Conserving Electricity at Home

SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions

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Energy Changes in Chemical Reactions
Synthetic Materials
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors
Unit 2: Energy
Forms of Energy
Unit 3: Waves
Unit Activity: Waves

Physical Science

SC.6.P.11 Energy Transfer and Transformations

SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

Florida M/J Physical Science, Semester B
Unit 2: Energy
Course Activity: Describing the Movement of Energy
Forms of Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

SC.6.P.12 Motion of Objects

SC.6.P.12.1 Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

Florida M/J Physical Science, Semester A
Unit 3: Forces and Motion
Motion and Motion Graphs

SC.6.P.13 Forces and Changes in Motion

SC.6.P.13.1 Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

Florida M/J Physical Science, Semester A
Unit 3: Forces and Motion
Using Forces to Predict Motion
Course Activity: Exploring Forces
Course Activity: Investigating Forces and Motion
Collisions
Course Activity: Designing a Car Bumper
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Course Activity: Finding Evidence of Force Fields

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SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

Florida M/J Physical Science, Semester A
Unit 3: Forces and Motion
Using Forces to Predict Motion
Course Activity: Investigating Forces and Motion
Collisions

SC.7.P.10 Forms of Energy

SC.7.P.10.1 Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors
Unit 3: Waves
Exploring Waves
Light and Information About the Universe
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter
Unit Activity: Waves

SC.7.P.10.2 Observe and explain that light can be reflected, refracted, and/or absorbed.

Florida M/J Physical Science, Semester B
Unit 3: Waves
Light and Information About the Universe
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.7.P.10.3 Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

Florida M/J Physical Science, Semester B
Unit 3: Waves
Exploring Waves

SC.7.P.11 Energy Transfer and Transformations

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SC.7.P.11.1 Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Energy and Changes in State
Course Activity: Observing a Change in State
Florida M/J Physical Science, Semester B
Unit 2: Energy
Thermal Energy and Heat

SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.

Florida M/J Physical Science, Semester B
Unit 2: Energy
Course Activity: Describing the Movement of Energy
Forms of Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Energy Changes in Chemical Reactions
Florida M/J Physical Science, Semester B
Unit 2: Energy
Energy Transfer and Transformation

SC.7.P.11.4 Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Observing a Change in State
Florida M/J Physical Science, Semester B
Unit 2: Energy
Course Activity: Investigating Temperature Changes in Materials
Thermal Energy and Heat
Unit Activity: Energy

SC.8.P.8 Properties of Matter

SC.8.P.8.1 Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter

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Atoms and Elements

SC.8.P.8.2 Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.8.P.8.3 Explore and describe the densities of various materials through measurement of their masses and volumes.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Unit 1: Structure and Properties of Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.8.P.8.4 Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Synthetic Materials
Unit 1: Structure and Properties of Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electricity and Magnetism
Unit Activity: Force Fields

SC.8.P.8.5 Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Course Activity: Building Models of Atomic Arrangements
Atoms and Elements

SC.8.P.8.6 Recognize that elements are grouped in the periodic table according to similarities of their properties.

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Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Atoms and Elements

SC.8.P.8.7 Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Atoms and Elements

SC.8.P.8.8 Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Observing a Chemical Reaction
Unit 1: Structure and Properties of Matter
Matter Around Us

SC.8.P.8.9 Distinguish among mixtures (including solutions) and pure substances.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Matter Around Us

SC.8.P.9 Changes in Matter

SC.8.P.9.1 Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Course Activity: Observing a Change in State

SC.8.P.9.2 Differentiate between physical changes and chemical changes.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Observing a Chemical Reaction
Properties and Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions

SC.8.P.9.3 Investigate and describe how temperature influences chemical changes.

Florida M/J Physical Science, Semester A

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Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Properties and Chemical Reactions
Energy Changes in Chemical Reactions

Supporting Standards

Mathematical Thinking and Reasoning

MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Motion and Motion Graphs
Course Activity: Investigating Forces and Motion
Collisions
Course Activity: Designing a Car Bumper
Simple Machines
Unit 1: Structure and Properties of Matter
Course Activity: Examining Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Electric Circuits
Course Activity: Conserving Electricity at Home
Unit 2: Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

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MA.K12.MTR.2.1

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

Florida M/J Physical Science, Semester A
- Unit 3: Forces and Motion
  - Motion and Motion Graphs
  - Collisions
- Unit 1: Structure and Properties of Matter
  - Course Activity: Examining Matter
  - Matter Around Us

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Conserving Electricity at Home
- Unit 2: Energy
  - Course Activity: Investigating Gravity and Potential Energy
  - Potential Energy
  - Kinetic Energy
  - Energy Transfer and Transformation

MA.K12.MTR.3.1

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Properties and Chemical Reactions
  - Course Activity: Building a Device that Uses Energy from Chemical Reactions
- Unit 3: Forces and Motion
  - Motion and Motion Graphs
  - Course Activity: Investigating Forces and Motion
  - Collisions
  - Course Activity: Designing a Car Bumper

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Simple Machines
Unit 1: Structure and Properties of Matter
Course Activity: Examining Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Electric Circuits
Course Activity: Conserving Electricity at Home
Unit 2: Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

Florida M/J Physical Science, Semester B
Unit 2: Energy
Energy Transfer and Transformation

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Motion and Motion Graphs
Course Activity: Investigating Forces and Motion
Collisions
Course Activity: Designing a Car Bumper
Simple Machines
Unit 1: Structure and Properties of Matter
Course Activity: Examining Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Electric Circuits
Course Activity: Conserving Electricity at Home
Unit 2: Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

ELA Expectations for Students

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
Florida M/J Physical Science, Semester A

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Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Unit 3: Waves
Unit Activity: Waves

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Discussion: Chemical Reactions
Properties and Chemical Reactions
Atoms in Chemical Reactions
Synthetic Materials
Unit 3: Forces and Motion
Using Forces to Predict Motion
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Matter Around Us
Energy and Changes in State
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Gravity
Electric Circuits
Unit 2: Energy
Forms of Energy
Thermal Energy and Heat
Unit 3: Waves
Interactions of Light with Matter
Unit Activity: Waves

ELA.K12.EE.3.1 Make inferences to support comprehension.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Discussion: Chemical Reactions
Properties and Chemical Reactions
Atoms in Chemical Reactions
Synthetic Materials
Unit 3: Forces and Motion
Using Forces to Predict Motion
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Matter Around Us
Energy and Changes in State
Florida M/J Physical Science, Semester B

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Unit 1: Force Fields
Unit Activity: Force Fields
Gravity
Electric Circuits
Unit 2: Energy
Forms of Energy
Thermal Energy and Heat
Unit 3: Waves
Interactions of Light with Matter
Unit Activity: Waves

ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Discussion: Chemical Reactions
Unit 3: Forces and Motion
Discussion: Forces and Motion
Unit 1: Structure and Properties of Matter
Discussion: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Discussion: Force Fields
Unit 2: Energy
Discussion: Energy
Unit 3: Waves
Discussion: Waves

ELA.K12.EE.5.1
Use the accepted rules governing a specific format to create quality work.
Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Unit 3: Waves
Unit Activity: Waves

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.
Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Unit 3: Waves

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Unit Activity: Waves

English Language Development for English Language Learners

ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Discussion: Chemical Reactions
- Unit 3: Forces and Motion
  - Discussion: Forces and Motion
- Unit 1: Structure and Properties of Matter
  - Discussion: Structure and Properties of Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Discussion: Force Fields
- Unit 2: Energy
  - Discussion: Energy
- Unit 3: Waves
  - Discussion: Waves

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Unit Activity: Chemical Reactions
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Unit Activity: Force Fields
- Unit 3: Waves
  - Unit Activity: Waves

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Courseware

Curriculum Coverage Report to Florida Standards – English/Language Arts Courses 2022 - And Beyond

8/15/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida English 1, Semester A v4.0
Florida English 1, Semester B v4.0

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English/Language Arts Courses 2022 - And Beyond

1001310 - English 1

Content Standards

9th Grade

Communication

ELA.9.C.1 Communicating Through Writing

ELA.9.C.1.2:
Narrative Writing
Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

Benchmark Clarifications:
Clarification 1: **See Writing Types and Narrative Techniques.**

- Florida English 1, Semester A v4.0
  - Unit 3: Looking Inward
    - Unit Activity: Write a Personal Narrative Exploring Identity
    - Planning and Developing Your Writing with Model Texts
- Florida English 1, Semester B v4.0
  - Unit 2: More Than Just Fun and Games
    - Determining and Analyzing Theme in "The Perfect Match"

ELA.9.C.1.3:
Argumentative Writing
Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

Benchmark Clarification:
Clarification 1: **See Writing Types and Elaborative Techniques.**

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Unit Activity: Write a Literature Analysis on Authorial Techniques
    - Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
    - Analyzing How Pacing and Structure Create Suspense in "New Chicago"
    - Analyzing Theme Development in "New Chicago"
  - Unit 2: Leaving a Legacy
    - Researching What It Takes to Make a Difference
    - Unit Activity: Write an Argument on What it Takes to Make a Difference
  - Unit 3: Looking Inward
    - Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name"

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Analyzing Two Accounts of Helen Keller's Life
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Analyzing Shakespeare's "Romeo and Juliet" and Ovid's "Pyramus and Thisbe"
Analyzing Dramatic Irony and Theme in Romeo and Juliet: Act 5, Scene 3
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Comparing Character Interactions in Romeo and Juliet: Act 4
Analyzing Character Motivations in Romeo and Juliet: Act 1, Scenes 1-2
Analyzing Character Interaction in Romeo and Juliet: Act 1, Scenes 3-4
Analyzing a Visual Representation of Romeo and Juliet: Act 1, Scene 5
Analyzing Tension in Romeo and Juliet: Act 2, Scenes 1-3
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches
Drafting a Rhetorical Analysis

ELA.9.C.1.4:

Expository Writing

Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

Benchmark Clarifications:

Clarification 1: **See Writing Types.**

Florida English 1, Semester A v4.0
Unit 4: A Natural Balance
Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature"
Determining Technical Meanings in "Clean Tech Rises Again"
Examining Rhetoric and Point of View in the Speech "All-of-the-Above"
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Unit Activity: Write an Expository Essay Explaining the Impact of Technology

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Conducting Research on the Impact of Technology
Unit 4: The Power of Youth
Analyzing Structural Elements of an Expository Text to Develop an Outline
Synthesizing and Citing Sources to Develop a Paper
Strengthening Writing through Editing, Revision, and Feedback
Crafting a Research Question and Developing a Plan

ELA.9.C.1.5:

Improving Writing

Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

Florida English 1, Semester A v4.0
Unit 3: Looking Inward
Unit Activity: Write a Personal Narrative Exploring Identity
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Unit 4: The Power of Youth
Strengthening Writing through Editing, Revision, and Feedback
Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.2 Communicating Orally

ELA.9.C.2.1:

Oral Presentation

Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

Benchmark Clarifications:

Clarification 1: **At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.**

Clarification 2: **For further guidance, see the Secondary Oral Communication Rubric.**

Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Unit Activity: Write an Expository Essay Explaining the Impact of Technology
Unit 4: The Power of Youth
Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.3 Following Conventions

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ELA.9.C.3.1:

Conventions

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1:

Skills to be implemented but not yet mastered are as follows:

- **Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.**
- **Use knowledge of usage rules to create flow in writing and presenting.**

Clarification 2: **See Convention Progression by Grade Level.**

Florida English 1, Semester A v4.0
- Unit 1: Page Turners and Plot Twists
  - Unit Activity: Write a Literature Analysis on Authorial Techniques Examining the Relationship Between Structure and Effect in "Games at Twilight"
- Unit 2: Leaving a Legacy
  - Analyzing Theme Development through Details and Parallel Structure in "If"
  - Evaluating Evidence in an Informational Text
  - Unit Activity: Write an Argument on What it Takes to Make a Difference
- Unit 3: Looking Inward
  - Analyzing Text Structure in The Story of My Life
- Unit 4: A Natural Balance
  - Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
  - Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature

Florida English 1, Semester B v4.0
- Unit 1: Love and Conflict in Romeo and Juliet
  - Unit Activity: Write a Literature Analysis on Love and Conflict Comparing Character Interactions in Romeo and Juliet: Act 4
- Unit 2: More Than Just Fun and Games
  - Course Activity: Compare and Evaluate Opposing Arguments
  - Unit Activity: Write an Expository Essay Explaining the Impact of Technology
- Unit 3: Historically Speaking
  - Unit Activity: Writing and Presenting an Argument
- Unit 4: The Power of Youth
  - Strengthening Writing through Editing, Revision, and Feedback
  - Creating a Multimedia Presentation
  - Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.4 Researching

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ELA.9.C.4.1:

Researching and Using Information

Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

Benchmark Clarifications:

Clarification 1: **There is no requirement that students research the additional questions generated.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Researching What It Takes to Make a Difference
- Florida English 1, Semester B v4.0
  - Unit 2: More Than Just Fun and Games
    - Analyzing Portrayals of Katherine Johnson in Different Mediums
    - Conducting Research on the Impact of Technology
  - Unit 3: Historically Speaking
    - Analyzing Purpose, Audience, and Message in "Four Freedoms"
  - Unit 4: The Power of Youth
    - Gathering Information Using Keywords and Phrases
    - Evaluating Sources to Determine Usefulness and Connections to the Research Topic
    - Evaluating Sources for Credibility and Reliability
    - Synthesizing and Citing Sources to Develop a Paper
    - Crafting a Research Question and Developing a Plan

ELA.9.C.5 Creating and Collaborating

ELA.9.C.5.1:

Multimedia

Create digital presentations with coherent ideas and a clear perspective.

Benchmark Clarifications:

Clarification 1: **The presentation may be delivered live or delivered as a stand-alone digital experience.**

- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
  - Unit 2: More Than Just Fun and Games
    - Unit Activity: Write an Expository Essay Explaining the Impact of Technology
  - Unit 4: The Power of Youth
    - Creating a Multimedia Presentation
    - Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.5.2:

Technology in Communication

Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

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Florida English 1, Semester B v4.0
Unit 4: The Power of Youth
Unit Activity: Presenting and Publishing Research Findings

Reading

ELA.9.R.1 Reading Prose and Poetry

ELA.9.R.1.1:
Literary Elements
Explain how key elements enhance or add layers of meaning and/or style in a literary text.

Benchmark Clarifications:
Clarification 1: **Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.**
Clarification 2: **For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:**
Layer 1) the literal level, what the words actually mean
Layer 2) mood, those feelings that are evoked in the reader
Layer 3) tone, the author's attitude
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Clarification 3: **Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Unit Activity: Write a Literature Analysis on Authorial Techniques
Analyzing Character, Structure, and Theme in "The Odyssey"
Analyzing How Order of Events Creates Tension in "The Monkey's Paw"
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
Analyzing How Pacing and Structure Create Suspense in "New Chicago"
Analyzing Theme Development in "New Chicago"
Examining the Relationship Between Structure and Effect in "Games at Twilight"
Analyzing Nuance in Words in "The Tell-Tale Heart"
Unit 2: Leaving a Legacy
Analyzing Theme Development through Details and Parallel Structure in "If"
Analyzing Character Interactions in "An Hour with Abuelo"
Analyzing Theme Development in "An Hour with Abuelo"

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Unit 4: A Natural Balance
Analyzing the Development of Theme in "To Build a Fire"
Course Activity: Examine How Figurative Language Creates Mood
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Analyzing How Characters Develop Theme in Romeo and Juliet: Act 3, Scenes 1-2
Analyzing How Language Reveals Character and Theme in Romeo and Juliet: Act 3, Scenes 3-5
Comparing Character Interactions in Romeo and Juliet: Act 4
Analyzing Character Motivations in Romeo and Juliet: Act 1, Scenes 1-2
Analyzing Character Interaction in Romeo and Juliet: Act 1, Scenes 3-4
Analyzing Tension in Romeo and Juliet: Act 2, Scenes 1-3
Unit 2: More Than Just Fun and Games
Determining and Analyzing Theme in "The Perfect Match"

ELA.9.R.1.2:
Theme
Analyze universal themes and their development throughout a literary text.

Benchmark Clarifications:
Clarification 1: **A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Analyzing Theme Development in "New Chicago"
Comparing a Text to Source Material in "The Monkey's Paw" and "New Chicago"
Unit 2: Leaving a Legacy
Analyzing Theme Development through Details and Parallel Structure in "If"
Analyzing Theme Development in "An Hour with Abuelo"
Unit 4: A Natural Balance
Analyzing the Development of Theme in "To Build a Fire"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet

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Analyzing Shakespeare's "Romeo and Juliet" and Ovid's "Pyramus and Thisbe"
Analyzing Dramatic Irony and Theme in Romeo and Juliet: Act 5, Scene 3
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Analyzing How Characters Develop Theme in Romeo and Juliet: Act 3, Scenes 1-2
Comparing Character Interactions in Romeo and Juliet: Act 4
Unit 2: More Than Just Fun and Games
Determining and Analyzing Theme in "The Perfect Match"

ELA.9.R.1.3:
Perspective and Point of View
Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

Benchmark Clarifications:
Clarification 1: **See Rhetorical Devices for more information on irony.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Analyzing Nuance in Words in "The Tell-Tale Heart"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
Analyzing Dramatic Irony and Theme in Romeo and Juliet: Act 5, Scene 3
Analyzing Tension in Romeo and Juliet: Act 2, Scenes 1-3

ELA.9.R.1.4:
Poetry
Analyze the characters, structures, and themes of epic poetry.

Benchmark Clarifications:
Clarification 1: **For more information, see Literary Periods.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Analyzing Character, Structure, and Theme in "The Odyssey"

ELA.9.R.2 Reading Informational Text

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ELA.9.R.2.1:

Structure

Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

Benchmark Clarifications:

Clarification 1: **Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.**

Clarification 2: **Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Examining the Order of Ideas in “Yangon’s Hero, Wielding Power of Stop and Go”
  - Unit 3: Looking Inward
    - Analyzing How Ideas are Developed and Refined in "Ingles in Thirty Minutes"
    - Analyzing Text Structure in The Story of My Life
  - Unit 4: A Natural Balance
    - Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
    - Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature"
- Florida English 1, Semester B v4.0
  - Unit 2: More Than Just Fun and Games
    - Analyzing Portrayals of Katherine Johnson in Different Mediums
  - Unit 4: The Power of Youth
    - Gathering Information Using Keywords and Phrases
    - Analyzing Structural Elements of an Expository Text to Develop an Outline

ELA.9.R.2.2:

Central Idea

Evaluate the support an author uses to develop the central idea(s) throughout a text.

Benchmark Clarifications:

Clarification 1: **In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.**

Clarification 2: **See Rhetorical Appeals and Rhetorical Devices.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Evaluating Evidence in an Informational Text
    - Analyzing Argument in "Letter from Frederick Douglass to Harriet Tubman"
  - Unit 3: Looking Inward
    - Analyzing Central Idea Development in "By Any Other Name"

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Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name"
Unit 4: A Natural Balance
Analyzing Point of View and Central Idea in Texts
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Analyzing Central Idea and Author's Purpose in Informational Texts
Analyzing Connections Between Ideas in an Informational Text
Unit 3: Historically Speaking
Examining the Elements of Argument in The Declaration of Independence
Analyzing an Author's use of Rhetoric to Advance Purpose in "What to a Slave is the Fourth of July?"
Unit 4: The Power of Youth
Gathering Information Using Keywords and Phrases

ELA.9.R.2.3:
Purpose and Perspective
Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

Benchmark Clarifications:
Clarification 1: **Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.**
Clarification 2: **Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.**
Clarification 3: **See Secondary Figurative Language.**
Clarification 4: **See Rhetorical Appeals and Rhetorical Devices.**

Florida English 1, Semester A v4.0
Unit 3: Looking Inward
Analyzing Two Accounts of Helen Keller's Life
Unit 4: A Natural Balance
Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West"
Examining Rhetoric and Point of View in the Speech "All-of-the-Above"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Unit 3: Historically Speaking
Examining the Elements of Argument in The Declaration of Independence
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches

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Drafting a Rhetorical Analysis
Analyzing an Author's use of Rhetoric to Advance Purpose in "What to a Slave is the Fourth of July?"
Analyzing Purpose, Audience, and Message in "Four Freedoms"
Analyzing the Development of Claims in "Four Freedoms"

ELA.9.R.2.4:
Argument
Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

Benchmark Clarifications:
Clarification 1: **Validity refers to the soundness of the arguments.**

Florida English 1, Semester A v4.0
Unit 2: Leaving a Legacy
Evaluating Evidence in an Informational Text
Analyzing Argument in "Letter from Frederick Douglass to Harriet Tubman"
Evaluating the Effectiveness of Michelle Obama's Argument in Her Health and Nutrition Speech
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 3: Historically Speaking
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches
Drafting a Rhetorical Analysis
Analyzing the Development of Claims in "Four Freedoms"

ELA.9.R.3 Reading Across Genres

ELA.9.R.3.1:
Interpreting Figurative Language
Explain how figurative language creates mood in text(s).

Benchmark Clarifications:
Clarification 1: **Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.**
Clarification 2: **See Secondary Figurative Language.**

Florida English 1, Semester A v4.0
Unit 2: Leaving a Legacy
Analyzing Theme Development through Details and Parallel Structure in "If"
Unit 4: A Natural Balance

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Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West"
Analyzing Point of View and Central Idea in Texts
Course Activity: Examine How Figurative Language Creates Mood
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Analyzing How Language Reveals Character and Theme in Romeo and Juliet: Act 3, Scenes 3-5

ELA.9.R.3.2:
Paraphrasing and Summarizing
Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: **Most grade-level texts are appropriate for this benchmark.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
Unit 2: Leaving a Legacy
Examining the Order of Ideas in “Yangon’s Hero, Wielding Power of Stop and Go”
Evaluating Evidence in an Informational Text
Analyzing Theme Development in "An Hour with Abuelo"
Unit 3: Looking Inward
Determining the Central Idea in "The Cutting of My Long Hair"
Unit 4: A Natural Balance
Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Examining Language in Romeo and Juliet: The Prologue
Unit 2: More Than Just Fun and Games
Analyzing Central Idea and Author's Purpose in Informational Texts
Unit 3: Historically Speaking
Analyzing the Development of Claims in "Four Freedoms"
Unit 4: The Power of Youth
Evaluating Sources to Determine Usefulness and Connections to the Research Topic
Synthesizing and Citing Sources to Develop a Paper

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ELA.9.R.3.3:

Comparative Reading

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

Benchmark Clarifications:

Clarification 1: **The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.**

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Analyzing How Order of Events Creates Tension in "The Monkey's Paw"
    - Comparing a Text to Source Material in "The Monkey's Paw" and "New Chicago"
- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Analyzing Shakespeare's "Romeo and Juliet" and Ovid's "Pyramus and Thisbe"
    - Analyzing a Visual Representation of Romeo and Juliet: Act 1, Scene 5

ELA.9.R.3.4:

Understanding Rhetoric

Explain an author's use of rhetoric in a text.

Benchmark Clarifications:

Clarification 1: **Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.**
Clarification 2: **See Secondary Figurative Language and Rhetorical Devices.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Evaluating the Effectiveness of Michelle Obama's Argument in Her Health and Nutrition Speech
  - Unit 3: Looking Inward
    - Analyzing Word Choice in "By Any Other Name"
  - Unit 4: A Natural Balance
    - Examining Rhetoric and Point of View in the Speech "All-of-the-Above"
- Florida English 1, Semester B v4.0
  - Unit 3: Historically Speaking
    - Examining the Elements of Argument in The Declaration of Independence
    - Drafting a Rhetorical Analysis

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Analyzing an Author's use of Rhetoric to Advance Purpose in "What to a Slave is the Fourth of July?"
Evaluating the Impact of Word Choice and Rhetoric in "What to a Slave is the Fourth of July" and The Declaration of Independence

Vocabulary

ELA.9.V.1 Finding Meaning

ELA.9.V.1.1:
Academic Vocabulary
Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: **To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.**
Clarification 2: **Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Unit Activity: Write a Literature Analysis on Authorial Techniques
Unit 2: Leaving a Legacy
Researching What It Takes to Make a Difference
Unit 4: A Natural Balance
Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
Determining Technical Meanings in "Clean Tech Rises Again"
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Analyzing Portrayals of Katherine Johnson in Different Mediums
Conducting Research on the Impact of Technology
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches
Drafting a Rhetorical Analysis

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ELA.9.V.1.2:

Morphology

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:

Clarification 1: **Etymology refers to the study of word origins and the ways that words have changed over time.**

Clarification 2: **Derivation refers to making new words from an existing word by adding affixes.**

Florida English 1, Semester A v4.0
- Unit 4: A Natural Balance
  - Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility"

ELA.9.V.1.3:

Context and Connotation

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: **Review of words learned in this way is critical to building background knowledge and related vocabulary.**

Clarification 2: **See Context Clues and Word Relationships.**

Clarification 3: **See ELA.9.R.3.1 and Secondary Figurative Language.**

Florida English 1, Semester A v4.0
- Unit 1: Page Turners and Plot Twists
  - Analyzing How Order of Events Creates Tension in "The Monkey's Paw"
  - Analyzing Nuance in Words in "The Tell-Tale Heart"
- Unit 2: Leaving a Legacy
  - Analyzing Character Interactions in "An Hour with Abuelo"
- Unit 3: Looking Inward
  - Determining the Central Idea in "The Cutting of My Long Hair"
  - Analyzing Word Choice in "By Any Other Name"
  - Analyzing How Ideas are Developed and Refined in "Ingles in Thirty Minutes"
- Unit 4: A Natural Balance
  - Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility"
  - Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature"
  - Determining Technical Meanings in "Clean Tech Rises Again"
  - Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West"
  - Analyzing Point of View and Central Idea in Texts

Florida English 1, Semester B v4.0

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Unit 1: Love and Conflict in Romeo and Juliet
Examining Language in Romeo and Juliet: The Prologue
Unit 2: More Than Just Fun and Games
Analyzing Central Idea and Author's Purpose in Informational Texts
Analyzing Connections Between Ideas in an Informational Text
Unit 3: Historically Speaking
Evaluating the Impact of Word Choice and Rhetoric in "What to a Slave is the Fourth of July" and The Declaration of Independence

Supporting Standards

K-12 ELA Expectations for Students

ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

Clarifications
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
Unit 3: Looking Inward
Analyzing Central Idea Development in "By Any Other Name"
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Unit 4: The Power of Youth
Synthesizing and Citing Sources to Develop a Paper
Unit Activity: Presenting and Publishing Research Findings

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ELA.K12.EE.2.1

Read and comprehend grade-level complex texts proficiently.

Clarifications

See Text Complexity for grade-level complexity bands and a text complexity rubric.

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Examining the Relationship Between Structure and Effect in "Games at Twilight"
  - Unit 4: A Natural Balance
    - Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Analyzing Character Interaction in Romeo and Juliet: Act 1, Scenes 3-4
  - Unit 3: Historically Speaking
    - Analyzing Purpose, Audience, and Message in "Four Freedoms"

ELA.K12.EE.3.1

Make inferences to support comprehension.

Clarifications

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Analyzing Theme Development in "New Chicago"
  - Unit 2: Leaving a Legacy
    - Analyzing Theme Development through Details and Parallel Structure in "If"
- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Analyzing How Language Reveals Character and Theme in Romeo and Juliet: Act 3, Scenes 3-5
  - Unit 2: More Than Just Fun and Games
    - Determining and Analyzing Theme in "The Perfect Match"

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ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because ." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Florida English 1, Semester A v4.0
- Unit 4: A Natural Balance
  - Course Activity: Examine How Figurative Language Creates Mood

Florida English 1, Semester B v4.0
- Unit 2: More Than Just Fun and Games
  - Course Activity: Compare and Evaluate Opposing Arguments

ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

Clarifications

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Florida English 1, Semester A v4.0
- Unit 1: Page Turners and Plot Twists
  - Unit Activity: Write a Literature Analysis on Authorial Techniques
- Unit 3: Looking Inward
  - Unit Activity: Write a Personal Narrative Exploring Identity

Florida English 1, Semester B v4.0
- Unit 1: Love and Conflict in Romeo and Juliet
  - Unit Activity: Write a Literature Analysis on Love and Conflict
- Unit 3: Historically Speaking
  - Unit Activity: Writing and Presenting an Argument

ELA.K12.EE.6.1

Use appropriate voice and tone when speaking or writing.

Clarifications

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Florida English 1, Semester A v4.0
- Unit 2: Leaving a Legacy

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Unit Activity: Write an Argument on What it Takes to Make a Difference
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument

ELD.K12.ELL.LA.1. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Unit Activity: Write a Literature Analysis on Authorial Techniques
Unit 2: Leaving a Legacy
Unit Activity: Write an Argument on What it Takes to Make a Difference
Unit 3: Looking Inward
Unit Activity: Write a Personal Narrative Exploring Identity
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Unit 2: More Than Just Fun and Games
Unit Activity: Write an Expository Essay Explaining the Impact of Technology
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Unit 4: The Power of Youth
Creating a Multimedia Presentation
Unit Activity: Presenting and Publishing Research Findings

ELD.K12.ELL.SI.1. English language learners communicate for social and instructional purposes within the school setting.

Florida English 1, Semester A v4.0
Unit 3: Looking Inward
Unit Activity: Write a Personal Narrative Exploring Identity
Unit 4: A Natural Balance
Course Activity: Examine How Figurative Language Creates Mood
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 4: The Power of Youth
Unit Activity: Presenting and Publishing Research Findings

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The Correlation of PLATO® Curricula to Florida Next Generation Sunshine State Standards: Science -> Grades 09-12 -> Life Science.

7/19/2017

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Florida Next Generation Sunshine State Standards: Science -> Grades 09-12 -> Life Science, Science, Grades 09-12, Life Science.

URL: http://www.flstandards.org/.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

PLATO Course Biology, Semester A v6.0
PLATO Course Biology, Semester B v6.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

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Life Science

Standard 14: Organization and Development of Living Organisms

SC.912.L.14.01 Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - Unit Activity: Organ Systems

SC.912.L.14.02 Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Cells: The Basic Units of Life
  - Cell Processes and Transport
  - Course Activity: Using a Microscope

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Animals
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration

SC.912.L.14.03 Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Cells: The Basic Units of Life
  - Course Activity: Using a Microscope

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
  - Animals
  - Course Activity: Classifying Organisms
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration

SC.912.L.14.04 Compare and contrast structure and function of various types of microscopes.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: Using a Microscope

SC.912.L.14.05 Explain the evidence supporting the scientific theory of the origin of eukaryotic cells (endosymbiosis).

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists

SC.912.L.14.06 Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Unit Activity: Cells
Course Activity: The AIDS Epidemic
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Unit 3: Heredity
Course Activity: The Cure for Cancer

SC.912.L.14.07 Relate the structure of each of the major plant organs and tissues to physiological processes.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Plants and Fungi

SC.912.L.14.08 Explain alternation of generations in plants.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Mitosis and Meiosis

SC.912.L.14.09 Relate the major structure of fungi to their functions.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Plants and Fungi
Unit 3: Energy Use and Organisms
Course Activity: Aerobic and Anaerobic Respiration

SC.912.L.14.10 Discuss the relationship between the evolution of land plants and their anatomy.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.14.11 Classify and state the defining characteristics of epithelial tissue, connective tissue, muscle tissue, and nervous tissue.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.12 Describe the anatomy and histology of bone tissue.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.13 Distinguish between bones of the axial skeleton and the appendicular skeleton.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.14 Identify the major bones of the axial and appendicular skeleton.

PLATO Course Biology, Semester A v6.0

Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.15 Identify major markings (such as foramina, fossae, tubercles, etc.) on a skeleton. Explain why these markings are important.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.16 Describe the anatomy and histology, including ultrastructure, of muscle tissue.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.17 List the steps involved in the sliding filament of muscle contraction.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.18 Describe signal transmission across a myoneural junction.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.19 Explain the physiology of skeletal muscle.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.20 Identify the major muscles of the human on a model or diagram.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.14.21 Describe the anatomy, histology, and physiology of the central and peripheral nervous systems and name the major divisions of the nervous system.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.22 Describe the physiology of nerve conduction, including the generator potential, action potential, and the synapse.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.23 Identify the parts of a reflex arc.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.24 Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.25 Identify the major parts of a cross section through the spinal cord.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.26 Identify the major parts of the brain on diagrams or models.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Nervous System

SC.912.L.14.27 Identify the functions of the major parts of the brain, including the meninges, medulla, pons, midbrain, hypothalamus, thalamus, cerebellum and cerebrum.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Nervous System

SC.912.L.14.28 Identify the major functions of the spinal cord.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.29 Define the terms endocrine and exocrine.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.30 Compare endocrine and neural controls of physiology.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.31 Describe the physiology of hormones including the different types and the mechanisms of their action.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.32 Describe the anatomy and physiology of the endocrine system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.33 Describe the basic anatomy and physiology of the reproductive system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.34 Describe the composition and physiology of blood, including that of the plasma and the formed elements.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: Using a Microscope
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.35 Describe the steps in hemostasis, including the mechanism of coagulation. Include the basis for blood typing and transfusion reactions.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: Using a Microscope
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.36 Describe the factors affecting blood flow through the cardiovascular system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.37 Explain the components of an electrocardiogram.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Unit Activity: Cells
Course Activity: The AIDS Epidemic

SC.912.L.14.38 Describe normal heart sounds and what they mean.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.39 Describe hypertension and some of the factors that produce it.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: The AIDS Epidemic

SC.912.L.14.40 Describe the histology of the major arteries and veins of systemic, pulmonary, hepatic portal, and coronary circulation.

PLATO Course Biology, Semester A v6.0

Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.41 Describe fetal circulation and changes that occur to the circulatory system at birth.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit 3: Heredity
Mitosis and Meiosis

SC.912.L.14.42 Describe the anatomy and the physiology of the lymph system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems

SC.912.L.14.43 Describe the histology of the respiratory system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Respiratory and Circulatory Systems

SC.912.L.14.44 Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Respiratory and Circulatory Systems

SC.912.L.14.45 Describe the histology of the alimentary canal and its associated accessory organs.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes
The Digestive and Excretory Systems
Unit Activity: Organ Systems

SC.912.L.14.46 Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes
The Digestive and Excretory Systems
Unit Activity: Organ Systems

SC.912.L.14.47 Describe the physiology of urine formation by the kidney.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems

SC.912.L.14.48 Describe the anatomy, histology, and physiology of the ureters, the urinary bladder and the urethra.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems

SC.912.L.14.49 Identify the major functions associated with the sympathetic and parasympathetic nervous systems.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.50 Describe the structure of vertebrate sensory organs. Relate structure to function in vertebrate sensory systems.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems

SC.912.L.14.51 Describe the function of the vertebrate integumentary system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems

SC.912.L.14.52 Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Unit Activity: Cells
  - Course Activity: The AIDS Epidemic
- Unit 2: Organ Systems
  - The Integumentary, Immune, Lymph, and Endocrine Systems
  - Unit Activity: Organ Systems

SC.912.L.14.53 Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Plants and Fungi

Standard 15: Diversity and Evolution of Living Organisms

SC.912.L.15.01 Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Unit Activity: Organization of Organisms
- Unit 2: Evolution
  - Unit Activity: Evolution

SC.912.L.15.02 Discuss the use of molecular clocks to estimate how long ago various groups of organisms diverged evolutionarily from one another.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Unit Activity: Organization of Organisms
- Unit 2: Evolution
  - Unit Activity: Evolution

SC.912.L.15.03 Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.

PLATO Course Biology, Semester B v6.0

Unit 1: Organization of Organisms
Unit Activity: Organization of Organisms
Unit 2: Evolution
Environmental Impacts on Evolution
Unit Activity: Evolution
Natural Selection
Unit 4: The Interdependence of Ecosystems
Factors that Affect Biodiversity
Unit Activity: The Interdependence of Ecosystems

SC.912.L.15.04 Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Unit Activity: Organization of Organisms
Course Activity: Classifying Organisms
Unit 2: Evolution
Unit Activity: Evolution

SC.912.L.15.05 Explain the reasons for changes in how organisms are classified.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.15.06 Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Plants and Fungi
Animals
Unit Activity: Organization of Organisms
Course Activity: Classifying Organisms
Unit 3: Energy Use and Organisms
Course Activity: Aerobic and Anaerobic Respiration

SC.912.L.15.07 Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Animals

Course Activity: Classifying Organisms
Unit 2: Evolution
The Process of Evolution

SC.912.L.15.08 Describe the scientific explanations of the origin of life on Earth.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists

SC.912.L.15.09 Explain the role of reproductive isolation in the process of speciation.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution

SC.912.L.15.10 Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Unit 2: Evolution
The Process of Evolution

SC.912.L.15.11 Discuss specific fossil hominids and what they show about human evolution.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Unit 2: Evolution
The Process of Evolution

SC.912.L.15.12 List the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature. Use the Hardy-Weinberg equation to predict genotypes in a population from observed phenotypes.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Natural Selection

SC.912.L.15.13 Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Genes: The Heredity Code
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Natural Selection

SC.912.L.15.14 Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Natural Selection

SC.912.L.15.15 Describe how mutation and genetic recombination increase genetic variation.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity
Mitosis and Meiosis
Course Activity: The Cure for Cancer
Genes: The Heredity Code
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Unit Activity: Evolution
The Process of Evolution
Natural Selection

Standard 16: Heredity and Reproduction

SC.912.L.16.01 Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Mitosis and Meiosis
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

SC.912.L.16.02 Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

SC.912.L.16.03 Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Cell Processes and Transport
- Unit 3: Heredity
  - Unit Activity: Heredity
  - Genes: The Heredity Code

SC.912.L.16.04 Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Unit Activity: Heredity
  - Course Activity: The Cure for Cancer
  - Genes: The Heredity Code
  - Genetic Mutations

PLATO Course Biology, Semester B v6.0
- Unit 2: Evolution
  - Unit Activity: Evolution
  - The Process of Evolution
  - Natural Selection

SC.912.L.16.05 Explain the basic processes of transcription and translation, and how they result in the expression of genes.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells

Cell Processes and Transport
Unit 3: Heredity
Genetic Mutations

SC.912.L.16.06 Discuss the mechanisms for regulation of gene expression in prokaryotes and eukaryotes at transcription and translation level.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Genetic Mutations

SC.912.L.16.07 Describe how viruses and bacteria transfer genetic material between cells and the role of this process in biotechnology.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cells: The Basic Units of Life
Cell Processes and Transport
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Unit 3: Heredity
Unit Activity: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
The Process of Evolution

SC.912.L.16.08 Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Unit Activity: Heredity
Mitosis and Meiosis
Course Activity: The Cure for Cancer
Genes: The Heredity Code
Genetic Mutations
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Unit Activity: Evolution

The Process of Evolution
Natural Selection

SC.912.L.16.09 Explain how and why the genetic code is universal and is common to almost all organisms.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
The Process of Evolution

SC.912.L.16.10 Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
The Process of Evolution

SC.912.L.16.11 Discuss the technologies associated with forensic medicine and DNA identification, including restriction fragment length polymorphism (RFLP) analysis.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity

SC.912.L.16.12 Describe how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, polymerase chain reaction, ligation, and transformation) is used to construct recombinant DNA molecules (DNA cloning).

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0

Unit 2: Evolution
The Process of Evolution

SC.912.L.16.13 Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit Activity: Organ Systems
Unit 3: Heredity
Mitosis and Meiosis

SC.912.L.16.14 Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Mitosis and Meiosis
Genes: The Heredity Code

SC.912.L.16.15 Compare and contrast binary fission and mitotic cell division.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit 3: Heredity
Mitosis and Meiosis
Genes: The Heredity Code
PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Plants and Fungi
Animals

SC.912.L.16.16 Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Mitosis and Meiosis
  - Course Activity: Genetic Models
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

SC.912.L.16.17 Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - Human Reproduction and Development
- Unit 3: Heredity
  - Mitosis and Meiosis
  - Course Activity: Genetic Models
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
  - Animals

Standard 17: Independence

SC.912.L.17.01 Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.

PLATO Course Biology, Semester B v6.0
- Unit 4: The Interdependence of Ecosystems
  - Conserving Biodiversity
  - The Carrying Capacity of Ecosystems

SC.912.L.17.02 Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

PLATO Course Biology, Semester B v6.0
- Unit 4: The Interdependence of Ecosystems

Course Activity: Competition in Aquatic Ecosystems

SC.912.L.17.03 Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Course Activity: Competition in Aquatic Ecosystems

SC.912.L.17.04 Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution

SC.912.L.17.05 Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: The AIDS Epidemic
PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
The Carrying Capacity of Ecosystems

SC.912.L.17.06 Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Unit 3: Energy Use and Organisms
Introduction to Energy
Unit 4: The Interdependence of Ecosystems
Relationships in Ecosystems

SC.912.L.17.07 Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms

Introduction to Energy

SC.912.L.17.08 Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

PLATO Course Biology, Semester B v6.0
- Unit 2: Evolution
  - Environmental Impacts on Evolution
  - Natural Selection
- Unit 4: The Interdependence of Ecosystems
  - The Carrying Capacity of Ecosystems
  - Factors that Affect Biodiversity

SC.912.L.17.09 Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Introduction to Energy
- Unit 4: The Interdependence of Ecosystems
  - Course Activity: Competition in Aquatic Ecosystems
  - Relationships in Ecosystems

SC.912.L.17.10 Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Course Activity: Aerobic and Anaerobic Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.17.11 Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Introduction to Energy
- Unit 4: The Interdependence of Ecosystems
  - Conserving Biodiversity

SC.912.L.17.12 Discuss the political, social, and environmental consequences of sustainable use of land.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Unit Activity: The Interdependence of Ecosystems

SC.912.L.17.13 Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.17.14 Assess the need for adequate waste management strategies.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
Unit Activity: The Interdependence of Ecosystems

SC.912.L.17.15 Discuss the effects of technology on environmental quality.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.17.16 Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Unit 4: The Interdependence of Ecosystems
Course Activity: Solving a Biodiversity Problem
Conserving Biodiversity
The Carrying Capacity of Ecosystems
Factors that Affect Biodiversity
Unit Activity: The Interdependence of Ecosystems

SC.912.L.17.17 Assess the effectiveness of innovative methods of protecting the environment.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms

Introduction to Energy
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity

SC.912.L.17.18 Describe how human population size and resource use relate to environmental quality.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
The Carrying Capacity of Ecosystems

SC.912.L.17.19 Describe how different natural resources are produced and how their rates of use and renewal limit availability.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity

SC.912.L.17.20 Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Introduction to Energy
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
The Carrying Capacity of Ecosystems

Standard 18: Matter and Energy Transformations

SC.912.L.18.01 Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Unit Activity: Energy Use and Organisms
Macronutrients and Micronutrients

SC.912.L.18.02 Describe the important structural characteristics of monosaccharides, disaccharides, and polysaccharides and explain the functions of carbohydrates in living things.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Unit Activity: Energy Use and Organisms
Macronutrients and Micronutrients

Course Activity: Aerobic and Anaerobic Respiration

SC.912.L.18.03 Describe the structures of fatty acids, triglycerides, phospholipids, and steroids. Explain the functions of lipids in living organisms. Identify some reactions that fatty acids undergo. Relate the structure and function of cell membranes.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Macronutrients and Micronutrients

SC.912.L.18.04 Describe the structures of proteins and amino acids. Explain the functions of proteins in living organisms. Identify some reactions that amino acids undergo. Relate the structure and function of enzymes.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes
The Digestive and Excretory Systems
PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Unit Activity: Energy Use and Organisms
Macronutrients and Micronutrients

SC.912.L.18.05 Discuss the use of chemiosmotic gradients for ATP production in chloroplasts and mitochondria.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

SC.912.L.18.06 Discuss the role of anaerobic respiration in living things and in human society.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Respiratory and Circulatory Systems
PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Introduction to Energy
Photosynthesis and Cellular Respiration
Course Activity: Aerobic and Anaerobic Respiration
Unit 4: The Interdependence of Ecosystems
Cycles in Ecosystems

SC.912.L.18.07 Identify the reactants, products, and basic functions of photosynthesis.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.18.08 Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Respiratory and Circulatory Systems

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Introduction to Energy
  - Photosynthesis and Cellular Respiration
  - Course Activity: Aerobic and Anaerobic Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.18.09 Explain the interrelated nature of photosynthesis and cellular respiration.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.18.10 Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Skeletal and Muscle Systems
- Unit 3: Heredity
  - Genes: The Heredity Code

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

SC.912.L.18.11 Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes

SC.912.L.18.12 Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

The selected PLATO curriculum does not address this learning expectation.

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The Correlation of PLATO® Curricula to Florida Next Generation Sunshine State Standards: Social Studies 2008 -> Grade: 9-12 -> American History.

4/17/2017

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Florida Next Generation Sunshine State Standards: Social Studies 2008 -> Grade: 9-12 -> American History, Social Studies 2008, Grade: 9-12, American History.

URL: http://www.flstandards.org/.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

PLATO Course US History, Semester A v2.0
PLATO Course US History, Semester B v2.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

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American History

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.In.a: Identify the importance of the use of authentic sources and critical review by historians to write about events.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis
- Unit 4: The Rise of a Modern Nation
  - Unit Activity: The Rise of a Modern Nation
- Unit 5: From War to Recovery
  - Unit Activity: From War to Recovery

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval
  - Unit Activity: A Time of Upheaval
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.Su.a: Identify the importance of the use of authentic sources by historians to write about events.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History

SS.912.A.1.Pa.a: Recognize that historians write about events.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Reading and Writing Essays about History

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SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.In.b: Identify the author and purpose of significant historical documents using primary and secondary sources.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis
- Unit 4: The Rise of a Modern Nation
  - Unit Activity: The Rise of a Modern Nation
- Unit 5: From War to Recovery
  - Unit Activity: From War to Recovery

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval
  - Unit Activity: A Time of Upheaval
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.Su.b: Identify the author and purpose of significant historical documents.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval
  - Unit Activity: A Time of Upheaval
- Unit 4: Social Studies Concepts

Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.b: Use appropriate sources to obtain information about history.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Analyzing Historical Information
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.In.c: Use a timeline to identify the sequence of historical data.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Analyzing Historical Information
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Su.c: Use a timeline to identify a historical event.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process

Analyzing Historical Information
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.c: Use a timeline to recognize an event that occurred in the past.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Gathering and Interpreting Historical Sources
Analyzing Historical Information
Reading and Writing Essays about History
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.In.d: Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Analyzing Historical Information
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Su.d: Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Analyzing Historical Information
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

PLATO Course US History, Semester B v2.0
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.d: Recognize pictures, cartoons, or artifacts about the past.

PLATO Course US History, Semester A v2.0
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

PLATO Course US History, Semester B v2.0
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.In.e: Determine the accuracy of current events and Internet resources by comparing them to reliable sources.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis
- Unit 5: From War to Recovery
  - Unit Activity: From War to Recovery

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval



Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Su.e: Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Gathering and Interpreting Historical Sources
Reading and Writing Essays about History
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.e: Recognize information about current events.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Analyzing Historical Information
Reading and Writing Essays about History
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.In.f: Use a case study to identify social, political, legal, and economic relationships in history.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation



Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.1.Su.f: Use a case study to recognize social, political, legal, and economic relationships in history.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.1.Pa.f: Use a case study to obtain information on history.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.1.In.g: Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship
US Culture

SS.912.A.1.Su.g: Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.1.Pa.g: Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship
US Culture

Standard 2 : Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

SS.912.A.2.1: Review causes and consequences of the Civil War.

SS.912.A.2.In.a: Identify the major causes and consequences of the Civil War.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Civil War: Battles, Strategies, and Effects
Unit Activity: A Union in Crisis

SS.912.A.2.Su.a: Recognize the major causes and consequences of the Civil War.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Civil War: Battles, Strategies, and Effects
Unit Activity: A Union in Crisis

SS.912.A.2.Pa.a: Recognize characteristics of life during the Civil War.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.

SS.912.A.2.In.b: Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Su.b: Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Pa.b: Recognize there were leaders who promoted social justice.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

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SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.

SS.912.A.2.In.c: Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Su.c: Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Pa.c: Recognize that groups of people continued to disagree about slavery after the war.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Events Leading to the Civil War

SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.In.d: Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.2.Su.d: Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.2.Pa.d: Recognize that African American males have the right to vote.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.2.In.e: Identify the purpose of laws of segregation, often called Jim Crow Laws.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.Su.e: Recognize examples of laws of segregation, often called Jim Crow Laws.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.Pa.e: Recognize the social issue of segregation.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

SS.912.A.2.In.f: Identify the sharecropping and debt peonage system that was practiced in the United States.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South

SS.912.A.2.Su.f: Recognize that sharecropping was a common way of life for freed people.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South

SS.912.A.2.Pa.f: Recognize the social issue of segregation.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.7: Review the Native American experience.

SS.912.A.2.In.g: Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis

The Effects of Westward Expansion

SS.912.A.2.Su.g: Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion

SS.912.A.2.Pa.g: Recognize the social issue of forced integration.

The selected PLATO curriculum does not address this learning expectation.

Standard 3 : Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.In.a: Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.3.Su.a: Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.3.Pa.a: Recognize employment options in America.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.In.b: Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Su.b: Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Pa.b: Recognize goods that are manufactured, such as clothing.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.

SS.912.A.3.In.c: Identify technological developments and inventions in the Industrial Revolutions in the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.Su.c: Recognize technological developments and inventions in the Industrial Revolutions in the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.Pa.c: Recognize that inventions changed life in the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.In.d: Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Su.d: Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.

PLATO Course US History, Semester A v2.0

Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Pa.d: Recognize transportation and communication systems.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.In.e: Identify a significant inventor of the Industrial Revolution, including an African American or a woman.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS.912.A.3.Su.e: Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS.912.A.3.Pa.e: Recognize that inventions help people.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Science and Technology

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.In.f: Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit 5: From War to Recovery
The Roaring Twenties



Modernism and Antimodernism

SS.912.A.3.Su.f: Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Effects of Westward Expansion
- Unit 4: The Rise of a Modern Nation
  - The Industrial Revolution
  - Immigration in the Late 1800s

SS.912.A.3.Pa.f: Recognize that government can control business.

PLATO Course US History, Semester B v2.0
- Unit 3: The Reagan Era Through Today
  - Contemporary Domestic Issues

SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.In.g: Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.

PLATO Course US History, Semester A v2.0
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

SS.912.A.3.Su.g: Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.

PLATO Course US History, Semester A v2.0
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

SS.912.A.3.Pa.g: Recognize the social issue of inequality.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Jim Crow South

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval

The Civil Rights Movement
The Vietnam War
The Domestic Policies of Johnson and Nixon

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.In.h: Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s

SS.912.A.3.Su.h: Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s

SS.912.A.3.Pa.h: Recognize types of assistance for personal and social needs.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.In.i: Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.

PLATO Course US History, Semester A v2.0

Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.Su.i: Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.Pa.i: Recognize that workers have rights.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.10: Review different economic and philosophic ideologies.

SS.912.A.3.In.j: Identify major differences in economic systems, such as capitalism and communism.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion

SS.912.A.3.Su.j: Recognize an example of an economic system, such as capitalism.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion

SS.912.A.3.Pa.j: Recognize that people buy and sell goods and services.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

SS.912.A.3.In.k: Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.3.Su.k: Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.3.Pa.k: Recognize that powerful groups have a strong influence on government.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

SS.912.A.3.In.l: Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation

Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.3.Su.l: Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.3.Pa.l: Recognize an organization in the community that helps people.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.3.In.m: Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s

SS.912.A.3.Su.m: Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis

The Effects of Westward Expansion

SS.912.A.3.Pa.m: Recognize a key event or person in Florida history.

The selected PLATO curriculum does not address this learning expectation.

Standard 4 : Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

SS.912.A.4.1: Analyze the major factors that drove United States imperialism.

SS.912.A.4.In.a: Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Su.a: Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Pa.a: Recognize the continuing growth over time of the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.

SS.912.A.4.In.b: Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Su.b: Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Pa.b: Recognize the continuing growth over time of the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.

SS.912.A.4.In.c: Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States

SS.912.A.4.Su.c: Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation

Toward an Imperialist United States

SS.912.A.4.Pa.c: Recognize the continuing growth over time of the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

SS.912.A.4.In.d: Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Su.d: Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Pa.d: Recognize that a canal is a man-made waterway for travel.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

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SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.

SS.912.A.4.In.e: Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.4.Su.e: Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.4.Pa.e: Recognize how countries help each other in a war.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

SS.912.A.4.In.f: Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.f: Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.f: Recognize that citizens support their country during a war.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

SS.912.A.4.In.g: Identify impacts of the development of airplanes, battleships, and new weapons during World War I.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.g: Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.g: Recognize types of transportation used in wars.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.In.h: Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.h: Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.h: Recognize people in the armed services.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.In.i: Identify impacts of the war on diverse groups of people in the United States, including dissenters.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.Su.i: Recognize an impact of the war on diverse groups of people in the United States, including dissenters.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.4.Pa.i: Recognize that some people do not support war.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.In.j: Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.Su.j: Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.Pa.j: Recognize an unintended effect of an agreement (treaty).

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history

SS.912.A.4.In.k: Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.k: Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.k: Recognize a contribution of Florida as it relates to American history.

The selected PLATO curriculum does not address this learning expectation.

Standard 5 : Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

SS.912.A.5.1: Discuss the economic outcomes of demobilization.

SS.912.A.5.In.a: Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction.

PLATO Course US History, Semester A v2.0
- Unit 5: From War to Recovery
  - The US Role in World War I
  - The Roaring Twenties

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - The Rise of the Middle Class
  - The Effects of World War II on the Home Front
  - Post-World War II Society
- Unit 3: The Reagan Era Through Today
  - Domestic and International Terrorism

SS.912.A.5.Su.a: Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.

PLATO Course US History, Semester A v2.0
- Unit 5: From War to Recovery
  - The US Role in World War I
  - The Roaring Twenties

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - The Effects of World War II on the Home Front

SS.912.A.5.Pa.a: Recognize that soldiers return home after a war.

PLATO Course US History, Semester A v2.0
- Unit 5: From War to Recovery
  - The US Role in World War I
  - The Roaring Twenties

SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.In.b: Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.b: Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.b: Recognize behaviors that result from fears.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.

SS.912.A.5.In.c: Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.c: Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery



The Roaring Twenties

SS.912.A.5.Pa.c: Recognize that the government makes rules about taxes and spending.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Post-World War II Society

SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

SS.912.A.5.In.d: Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.d: Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.d: Recognize that when people have more money, they can buy more goods.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.5.In.e: Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.e: Recognize that the League of Nations was formed to prevent wars.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.e: Recognize that countries want to prevent wars.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.In.f: Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Su.f: Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Pa.f: Recognize the influences of groups with different beliefs.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.In.g: Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Su.g: Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Pa.g: Recognize that people in the same ethnic group may feel a sense of community.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

SS.912.A.5.In.h: Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Su.h: Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.5.Pa.h: Recognize that people in the same ethnic group may feel a sense of community.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts

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US Culture

SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.In.i: Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.i: Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.i: Recognize that groups may fear people who are different.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.In.j: Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.5.Su.j: Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.5.Pa.j: Recognize that groups may fear people who are different.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.

SS.912.A.5.In.k: Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Great Depression
The New Deal

SS.912.A.5.Su.k: Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
The Great Depression
The New Deal

SS.912.A.5.Pa.k: Recognize that people struggle to meet their needs when they don't have enough money.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Great Depression

SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.

SS.912.A.5.In.l: Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The New Deal

SS.912.A.5.Su.l: Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.5.Pa.l: Recognize an important development in Florida, such as air conditioning.

The selected PLATO curriculum does not address this learning expectation.

Standard 6 : Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.In.a: Identify major causes and consequences of World War II on the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Su.a: Recognize a major cause and result of World War II on the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Pa.a: Recognize that the United States fought in a war.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.2 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

SS.912.A.6.In.b: Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Su.b: Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Pa.b: Recognize that a country can provide aid to other countries (allies) during a war.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.A.6.In.c: Identify the impact of the Holocaust during World War II on Jews and other groups.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.Su.c: Recognize an impact of the Holocaust during World War II on Jews and other groups.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.Pa.c: Recognize that groups may be treated badly because they are different.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.

SS.912.A.6.In.d: Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Su.d: Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Pa.d: Recognize that groups may be treated differently during a war.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.6.5 Explain the impact of World War II on domestic government policy.

SS.912.A.6.In.e: Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Su.e: Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Pa.e: Recognize that war causes changes in home life.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.6 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

SS.912.A.6.In.f: Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Su.f: Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Pa.f: Recognize that countries may take drastic measures to end a war.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.

SS.912.A.6.In.g: Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Su.g: Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Pa.g: Recognize that people who commit war crimes may have a trial.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.

SS.912.A.6.In.h: Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Su.h: Recognize an effect of the Red Scare on the United States, such as the loyalty review program.

PLATO Course US History, Semester A v2.0

Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.6.Pa.h: Recognize loyalty to one's country.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

SS.912.A.6.In.i: Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Su.i: Recognize a peacekeeping role of the United Nations.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Pa.i: Recognize that countries work together in the United Nations.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

SS.912.A.6.In.j: Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Anticommunism and the Roots of the Cold War
Cold War Events
Unit 4: Social Studies Concepts

US Government and Citizenship

SS.912.A.6.Su.j: Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Pa.j: Recognize that countries help each other to prevent wars.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Anticommunism and the Roots of the Cold War
Cold War Events

SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

SS.912.A.6.In.k: Identify concerns about the spread of nuclear technology in the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.6.Su.k: Recognize a concern about the spread of nuclear technology in the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.6.Pa.k: Recognize that countries make agreements to prevent war.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.

SS.912.A.6.In.l: Identify a cause and consequence of the Korean War.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Su.l: Recognize a cause and consequence of the Korean War.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Pa.l: Recognize that countries help other countries in war.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

SS.912.A.6.In.m: Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Su.m: Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Pa.m: Recognize that the United States is involved with other nations.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.

SS.912.A.6.In.n: Identify causes and results of the Vietnam War.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Su.n: Recognize a cause and result of the Vietnam War.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Pa.n: Recognize that countries help other countries in war.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.6.In.o: Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Su.o: Recognize key events in Florida, such as the construction of military bases and the development of the space program.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Pa.o: Recognize a development in Florida, such as the space program.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

Standard 7 : Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.

SS.912.A.7.In.a: Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
The Effects of World War II on the Home Front
Post-World War II Society

SS.912.A.7.Su.a: Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
Post-World War II Society

SS.912.A.7.Pa.a: Recognize a characteristic of post-World War II, such as suburbs and modern appliances.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

SS.912.A.7.In.b: Identify the prosperity of different ethnic groups and social classes in the post-World War II period.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
The Effects of World War II on the Home Front
Post-World War II Society

SS.912.A.7.Su.b: Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
The Effects of World War II on the Home Front
Post-World War II Society

SS.912.A.7.Pa.b: Recognize that different groups of people may be rich or poor.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.

SS.912.A.7.In.c: Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.Su.c: Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.Pa.c: Recognize a role of women, such as working outside the home.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.

SS.912.A.7.In.d: Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Su.d: Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.Pa.d: Recognize a government program that helps people.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today

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Contemporary Domestic Issues

SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.In.e: Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Jim Crow South

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval
  - The Civil Rights Movement
  - The Vietnam War
- Unit 4: Social Studies Concepts
  - US Culture

SS.912.A.7.Su.e: Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Jim Crow South

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval
  - The Civil Rights Movement
  - The Vietnam War
- Unit 4: Social Studies Concepts
  - US Culture

SS.912.A.7.Pa.e: Recognize that people act in violent and nonviolent ways to bring about change.

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval
  - The Civil Rights Movement
  - The Vietnam War

SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.In.f: Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Su.f: Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Pa.f: Recognize that people act in violent and nonviolent ways to bring about change.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.In.g: Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.

PLATO Course US History, Semester A v2.0

Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.Su.g: Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.Pa.g: Recognize that people act in violent and nonviolent ways to bring about change.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

SS.912.A.7.In.h: Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit Activity: A Time of Upheaval
Unit 3: The Reagan Era Through Today

Contemporary Domestic Issues
Unit Activity: The Reagan Era Through Today
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.Su.h: Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
The Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit Activity: A Time of Upheaval
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues
Unit Activity: The Reagan Era Through Today
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.Pa.h: Recognize that Supreme Court cases have important outcomes that affect all citizens.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
The Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues
Unit Activity: The Reagan Era Through Today
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

SS.912.A.7.In.i: Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Su.i: Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Pa.i: Recognize that people work together for positive change.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.

SS.912.A.7.In.j: Identify the impact of the Vietnam War and Watergate on the United States.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon

SS.912.A.7.Su.j: Recognize an impact of the Vietnam War and Watergate on the United States.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon

SS.912.A.7.Pa.j: Recognize an impact of war on people.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.In.k: Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Anticommunism and the Roots of the Cold War
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
The Reagan Era and the End of the Cold War

SS.912.A.7.Su.k: Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath

Anticommunism and the Roots of the Cold War
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
The Reagan Era and the End of the Cold War
Foreign Policy Challenges of the 1990s

SS.912.A.7.Pa.k: Recognize that the United States has interests in other countries.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
The Reagan Era and the End of the Cold War

SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.In.I: Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
Foreign Policy Challenges of the 1990s
Domestic and International Terrorism

SS.912.A.7.Su.I: Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
Foreign Policy Challenges of the 1990s
Domestic and International Terrorism

SS.912.A.7.Pa.I: Recognize a social or economic concern of people.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

SS.912.A.7.In.m: Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Su.m: Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Pa.m: Recognize a social program of the government.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

SS.912.A.7.In.n: Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.Su.n: Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.Pa.n: Recognize a product produced in another country.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.

SS.912.A.7.In.o: Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Domestic and International Terrorism

SS.912.A.7.Su.o: Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Domestic and International Terrorism

SS.912.A.7.Pa.o: Recognize an act of terrorism, such as September 11, 2001.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Domestic and International Terrorism

SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.

SS.912.A.7.In.p: Identify ways that immigration policy and attitudes have changed since 1950.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Su.p: Recognize that immigration policy and attitudes have changed since 1950.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Pa.p: Recognize that people immigrate to this country.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.

SS.912.A.7.In.q: Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.7.Su.q: Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.7.Pa.q: Recognize a key event in Florida, such as construction of Disney World.

The selected PLATO curriculum does not address this learning expectation.

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Reading Curriculum

Our School will adhere to the specifications set forth by, and take full advantage of, a myriad of resources available from the Just Read, Florida! office of the Florida Department of Education.

The school's reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

The School will use the Reading Plus curriculum. Reading plus is an online reading intervention system that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. Reading Plus is committed to continuing the development of innovative intervention that is grounded in evidence and efficacy. The program provides rapid, sustainable, and deep vocabulary, comprehension, and silent reading fluency gains. Reading Plus will help to

develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

Reading Plus was chosen because of its ability to differentiate instruction and pinpoint student needs. The Reading Plus adaptive assessment, InSight, is a valid and reliable assessment that was created under the guidance of lead reading and assessment researchers. This assessment places students within the program in one of fourteen (14) levels. The reading levels range from elementary through college. InSight goes beyond typical measures of comprehension and vocabulary by also measuring comprehension-based silent reading rate and motivation. The rich data not only provides teachers a deep understanding of their students' needs, but also empowers students to become more confident and motivated about their learning and follow their own personalized paths to reading proficiency.

Once assessed and placed in the appropriate level, students work on activities that have been developed using proven instructional strategies. The program is continuously collecting data on student's performance in order to customize instruction. Teachers support students as they advance from struggling readers to proficient readers by utilizing the program's comprehensive online instruction as well as printable materials for direct instruction and differentiation at the class, small group, and individual level.

Reading Plus can remediate students who are moderately behind in reading as well as accelerate reading growth for students who are on grade level. Its usage spans from middle school through community college and because it increases silent reading fluency, vocabulary and comprehension, students also use it as an SAT/ACT and EOC preparatory program.

PUPIL PROGRESSION PLAN (not applicable)

The instructions in the Florida Model Charter Application require an applicant to indicate whether it intends to use the local school district's pupil progression plan. If not, the policies and standards for promoting students from one grade level to the next are to be included as Attachment E.

The proposed school intends to follow the district's pupil progression plan, so this attachment is not applicable.

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Assessment Schedule

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
Florida Standards Assessment (FSA)	Annually	The FSA measures student achievement of the standards contained in the Florida Standards and the Next Generation Sunshine State Standards.	Reading and Writing	Reading and writing (grade 9, and 10).
Florida Standards Assessment (FSA)	Annually	The FSA measures student achievement of the standards contained in the Florida Standards and the Next Generation Sunshine State Standards.	Reading, Writing, Math and Science	Reading, writing math (grade 7-8), and science (grade 8).
Florida Assessment for Student Thinking (F.A.S.T.)	Annually	The Florida Assessment of Student Thinking (FAST), is a progress monitoring assessment, which students will participate in three times per year and measures student achievement in Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.).	Reading, and Math	Reading (grade 7-10), and math (grade 8)
End-of-Course Assessments (EOC)	As required by the state and district	The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school courses, as outlined in the course description.	Algebra I Geometry Biology I and other required EOCs	9-12

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
End-of-Course Assessments (EOC)	As required by the state and district	The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school courses, as outlined in the course description.	Civics and other required EOCs	7
CAPE Industry Certification	Fall and Spring of each year	CTE Industry Certification Exams	Carpentry, Programming, Health Science, Culinary Arts, Robotics, Welding	9-12
Industry Certification Exam	Fall and Spring of each year	CTE certification exams, including, NOCTI's Job Ready assessments based on industry standards	Industry Certification Exams	10-12
Baseline Assessment: GAIN	Fall and Spring of each year	Assessment tools for at-risk high school and adult students	English and Math	9-12
Formative assessments	On-going	Assessments of ongoing progress in content areas to identify incremental growth. Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists. Any gaps in student progress will be identified and	All	9-12

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
		appropriate strategies implemented to address the gaps.		
PSAT	Fall	Evidence-Based Reading & Writing and Math administered to 10th grade Students	Reading and Math	10
Postsecondary Education Readiness Test (PERT)	Spring	Administered to students proficient on state assessments to determine college readiness.	Reading and Math	11
ACCESS for ELLs	Annually	The ACCESS for ELLs measures English Language Learners (ELLs) proficiency in the English language; thus, ensuring the skills needed in school to achieve at high levels, academically	English Proficiency	9-12
SAT	Fall and Spring of each year	Evidence-Based Reading & Writing and Math administered to 11th and 12th grade students	Reading and Math	11-12
ACT	Fall and Spring of each year	English, math, reading, science, and writing (optional) administered to 11th and 12th grade students	English, math, reading, science, and writing (optional)	11-12
Course Summative Assessments	At completion of each semester course	Students will complete end-of-semester exams for each course to determine content mastery.	All	9-12

In addition, the following students are eligible to participate in Florida's EOC assessments:
• Students who need to retake an assessment for graduation purposes.
• Students who have not yet taken an assessment to be averaged as 30% of their course grades.
• Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades.
• Students who need to earn a passing score for a standard diploma with a Scholar designation (Geometry, Biology 1, and U.S. History only).
• Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit (may apply to all subjects except for Civics).

In accordance with section 1008.22(3)(b)2., Florida Statutes, middle grades students will not be tested on both a grade-level mathematics assessment and a mathematics EOC assessment. Middle grades students enrolled in Algebra 1 or Geometry must take the corresponding EOC assessment, not the grade-level mathematics assessment. Likewise, middle grades students may not be tested on both the Statewide Science Assessment and the Biology 1 EOC assessment. Students enrolled in Biology 1 must take the EOC assessment, not the Grade 8 Science assessment.

PROPOSED DISCIPLINE POLICY (not applicable)

The Model Florida Charter School Application requires the applicant to include as Attachment G the proposed discipline policy or student code of conduct if the applicant does not intend to use the local school district's code of conduct policy.

The proposed school will follow the District's Code of Conduct, so the attachment is not applicable.

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September 30, 2008

FLORIDA DEPARTMENT OF STATE
Division of Corporations

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI CA
3206 S. UNIVERSITY DR.
MIRAMAR, FL 33025

The Articles of Incorporation for FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI CAMPUS, INC. were filed on September 29, 2008, and assigned document number N08000009087. Please refer to this number whenever corresponding with this office.

Enclosed is the certification requested. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H08000225239.

A corporation annual report/uniform business report will be due this office between January 1 and May 1 of the year following the calendar year of the file/effective date year. A Federal Employer Identification (FEI) number will be required before this report can be filed. Please apply NOW with the Internal Revenue Service by calling 1-800-829-4933 and requesting form SS-4 or by going to their website at www.irs.ustreas.gov.

Please be aware if the corporate address changes, it is the responsibility of the corporation to notify this office.

Should you have questions regarding corporations, please contact this office at (850) 245-6995.

Wanda Cunningham
Regulatory Specialist II
New Filings Section
Division of Corporations

Letter Number: 108A00052049

P.O BOX 6327 – Tallahassee, Florida 32314

Received Time Sep. 30. 11:58AM

ARTICLES OF INCORPORATION
OF
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI CAMPUS, INC.

The undersigned hereby forms a corporation not for profit under Chapter 617 of the Florida Statutes, and, for these purposes, do hereby adopt the following Articles of Incorporation.

ARTICLE I - NAME

The name of the Corporation shall be: FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI CAMPUS, INC.

ARTICLE II - PURPOSES

The purposes for which the Corporation is organized are:

In particular, to: establish and operate a charter school as defined in the laws of the State of Florida within the borders of Miami-Dade County, Florida. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs to aid and assist low-performing, over-age, grade repeating, credit deficient, 9th, 10th, 11th and 12th graders graduate from Florida public high school.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

The purposes for which this Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall this Corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder.

No compensation shall be paid to any officer, director, trustee, creator or organizer of the Corporation or substantial contributor to it except as a reasonable allowance for services actually rendered to or for the Corporation.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE III - POWERS

The Corporation shall have all the powers granted to not for profit corporations under the laws of the State of Florida which are necessary or convenient to effect any and all purposes for which the Corporation is organized. In no event, however, shall the Corporation have or exercise any power which would cause it not to qualify as a tax-exempt organization under Section 501(c)(3) or Section 170 of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations there-under; nor shall the Corporation engage directly or indirectly in any activity which would cause the loss of such qualification. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of any private individual.

ARTICLE IV - MEMBERS

This Corporation shall have no Members.

ARTICLE V - TERM OF EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE VI - OFFICERS

The affairs of the Corporation in operating the charter school shall be managed on a day-to-day basis by the principal of the school. The Board of Directors shall set policy for the Corporation including but not limited to, the academic, financial and operation policies of the charter school, with the principal charged to implement these policies pursuant to the Bylaws. The Chairman of the Board of Directors shall serve for a term of two (2) years and the Vice Chairman and the Secretary/Treasurer shall serve for a term of one (1) year, beginning the 1st day of the month immediately following his

or her election by a majority of the Board of Directors at the annual meeting of the Board of Directors. Officers may be re-elected to serve subsequent terms. In the event of a vacancy in any office for any reason, the Board of Directors shall fill such vacancy for the unexpired term. An officer does not have to be a member of the Board of Directors and a member of the Board of Directors does not have to be an officer.

ARTICLE VII - FIRST BOARD OF DIRECTORS

The number of persons constituting the first Board of Directors shall be five (5) but shall never be more than seven (7), and the names and addresses of the persons who are to serve as Directors until the first election under these Articles of Incorporation are as follows:

Name	Address
Dr. Cathia Darling	5000 NW 15th Avenue Miami, FL 33142
Fanny Marino	6801 W. 20th Avenue Hialeah, FL 33014
William Delgado	782 NW LeJeune Road, #348 Miami, FL 33126
Lilia Garcia	415 Caligula Avenue Coral Gables, FL 33146
Vilmore Shirley	10561 SW 207 Street Miami, FL 33189

At the first election of Directors to be held no later than the date the Charter between the School Board of Miami-Dade County and the Corporation is executed no fewer than five (5) individuals shall be selected (which may include the members of the first Board of Directors as set forth herein) to serve as Directors.

The number of Directors shall be fixed in the Bylaws of this Corporation. Directors shall be elected and serve such terms as provided in the Bylaws of this Corporation.

ARTICLE VIII - BYLAWS

The Bylaws of the Corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered or rescinded by a majority vote of the Directors at the annual meeting of the Directors or at a duly called meeting of the Directors in accordance with the Bylaws.

ARTICLE IX - AMENDMENTS TO THE ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended in the manner provided by law.

ARTICLE X - DISSOLUTION

Upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation, shall be distributed to, and only to, any one or more organizations qualified as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

ARTICLE XI - INITIAL REGISTERED OFFICE AND AGENT

The street address of the initial registered office of this Corporation shall be:

301 E. Pine Street, Suite 1400
Orlando, Florida 32801

The name of the initial registered agent of this Corporation shall be:

William A. Boyles

ARTICLE XII - CORPORATION'S PRINCIPAL OFFICE AND MAILING ADDRESSES

The principal address of this Corporation shall be:

c/o William A. Boyles
301 E. Pine Street, Suite 1400
Orlando, Florida 32801

The mailing address of this Corporation shall be:

c/o Donna Gogreve
3206 S. University Drive
Miramar, Florida 33025

ARTICLE XIII - INCORPORATOR

The following is the name and street address of the incorporator signing these Articles:

William A. Boyles
301 E. Pine Street, Suite 1400
Orlando, Florida 32801

IN WITNESS WHEREOF, I have set my hand and seal this 29th day of September, 2008.

William A. Boyles

CERTIFICATE OF ACCEPTANCE AS REGISTERED AGENT

Having been named as the Registered Agent in the Articles of Incorporation of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI CAMPUS, INC. I hereby accept and agree to act in this capacity.

Dated: September 29, 2008.

William A. Boyles

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

JUL 28 2010
Date:

Employer Identification Number:
26-4030054
DLN:
17053365305009
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500

FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING-MIAMI CAMPUS INC
C/O VILMORE E SHIRLEY
3206 S UNIVERSITY DR
MIRAMAR, FL 33025

Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
September 29, 2008
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

FLORIDA HIGH SCHOOL FOR ACCELERATED

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

FLORIDA HIGH SCHOOL FOR ACCELERATED

ADDENDUM

You are the holder of a charter from an authorized government entity to operate a school. You have contracted with an management company to provide comprehensive services. If you change your operations and do not contract with a comprehensive management company, you should notify us. You may then be eligible for a school foundation status of 170(b)(1)(A)(ii).

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

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FOURTH AMENDED AND RESTATED BYLAWS OF FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – MIAMI CAMPUS, INC. d/b/a GREEN SPRINGS HIGH SCHOOL

ARTICLE I. NAME

The corporation shall be known as FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – MIAMI CAMPUS, INC., a Florida not-for-profit corporation, d/b/a GREEN SPRINGS HIGH SCHOOL.

ARTICLE II. MEMBERSHIP

The corporation shall have no Members.

ARTICLE III. PURPOSES

The purposes for which the corporation is organized are:

In particular, to: establish and operate charter schools as defined in the laws of the State of Florida within the borders of Miami-Dade County, Florida. The charter schools shall be organized so that they present a system of formal instruction of their curriculum to a regularly enrolled student body through their faculty for the benefit of the general public.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the corporation to do or exercise under and pursuant to Chapter 617, Florida Statutes.

The purposes for which this corporation is organized shall be limited to those which are strictly charitable. In no event shall this corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended (the "Code"), and the applicable rules and regulations thereunder. Provided, however, that: (i) no part of the net earnings of the corporation shall inure to the benefit of any member of the corporation or other individual; (ii) no substantial part of the corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation; (iii) the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office; and (iv) the corporation shall not conduct its business or affairs in such a manner as to discriminate against any person on the basis of race, color, religion, sex, or age. It is the specific intention of the incorporator that the purposes and application of the corporation be as broad as permitted by Section 617.0301 of the Florida Not For Profit Corporation Act, but only to the extent that the corporation qualifies as a tax exempt organization within the meaning of Section 501(c)(3) and Section 170 of the Code.

The corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the corporation engage in subversive activities.

The corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Code of 1986, and the applicable rules and regulations thereunder.

No benefits shall be solicited or received by, nor shall any compensation be paid to any officer, director, trustee, creator or organizer of the corporation or substantial contributor to it, pursuant to Section 112.313 of the Florida Statutes.

The corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE IV. BOARD OF DIRECTORS

SECTION 1. FUNCTION. All corporate powers shall be exercised by or under the authority of the Board of Directors of the corporation, and the business and affairs of the corporation shall be managed by the Board of Directors.

SECTION 2. QUALIFICATIONS. The members of the Board of Directors must be natural persons who are 18 years of age or older, and are to be residents of this state. By two-thirds (2/3rds) vote of the Board of Directors, the Directors may, from time to time, establish additional qualifications and requirements for Directors, by written policy and procedure; such written policies and procedures shall be maintained with the books and records of the corporation.

SECTION 3. COMPENSATION. Directors, as such, shall not receive any compensation for their services as members of the Board of Directors.

SECTION 4. DUTIES OF THE BOARD. The Board of Directors shall transact all business of the corporation, determine the policies of the corporation and in general assume responsibility for the guidance and the affairs of the corporation. The duties of the Board of Directors include, but are not limited to setting policy, establishing procedures, approving budgets, approving selection of the principal and overseeing and managing the financial and administrative management of the School. The Board of Directors shall be responsible for making or executing the School's performance standards, supervising ongoing accounts, overseeing financial reporting and meeting state and district requirements and providing annual programs and accountability reports. A Director shall perform his/her duties in said capacity, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith, in a manner he/she reasonable believes to be in the best interests of the corporation and with such care as an ordinarily prudent person in a like position would use under similar circumstances.

In performing his/her duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) one or more of the officers or employees of the corporation whom the Director reasonably believes to be reliable and competent in the matters presented;

(b) counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or

(c) a committee of the Board of Directors upon which the Director does not serve, duly designated in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence.

A Director shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause the reliance described above to be unwarranted.

A person who performs his/her duties in compliance with this section shall have no liability by reason of being or having been a Director of the corporation.

SECTION 5. NUMBER. The corporation shall have at least three (3) Directors but shall not have more than nine (9) Directors, and the initial number of Directors shall be seven (7). The number of Directors may be increased or decreased from time to time by two-thirds (2/3rds) vote of the Board of Directors of the corporation; provided, however, that the Board of Directors shall consist of not fewer than three (3) Directors and no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director. Upon opening of the school, at least one Director shall be a parent or legal guardian of a current student. One Director shall be designated as the School Advisory Committee Director ("SAC Director").

SECTION 6. ELECTION AND TERM.

(a) Members shall hold office until their successors are elected and qualified or until their earlier resignation, removal from office or death. Terms may be set by the Board as deemed appropriate. SAC Directors shall have a one (1) year term. SAC Directors are limited to serving a single, one (1) year term, unless the term is expressly renewed by unanimous vote of the remainder of the Directors. At each succeeding annual meeting of the corporation, the successors of the Directors will be elected by plurality vote of all votes cast at such meeting. Directors so elected shall hold office for a term expiring at the annual meeting held in the third year following the year of their election. Election of Directors of the corporation need not be by written ballot unless requested by the Chairman or by a majority of the Directors present in person at a meeting at which Directors are to be elected.

(b) The Board of Directors may in its discretion establish a nominating committee to interview the candidates provided by the SAC and/or to nominate the

candidates to fill the other Board seats. Otherwise the Board of Directors shall serve as the nominating committee.

SECTION 7. RESIGNATION. The resignation of a Director shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice. If a Director resigns in the middle of his/her term, a successor for the unexpired term shall be selected by the Board of Directors except the SAC Director shall be nominated by the SAC and selected by the Board of Directors.

SECTION 8. REMOVAL OF DIRECTORS, OFFICERS AND OTHER EMPLOYEES. Any officer and/or employee may be removed by a majority vote of the Board of Directors whenever, in the judgment of the Board of Directors, the best interests of the corporation will be served thereby. Any Director may be removed at any time by a two-thirds (2/3rds) majority vote of the Board of Directors for any reason.

SECTION 9. VACANCIES. Any vacancy occurring on the Board of Directors, including that created by reason of an increase in the number of Directors, may be filled by appointment of a majority vote of the members of the Board of Directors. A Director elected to fill any vacancy shall hold office only until the next annual meeting of Directors.

SECTION 10. QUORUM AND VOTING. The presence of a majority of all the Directors shall be necessary at any meeting to constitute a quorum to transact business. The act of a majority of Directors present at a meeting when a quorum is present shall be the act of the Board of Directors. If at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting to a place and time indicated and a copy of such adjournment action shall be delivered by hand or by U.S. Mail to all members of the Board of Directors. Any means of communication by which all Directors participating may simultaneously hear each other and participate in discussions during the meeting, including the use of telephonic and electronic devices (hereafter “Remote Communication”), shall be permitted. A Director participating in a meeting by Remote Communication is deemed to be present in person and entitled to one (1) vote at such meeting.

(a) The corporation implements reasonable means to verify that each person deemed present and authorized to vote by means of Remote Communication is an active member of the Board of Directors; and:

(b) The corporation implements reasonable measures to provide such members of the Board of Directors with a reasonable opportunity to participate in the meeting and to vote on matters submitted to the Board of Directors, including an opportunity to communicate and to read or hear the proceedings of the meeting substantially concurrent with the proceedings.

If a member of the Board of Directors votes or takes other action by means of Remote Communication, a record of that board member's participation in the meeting must be maintained by the corporation in accordance with Florida Statutes, Section 617.1601.

SECTION 11. PLACE OF MEETINGS. The annual meeting, and any special meeting, of the Board of Directors must be held within Miami-Dade County of the State of Florida.

SECTION 12. MEETINGS. The Board of Directors shall meet four times each fiscal year in January, March, June and September (Regular Meetings) at the time and place designated by the Board of Directors of the corporation. During the first year that the school is in operation, the Board of Directors shall meet at least monthly at the time and place designated by the Board of Directors of the corporation. The Annual Meeting shall be held during the month of January and shall be the January meeting of the Board of Directors. Notice of the Annual Meeting and all other Regular Meetings shall be given by the Secretary to each Director at least two (2) days before the meeting, unless each Director shall waive notice thereof before, at, or after the meeting.

SECTION 13. SPECIAL MEETINGS. Special Meetings of the Board of Directors shall be held at such other times as shall be determined by the Chairman or by a majority of the Directors. Notice of any Special Meeting shall be given by the Secretary to each Director at least two (2) days before the meeting unless each Director shall waive notice thereof before, at or after the meeting.

SECTION 14. PRESUMPTION OF ASSENT. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporation matter is taken shall be presumed to have assented to the action taken unless the Director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

SECTION 15. PUBLIC MEETINGS OF THE BOARD OF DIRECTORS. Notwithstanding anything to the contrary in these bylaws, the Board of Directors of the corporation shall conduct its activities and its meetings (regular and special) in accordance with the Florida Open Meetings Laws (also Florida Sunshine Law) as set forth in Article I, Section 24 of the Florida Constitution as it may exist from time to time and in Florida Statutes Chapter 286.011 as amended or restated from time to time. Notice of all meetings shall be provided as set forth in such laws.

SECTION 16. DIRECTOR CONFLICTS OF INTEREST. A Conflict of Interest is described as: “an actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This “actual or appearance of a bias” in the decision making process is based upon the dual role of a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity. A conflict of interest shall include, but not be limited to, a violation of Florida Statute §112.313(7) as it applies to members of the Board of Directors. In no event may a member of the Board of Directors have or hold any employment or contractual relationship with any business entity or other entity doing business with the corporation except as provided in Section 112.313(12)(g) of the Florida Statutes concerning qualified banks. In no event may a member of the Board of Directors have or hold any employment or contractual relationship that will create a continuing or frequently

recurring conflict between his or her private interests and the performance of his or her duties as a member of the Board of Directors.

The Board of Directors shall adopt such conflict of interest policy and other policy as they deem proper and necessary for the operation of the corporation.

SECTION 17. EXECUTIVE AND OTHER COMMITTEES. The Board of Directors, by resolution adopted by a majority of the full Board of Directors, shall designate from among its members an executive committee consisting of the Officers set forth in Article VI below, and one at-large Director. The Executive Committee will handle the affairs of the corporation as necessary between meetings of the Board of Directors.

The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate from among its members one or more other committees each of which, to the extent provided in such resolution, shall have and may exercise all the authority of the Board of Directors, except that no committee shall have the authority to:

(a) fill vacancies on the Board or any committee thereof, or

(b) adopt, amend or repeal the Bylaws.

Each committee must have two (2) or more members who serve at the pleasure of the Board of Directors. The Board of Directors, by resolution adopted in accordance with this section, may designate one (1) or more Directors as alternate members of any such committee, who may act in the place and stead of any absent member or members at any meeting of such committee.

SECTION 18. POWER TO ELECT OFFICERS. The Board of Directors, at their annual meeting, shall elect a Chairman, Vice-Chairman, Secretary and Treasurer. The Board of Directors shall have the power to appoint such other officers and employees as the Board of Directors may deem necessary for the transaction of the business of the corporation. The Board of Directors shall have the power to fill any vacancy in any office, occurring for any reason whatsoever.

SECTION 19. DELEGATION OF POWERS. For any reason deemed sufficient by the Board of Directors, the Board of Directors may delegate any power or duty of any officer or Director to any other officer or Director.

SECTION 20. ANNUAL REPORTS. The Chairman and Treasurer shall present their respective reports of the operation of the corporation for the preceding year, at the annual meeting of the year of the Board of Directors.

ARTICLE V. MANAGEMENT OF CORPORATION'S ASSETS

The assets of the corporation shall be held, managed and invested by the Executive Committee of the Board of Directors, however, at no time may said assets be used or administered other than in furtherance of charitable purposes, within the

meaning of Section 501(c)(3) of the Code. All investments of funds of the corporation shall be first approved by the Board of Directors.

ARTICLE VI. OFFICERS

SECTION 1. OFFICERS. The officers of the corporation shall consist of a Chairman, Vice-Chairman, Secretary and Treasurer, each of whom shall be elected annually by the Board of Directors at the January regular meeting of the Board of Directors, and shall serve until their successors are chosen and qualify. Such other officers and assistant officers and agents as may be deemed necessary may be elected or appointed by the Board of Directors from time to time.

Any two (2) or more offices may be held by the same person. The failure to elect a Chairman, Vice-Chairman, Secretary or Treasurer shall not affect the existence of the corporation.

SECTION 2. CHAIRMAN. The Chairman of the corporation shall:

(1) preside at all meetings of the Board of Directors;

(2) be a member ex-officio of all committees;

(3) perform all other duties usually pertaining to the office of Chairman;

(4) No individual may serve as Chairman for more than two (2) consecutive full terms.

SECTION 3. VICE-CHAIRMAN. The Vice-Chairman of the corporation shall:

(1) in the absence or on the death, inability or refusal to act of the Chairman, preside at all meetings of the Board of Directors;

(2) be a member ex-officio of all committees;

(3) be given those powers and duties determined by the Board of Directors;

(4) in the absence or on the death, inability or refusal to act of the Chairman, perform all other duties usually pertaining to the office of Chairman.

SECTION 4. SECRETARY.

(a) The Secretary of the corporation shall:

(1) record the minutes of all meetings;

(2) write up the minutes for approval of the Board at the next Board meeting unless deferred;

(3) send a duplicate copy of the minutes to all members of the Board of Directors;

(4) have custody of the seal of the corporation;

(5) ensure that notices of all meetings required by statutes, Bylaws or resolutions is provided;

(6) take the attendance record at meetings;

(7) maintain committee reports;

(8) perform such other duties as may be delegated to him or her by the Board of Directors.

(b) Any of the above duties may be delegated to the management company or another appropriate party as allowed by the Board of Directors.

SECTION 5. TREASURER.

(a) The Treasurer of the corporation shall:

(1) be custodian of all funds and securities of the corporation and collect interest thereon;

(2) keep a record of the accounts of the corporation and report thereon at each regular meeting of the Board of Directors;

(3) make a report at the annual meeting and special reports when requested;

(4) deposit all moneys of the corporation in the name of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –MIAMI CAMPUS, INC., in a financial institution selected and designated by the Board of Directors subject to withdrawal for authorized purposes, upon the joint signatures of two (2) of the officers of the corporation, one (1) of whom shall be the Treasurer (or the Secretary in the absence of the Treasurer) and the other of whom shall be the Chairman (or the Vice-Chairman in the absence of the Chairman);

(5) give bond in such amount as the Board of Directors may require, the corporation to pay the premium for such bond;

(6) see that all government agency reports and returns are prepared and filed.

(b) Any of the above duties may be delegated to the management company or another appropriate party as allowed by the Board of Directors.

SECTION 6. ASSETS AND AUDITORS.

A. All securities and other valuable papers shall be placed in a safety deposit box or vault, designated by the Board of Directors, which may be opened only upon the joint signatures of two (2) of the officers of the corporation.

B. The Treasurer's accounts and records shall be audited from time to time by a firm of certified public accountants at the expense of the corporation.

SECTION 7. RESIGNATION. The resignation of an officer shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice.

ARTICLE VII. CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

SECTION 2. LOANS. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

SECTION 3. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. DEPOSITS. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VIII. LOANS TO DIRECTORS AND OFFICERS

Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, may not be made by the corporation to its Directors, officers or employees, or to any other corporation, firm, association or other entity in which one or more of its Directors, officers, or employees is a Director, officer or employee or holds a substantial financial interest, except a loan by one corporation which is exempt from federal income taxation under Section 501(c)(3) of the Code. A loan made in violation of this Article is a violation of the duty to the corporation of the Directors or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected thereby.

ARTICLE IX. PAYMENT OF DIVIDENDS AND DISTRIBUTION OF INCOME TO DIRECTORS AND OFFICERS PROHIBITED

A dividend may not be paid, and any part of the income or profit of the corporation may not be distributed, to its Directors or officers.

ARTICLE X. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS

SECTION 1. ACTION AGAINST PARTY BECAUSE OF CORPORATE POSITION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the corporation) by reason of the fact that he is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees inclusive of any appeal), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such claim, action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct unlawful. The termination of any claim, action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

SECTION 2. ACTION BY OR IN THE RIGHT OF CORPORATION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he is or was a Director, officer, employee, or agent of the corporation, or is or was serving at

the request of the corporation as a Director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection with the defense or settlement of such claim, action, or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation unless and only to the extent that a court of competent jurisdiction (the "Court") in which such claim, action, or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the Court shall deem proper.

SECTION 3. REIMBURSEMENT IF SUCCESSFUL. To the extent that a Director, officer, employee, or agent of the corporation has been successful on the merits or otherwise in defense of any claim, action, suit, or proceeding referred to in Sections 1 or 2 of this Article X, or in defense of any claims, issue, or matter therein, he may be indemnified against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection therewith, notwithstanding that he has not been successful (on the merits or otherwise) on any other claim, issue, or matter in any such claim, action, suit, or proceeding.

SECTION 4. AUTHORIZATION. Any indemnification under Sections 1 and 2 of this Article X (unless ordered by the Court) shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee, or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit, or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, or by independent legal counsel in a written opinion.

SECTION 5. ADVANCED REIMBURSEMENT. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as authorized in this Article.

SECTION 6. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, rule of law, provision of Articles of Incorporation, Bylaws, agreement, vote disinterested Directors, or otherwise, both as to action in his official capacity and as to action in another capacity, while holding such office, and shall continue as to a person who has ceased to be a Director, officer,

employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person. Where such other provision provides broader rights of indemnification than these Bylaws, said other provision shall control.

SECTION 7. INSURANCE. The corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE XI. BOOKS AND RECORDS

SECTION 1. BOOKS AND RECORDS. The corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees.

The books, records and minutes of the corporation may be in writing or in any other form capable of being converted into written form within a reasonable time.

ARTICLE XII. FISCAL YEAR

The fiscal year of the corporation shall be determined by the Board of Directors.

ARTICLE XIII. RULES OF ORDER

"Robert's Rules of Order Newly Revised" shall be the parliamentary authority for all matters of procedure not specifically covered by these Bylaws.

ARTICLE XIV. SEAL

The Board of Directors shall provide a corporate seal that shall be circular in form and shall be affixed in conjunction with the execution of documents by the corporation, as required by law.

ARTICLE XV. AMENDMENTS TO THE BYLAWS

The Bylaws of the corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered, amended or repealed by a majority vote of the Board of Directors; provided that notice of such proposed amendments shall be hand delivered, mailed, and/or e-mailed to each board member at the mail or e-mail address provided to the board by the member at least (30) days prior to the meeting during which the proposed amendments will be considered for approval.

ARTICLE XVI. DISSOLUTION AND/OR TERMINATION OF CHARTER

When a charter is not renewed or is terminated, any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the Miami-Dade County School Board. Capital outlay funds provided pursuant to Florida Statute §1013.62 (concerning Charter School Capital Outlay Funding) or its successor Statute) and federal charter school program grant funds that are unencumbered shall revert to the Department of Education to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all Miami-Dade County School Board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Miami-Dade County School Board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, Miami-Dade County School Board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the Miami-Dade County School Board's request, until any appeal status is resolved. Further, upon the liquidation or dissolution of the corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation and the distributions provided for above, shall be distributed to, and only to, an organization qualified as tax exempt under Section 501(c)(3) of the Code engaged in educational activities in the State of Florida. No part of the assets or the net earnings, current or accumulated, of the corporation shall inure to the benefit of a private individual.

THE UNDERSIGNED HEREBY adopts and approves the foregoing Amended and Restated Bylaws of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – MIAMI CAMPUS, INC.

Adopted: _____.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –MIAMI CAMPUS, INC.

(CORPORATE SEAL)

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Governing Board Code of Ethics

The Code of Ethics for Governing Board Members aligns directly with FS 112.313.

(1) SOLICITATION OR ACCEPTANCE OF GIFTS.—No Governing Board Member shall solicit or accept anything of value to the recipient, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the public officer, employee, local government attorney, or candidate would be influenced thereby.

(2) DOING BUSINESS WITH THE SCHOOL—No member of the Governing Board acting in his or her official capacity shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for his or her own agency from any business entity of which the officer or employee or the officer's or employee's spouse or child is an officer, partner, director, or proprietor or in which such officer or employee or the officer's or employee's spouse or child, or any combination of them, has a material interest. Nor shall any board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the officers or employees of the school.

(3) UNAUTHORIZED COMPENSATION.—No Governing Board Member or his or her spouse or minor child shall, at any time, accept any compensation, payment, or thing of value when such public officer, employee, or local government attorney knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the officer, employee, or local government attorney was expected to participate in his or her official capacity.

(4) MISUSE OF PUBLIC POSITION.—No board member shall corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others.

(5) CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP.— (a) No board member shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee; nor shall any board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

(6) DISCLOSURE OR USE OF CERTAIN INFORMATION.—A current or former Governing Board Member may not disclose or use information not available to members of the general public and gained by reason of his or her official position, except for information relating exclusively to governmental practices, for his or her personal gain or benefit or for the personal gain or benefit of any other person or business entity.

(7) EMPLOYEES HOLDING OFFICE - No Governing Board Member shall hold office as a member of the governing board while, at the same time, continuing as an employee of the school.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
GREATER MIAMI CAMPUS, INC. (North Gardens High School)**

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
MIAMI CAMPUS, INC. (Green Springs High School)**

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
MIAMI-DADE CAMPUS, INC. (North Park High School and Schools II and III)**

CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect the interest of each entity listed above (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit public and charitable corporations in the State of Florida.

Article II

Definitions

1. Interested Person

Any director, officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family—

a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

b. If a conflict of interest is determined to exist in violation of Section 112.313(7), Florida Statutes, the Board of Directors must immediately eliminate the conflict of interest or the member of the Board of Directors involved in the conflict of interest must resign from the membership of the Board of Directors.

4. Violation of the Conflicts of Interest Policy

   a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

   b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, up to and including removal of the member from the Board of Directors.

Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain—

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

Article V

Compensation

It is the strict policy of the Corporation that all directors, officers and members of committees with board delegated powers shall serve without compensation of any kind. Further, no director, officer or member of a committee with board delegated powers shall solicit or accept anything of value, including a gift, loan, reward, promise of future employment, favor or service, based on any understanding that the vote, official action or judgment of the director, officer or member of a committee with board delegated powers would be influenced thereby.

Article VI

Annual Statements

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person--

a. has received a copy of the conflicts of interest policy,

b. has read and understand the policy,

c. has agreed to comply with the policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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IV. Statement of Assurances

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Florida High School for Accelerated Learning – Miami Campus, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Danny Fernandez, ALS Regional Director to sign as the legal correspondent for the school.

Signature _____ 08/02/2024 *Date*

Printed Name Danny Fernandez

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning –

2. Full name: **Elisa Robles**

   Home Address: **4111 w 8th Ave Hialeah FL 33012**

   Business Name and Address: **FirstBank Florida – 1325 W 49th ST Hialeah FL 33012**

   Phone Number: **786-476-3300**

   E-mail address: **Elisa.Robles@FirstBankFla.com**

X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school? **Having served on the Boards of three charter schools providing accelerated learning alternatives for Miami Dade students and seeing the results achieved, I believe there is an additional need for these types of schools in the Miami Dade County**

6. What is your understanding of the appropriate role of a public charter school board member? **Oversite / Governance of the operations, in particular the budget and finances**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have served on charter school boards for three schools similar to the proposed school for over six years**

8. Describe the specific knowledge and experience that you would bring to the board. **After working in the Banking industry for over 30 years I can offer financial advice and work with the Board members and the accountant professionals representing the Board to ensure sound financial stability.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to help at-risk students graduate from high school with a standard high school diploma and move on to post-secondary success. The guiding belief is that there is a student population that needs something different than what a traditional comprehensive high school can provide. There are many students who have fallen significantly behind and require a unique and innovative learning environment catered to their individual needs. It is also a belief that the school is a perfect complement to the traditional high school community, working in partnership to ensure that all students have options and opportunities that will lead to their greatest potential.

2. What is your understanding of the school's proposed educational program?

The school will operate a blended instructional model with significant academic and social/emotional supports to help students overcome obstacles to academic and personal success. A mastery-based curriculum overseen by a highly qualified teaching staff will allow students to catch up on credits while also focus on building and remediating basic skills. There will also be a strong focus on transition planning to ensure that students have the information, skills and support to pursue meaningful post-secondary opportunities.

3. What do you believe to be the characteristics of a successful school?

Strong governance and oversight; a reputable management organization with a history of results; high quality leadership; an academic and support model designed to meet the needs of this unique student population; a teaching and support staff supported by quality coaching and training; a positive collaboration with the authorizing school district to ensure that at-risk students are provided access to options that best address their academic and personal needs.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual goals are defined and reviewed together with school leadership and the management organization. Progress toward accomplishing these goals is reviewed at every Board Meeting and strategies for continuous improvement are discussed and monitored.

5. What do you see as your role regarding the school leaders?

As a governing board member I am involved in the selection of new leaders. I am also responsible for working with the management company to evaluate the performance and fit of the school leadership. I expect the management company to address the day-to-day supervision of school leadership while keeping me informed of any concerns, growth opportunities or suggested changes.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be responsible for setting policy, approving and monitoring an annual budget, reviewing and approving annual school improvement plans, reviewing school outcomes and overseeing that the management company takes all necessary steps to ensure that the schools are operating in accordance with law and the obligations and expectations defined by the charter contract.

2. How will you know if the school is successful at the end of the first year of operation?

The application has defined financial and academic outcomes expected by the end of the first year of operations. If these outcomes are met, we will know that the school has been successful.

3. How will you know at the end of four years of the school is successful?

The application has defined financial and academic outcomes expected by the end of the fourth year of operations. If these outcomes are met, we will know that the school has been successful. Outcomes that define school success and progress include but are not limited to increasing numbers of graduates, increasing rates of reading and math growth, increasing rates of credit

earning, improved GPAs and positive results on the State's Alternative Accountability System (SIR).

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Our charter board will continue to take the same steps it has taken over the past 8 years to ensure that these new schools are successful. This includes working closely with school leadership and the ESP to monitor the effective implementation of policy and budgets and regularly review the outcomes of the school to ensure that goals are being met.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Assuming that the activity I became aware of only involved a single board member, I would bring the matter to the attention to the management company and board attorney to call an emergency board meeting the issue. If not satisfied with the response or if the matter appeared to involve more than one board member, I would confer with the board attorney for purposes of having the issue immediately brought to the attention of the school district and state authorities.**

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. We have selected an ESP that is currently managing our 3 dropout prevention and recovery schools. This ESP is a leading provider of DPRP services with a positive track record both here in Miami and throughout Florida. During their tenure with us, our schools have accomplished the goals defined by our charter and as a result were successfully renewed for 10 year terms. Our schools have achieved positive State Accountability Ratings while sustaining enrollment and a positive financial position. The ESP has done a quality job in implementing and even further developing and improving upon an instructional and support model that yields success with our student population.

b. The ESP has been contracted by the Board to manage operations of the school administratively. The Board is charged with creating policies and providing direction on how to achieve those policies to the management company. This is done with the Board's oversight.

c. Yes. With the assistance of our independent legal counsel.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

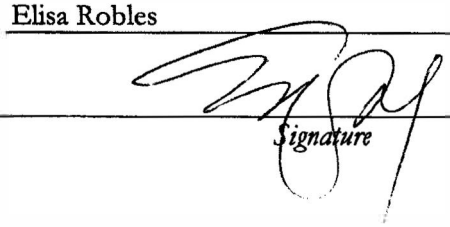
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Elisa Robles



Signature

06/07/2024

Date

Elisa Robles

Biography

My family and I came to USA from Cuba in March of 1968. We lived in Los Angeles, California until March of 1971. We then moved to Florida at that time and have resided in Hialeah ever since.

I graduated from Business Administration in Cuba; in Florida I had taken several Banking related classes.

I started my career in banking in October of 1971 at Flagship Bank as a part-time teller, moving up the ranks within the company. In January of 1981, I began working for Caribank, which is now Citibank. At Citibank, I managed several operations departments until 1999 and then made the transition to the branches. In 2006, I opened a new Citibank branch in Hialeah as a branch manager and managed the branch until May of 2012. I became a proud member of the Firstbank Florida family in May of 2012 with the great opportunity to open another financial center in my home town of Hialeah. The branch opened in September of 2012 and I have been managing the branch to date.

I am an active member in the community where I participate in various non-for-profit organizations as a board member.

- Founding member of the first Logia Hijas de Acacia in Hialeah
- Member of La Federacion de Masones Cubanos en el Exilio
- Board member of City of Hialeah Scholarship Fund
- Board member of Florida High Schools for Accelerated Learning
- Member of Hialeah Chamber
- Member of Medley Chamber

IV. Board Member Information Form

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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning –

2. Full name: **Albert Richard DiRenzo**

   Home Address: **9127 NW 1st Ave., Miami Shores, FL 33150**

   Business Name and Address: **- Retired -**

   Phone Number: **305-757-0831 786-271-3698**

   E-mail address: **anglicansmoker@gmail.com**

X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   X Yes ☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes X No

5. Why do you wish to serve on the board of the proposed charter school?
   To ensure good governance of the charter school that has a meaningful mission

6. What is your understanding of the appropriate role of a public charter school board member?
   Oversight, fiscal responsibility, aid and support the charter school, it's students and staff

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve on the Dade County Board of FL High School for Accelerated Learning

8. Describe the specific knowledge and experience that you would bring to the board.
My current service on the Board gives me the background, knowledge and understanding of the schools needs.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to help at-risk students graduate from high school with a standard high school diploma and move on to post-secondary success. The guiding belief is that there is a student population that needs something different than what a traditional comprehensive high school can provide. There are many students who have fallen significantly behind and require a unique and innovative learning environment catered to their individual needs. It is also a belief that the school is a perfect complement to the traditional high school community, working in partnership to ensure that all students have options and opportunities that will lead to their greatest potential.

2. What is your understanding of the school's proposed educational program?

The school will operate a blended instructional model with significant academic and social/emotional supports to help students overcome obstacles to academic and personal success. A mastery-based curriculum overseen by a highly qualified teaching staff will allow students to catch up on credits while also focus on building and remediating basic skills. There will also be a strong focus on transition planning to ensure that students have the information, skills and support to pursue meaningful post-secondary opportunities.

3. What do you believe to be the characteristics of a successful school?

Strong governance and oversight; a reputable management organization with a history of results; high quality leadership; an academic and support model designed to meet the needs of this unique student population; a teaching and support staff supported by quality coaching and training; a positive collaboration with the authorizing school district to ensure that at-risk students are provided access to options that best address their academic and personal needs.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual goals are defined and reviewed together with school leadership and the management organization. Progress toward accomplishing these goals is reviewed at every Board Meeting and strategies for continuous improvement are discussed and monitored.

5. What do you see as your role regarding the school leaders?

As a governing board member I am involved in the selection of new leaders. I am also responsible for working with the management company to evaluate the performance and fit of the school leadership. I expect the management company to address the day-to-day supervision of school leadership while keeping me informed of any concerns, growth opportunities or suggested changes.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be responsible for setting policy, approving and monitoring an annual budget, reviewing and approving annual school improvement plans, reviewing school

outcomes and overseeing that the management company takes all necessary steps to ensure that the schools are operating in accordance with law and the obligations and expectations defined by the charter contract.

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The application has defined financial and academic outcomes expected by the end of the first year of operations. If these outcomes are met, we will know that the school has been successful.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Our charter board will continue to take the same steps it has taken over the past 8 years to ensure that these new schools are successful. This includes working closely with school leadership and the ESP to monitor the effective implementation of policy and budgets and regularly review the outcomes of the school to ensure that goals are being met.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would take the issue to our Board Attorney to get their guidance, counseling and possible reporting.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. We have selected an ESP that is currently managing our 3 dropout prevention and recovery schools. This ESP is a leading provider of DPRP services with a positive track record both here in Miami and throughout Florida. During their tenure with us, our schools have accomplished the goals defined by our charter and as a result were successfully renewed for 10 year terms. Our schools have achieved positive State Accountability Ratings while sustaining enrollment and a positive financial position. The ESP has done a quality job in implementing and even further developing and improving upon an instructional and support model that yields success with our student population.

b. The ESP has been contracted by the Board to manage operations of the school administratively. The Board is charged with creating policies and providing direction on how to achieve those policies to the management company. This is done with the Board's oversight.

c. Yes. With the assistance of our independent legal counsel.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

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1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: ALBERT RICHARD DiRENZO

A. Richard DiRenzo
Signature

06/07/2024

FROM THE DESK OF

DICK DI RENZO

Albert Richard DiRenzo

9127 NW 1st Ave

Miami Shores, Fl. 33150

DOB July 1, 1939 Morristown, NJ

Resided in Netcong, NJ

Netcong Grammar School and High School graduating in 1957

Rutgers University 1957/1959

Retail Department Stores Newark, NJ 1959/1965

Ronay Handbags, 1 East 33rd St., New York 1965/1973

Showroom and Southeast Southwest Territorial Sales

Grandoe Glove Corporation, 417 5th Ave, New York 1973/1987

Sales Director responsible for major New York City Department Stores and Developing the Canadian market

Moving to Florida in 1987

William Sonoma 1987/1993

Carl's Furniture and Carl's Patio 1993/2006

Store Manager for Carl's Patio

Gary Rubinstein Antiques 2007/2018

Now permanently retired for a second time!

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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning –

2. Full name: Paul Haralson

   Home Address: 715 NE 70th Street, Miami, Fl. 33138

   Business Name and Address: 15500 New Barn Road, Suite 104, Miami Lakes FL 33014

   Phone Number: (305) 758-4200

   E-mail address: Pharalson@haralsonlawfirm.com

X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
   After having served on the boards of three charter schools providing accelerated learning alternatives for Miami Dade students and seeing the results achieved, I believe there is an additional need for these types of schools in the Miami Dade County.

6. What is your understanding of the appropriate role of a public charter school board member?
   Oversite/governance of the operations, in particular the budget and finances.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g.,

other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on charter school boards for three schools similar to the proposed school for over six years.

8. Describe the specific knowledge and experience that you would bring to the board.

As a practicing attorney specializing in business litigation, I can offer insight a legal perspective and am able to effectively work with the legal and accounting professionals representing the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Similar to the existing schools for which I serve on the board, the school will focus on at-risk students (many of whom have left the traditional high school setting). There is a significant need to provide such students with realistic options to get back on track towards securing their diplomas. Beyond the academic side, the school will (as with the existing schools) provide students with a wide range of support services that will allow the students to pursue their goals, whether it be further education or entering the work force. I have found that the schools have worked well with the Miami Dade school district in filling a need for these at-risk students and have seen a number of success stories from the students served by the schools and believe that the opportunities need to be offered to students in other areas of the county.

2. What is your understanding of the school's proposed educational program?

The school will offer a blended model with an on-line/self-paced curriculum that is closely monitored by teachers and staff to insure the student is progressing and grasping the concepts of each class. Individual instruction is provided in many cases to augment the on-line program to ensure the students are learning and understanding course content. In addition to the academic side, a wide array of support serviceswill be offered that help meet the students' life goals.

3. What do you believe to be the characteristics of a successful school?

Ultimately, the success of the school is largely measured by the progress of the students in making gains in their skills with the goal being a well-rounded student earning his or her diploma. To achieve these goals, the administration and staff must ensure that the students attend class and are fully engaged and progressing academically. The process starts with strong leaders at the administrative level who are capable and identifying and retaining the teachers and staff needed to engage students. The board must provide steady governance and support to allow the administration and staff to provide a safe, welcoming and challenging school setting.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

In my experience, the boards I have been on have asked the administration of the schools to provide at each board meeting information on various metrics including, among other data points, progress towards graduation, attendance, retention and progress towards meeting state accountability ratings. These and other metrics allow a board to monitor the performance and feel comfortable that our student population is being properly served. From a financial perspective, I have been actively engaged in the budget process and closely review periodic financial reports to make sure that budget goals are being met and/or surpassed. I have also relied heavily on the outside auditor to confirm that the financial data is accurate and that the schools are fiscally sound.

5. What do you see as your role regarding the school leaders?

I will continue my practice of overseeing the management company in the process of hiring and retaining school principals and assistant principals to make sure we are comfortable with the experience and credentials of these individuals. I also have monitored the progress of the schools based on the metrics described above. The principals of the schools attend each board meeting to report on the schools and answer questions which allows me to get a good sense of whether or not important goals are being met and if the schools may need additional support to meet those goals.

Governance

1. Describe the role that the board will play in the school's operation.

The boards I have been on set policy, review performance metrics and interact with leadership to make sure the goals are being met. In addition, we have been heavily involved in overseeing school finances starting with creating a budget, then following the progress towards meeting budgetary goals during the year and then, ultimately, meeting with auditors to ensure that the information we have relied upon is accurate. I intend to continue these practices going forward with the schools for which I serve as a board member.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year I would expect the schools to have strong principals and staff in place and retained for the following year. Given the nature of the student population served, with the majority of students being behind their cohort group, I would not expect to see a large number of graduates the first year. I believe that an important measure of success would be to look at attendance and retention statistics as well as credit earned numbers that would give me confidence that the graduation numbers will rise in year two and following years. From a financial perspective, I would view success in terms of meeting budgetary goals and receiving a clean audit report.

3. How will you know at the end of four years of the school is successful?

At the end of year for I would expect the school to be producing a reasonable number of graduates, increasing student retention and attendance numbers each year, showing significant increases in the math and reading levels of students from their levels at enrollment and that the state's accountability standards are being met. From a financial perspective, I would expect positive fund balances with clean audits received each year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I would continue the practices described herein. These involve closely monitoring the performance data given by the administration, engaging with the management company to address any concerns and be available to provide any support to address concerns. In addition, I will monitor financial reporting and ask questions of the board professionals as well as the outside auditors if any issues arise.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Assuming that the activity that I became aware of only involved a single board member, I would bring the matter to the attention of the management company and board attorney to call an emergency board meeting to address the issue. If not satisfied with the response or if the matter appeared to involve more than one board member, I would confer with the board attorney for purposes of having the issue immediately brought to the attention of the school district and state authorities.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. Our board has a selected a management company that currently administers the three schools for which I serve a as board member. The company, ALS, specializes in schools for the at-risk population served by the existing schools and which will be served by the new school. I believe they have exhibited an exemplary performance record during the six plus years I have served and have been very responsive to all of the boards' questions and concerns.

b. ALS has been contracted by the board to manage administration and answer to the board in implementing board policy.

c. The contract mirrors the contract between the management company and the existing schools, which was reviewed and negotiated by the board through the boards' attorney.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ ~~Yes~~ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Paul Haralson



Signature

06/07/2024
Date

PAUL HARALSON, ESQ.

EXPERIENCE

2010–present The Haralson Law Firm Miami, FL
Attorney
Principal of commercial litigation firm specializing in all forms of business disputes

2007–2010 Haralson & Tomé Miami Lakes, FL
Attorney
Partner in firm representing clients in civil and white collar litigation

2003–2006 Burmudez, Haralson & Tomé Doral, FL
Attorney
Partner in firm representing firms in litigation disputes and business transactions

1995–2003 Rasco, Reininger & Perez Coral Gables, FL
Attorney
Partner in full service law firm handling all forms of commercial disputes and corporate and real estate transactions

1989–1995 Morgan, Lewis & Bockius Miami, FL
Attorney
Associate in the litigation department in a large, multi-national law firm

EDUCATION

1986–1989 University of Texas School of Law Austin, TX
- J.D.

1982–1986 Fairfield University Fairfield, CT
- B.A. Economics

AFFILIATIONS

Bar for the State of Florida
United States District Court, Southern District of Florida
United States District Court, Middle District of Florida
Bankruptcy Bar for the Unites States Southern District of Florida
AV rated

FAX (866) 210-7095 • PHARALSON@HARALSONLAWFIRM.COM
7001 BISCAYNE BLVD, 2ND FLOOR • MIAMI, FL 33138 • PHONE (305) 758-4200

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning

2. Full name: Kyle Mullan

   Home Address: 500 NE 29th Street #803

   Business Name and Address: The Cushman School, 592 NE 60th St., Miami FL 33137

   Phone Number: 9042 NE 60th St., Miami, FL 33137

   E-mail address: kmullan@cushmanschool.org

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
   To be a part of a program that is successfully meeting the needs of an at-risk population.

6. What is your understanding of the appropriate role of a public charter school board member?
   To oversee the operation of the school's results, budgets and policies.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served as a board member for the Miami Shores Chamber of Commerce.

8. Describe the specific knowledge and experience that you would bring to the board.
I have a heart for young people, having worked in education since 2008.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to help at-risk students graduate with a standard diploma and be prepared for post-secondary success. This is based on the belief that all students can succeed when given appropriate tools and support.

2. What is your understanding of the school's proposed educational program?
The school will offer a blended instructional model, as well as a support system (Family Support Specialist and community providers) who will provide individual services to students who face barriers in attending school or in being successful.

3. What do you believe to be the characteristics of a successful school?
A successful school will have qualified and passionate leaders and staff and an instructional program that will assist students in overcoming obstacles to success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
At each quarterly meeting of the board, I will be monitoring academic success, financial stability, and plans for future improvement.

5. What do you see as your role regarding the school leaders?
I expect to be involved in the selection of the school principal. I will work with the management company to evaluate the performance of school leadership.

Governance

1. Describe the role that the board will play in the school's operation.
The board will set school policies, approve the annual school budget, review school outcomes, attend quarterly meetings to review school updates, and ensure the management company is operating in accordance with its management agreement.

2. How will you know if the school is successful at the end of the first year of operation?
The school will be successful if it has met enrollment projections, achieved academic goals, and is financially successful.

3. How will you know at the end of four years of the school is successful?
The school will be successful it has met enrollment goals, is financially successful, has achieved positive rating under the School Improvement Rating for Alternative Accountability, and has achieved the performance goals outlined in the applications for reading and math growth, improved credit earning rate, improved GPAs and number of graduates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board should continue to meet regularly with school leadership and work closely with the management company and school leadership to continuously monitor student outcomes, financial performance, etc.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would speak with the Board's attorney about my concern.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. The board selected the ESP, ALS Education, prior to my election to the board. The ESP has been involved in successfully running several other schools overseen by the board (Green Springs, North Gardens, North Park, Kendall Greens and Doral Park)

b. The legal relationship is for the board to create policies and set budgets, then to oversee the management company performance to ensure that policies are being followed and budgets are being met.

c. Yes, with the review of the board attorney

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

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2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Kyle Mullan



6/7/2024

Signature *Date*

Kyle Mullan

Education

University College Dublin
Dublin, Ireland
M.A. Political Theory, 2007

University of Florida
Gainesville, FL
B.A. Political Science
Cum Laude, 2006

Community & Global Outreach

Miami Shores Chamber of Commerce, Board (2016-2020)
Barry University Community Advisory Committee (2015-2018)
Community Learning Partnership of Greater Miami Shores, Educational Coordinator (2013-2017)
University, Schools, and Village Committee, Miami Shores (2013-2015)
Educational Coordinator for Child Refugee Art Exhibition, Gary Nadar Gallery (2016)
Volunteer, Camp Petra, Yazidi Refugee Camp (2016)
Consultant and Volunteer, The Auguste Foundation, Haiti (2015-2016)
Cultural Ambassador to India for Rotary International, GSE Team (2013)

Experience

2017 - PRESENT
Dean/Director of Student Travel | The Cushman School
- Coordinate domestic and international trips
- Facilitate student internship program
- Organize community outreach and immersion
- Teach world history, journalism and philosophy

2016-2017
High School Program Director | The Cushman School
- Part of a two-member team to launch and scale Cushman's high school
- Guided student programming and high school growth
- Facilitated Society and Me course, focused on social entrepreneurship initiative
- Taught courses in world history, physical education and health
- Promoted and directed student travel and community outreach/immersion

2013-2016
Teacher and Coach | The Cushman School
- Taught civics, history, and language arts
- Coaching duties included basketball, cross country and volleyball

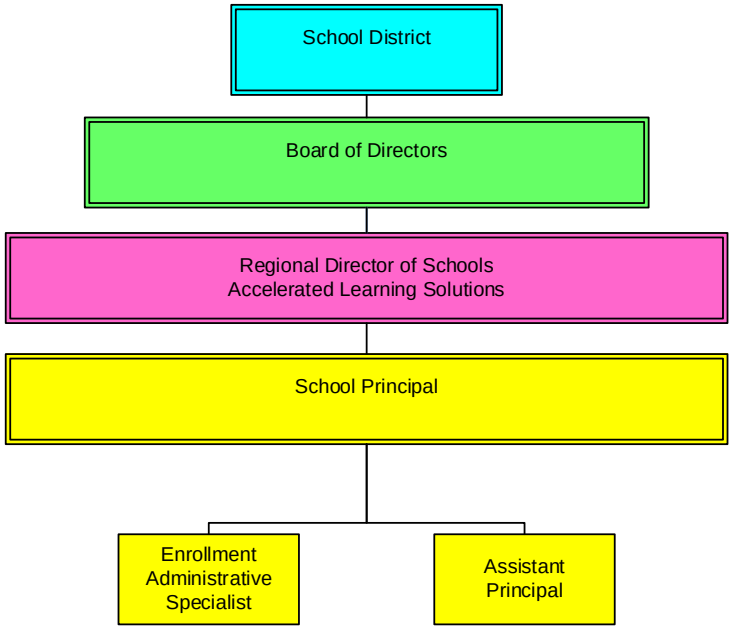
2012-2013
Athletic Director & Activities Coordinator | Doctors Charter School
- Managed middle and high school sports programming
- Coordinated trips, fundraising, event planning and community service

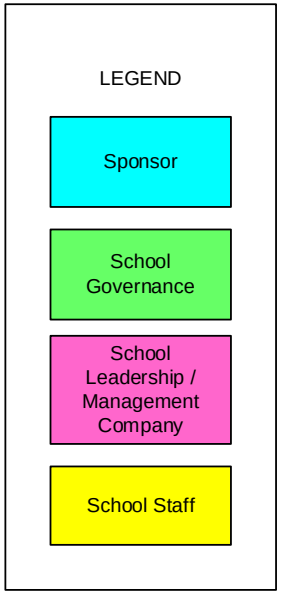
2010 - 2014
Co-Founder and Director | My Elements, Inc.
- Created and co-designed online, educational and knowledge-sharing network
- Raised $200,000 in start-up capital

2008-2011
Teacher and Coach | Doctors Charter School
- Taught middle and high school courses in government/politics, history, economics, and geography
- Middle and high school basketball coach, Varsity cross country coach

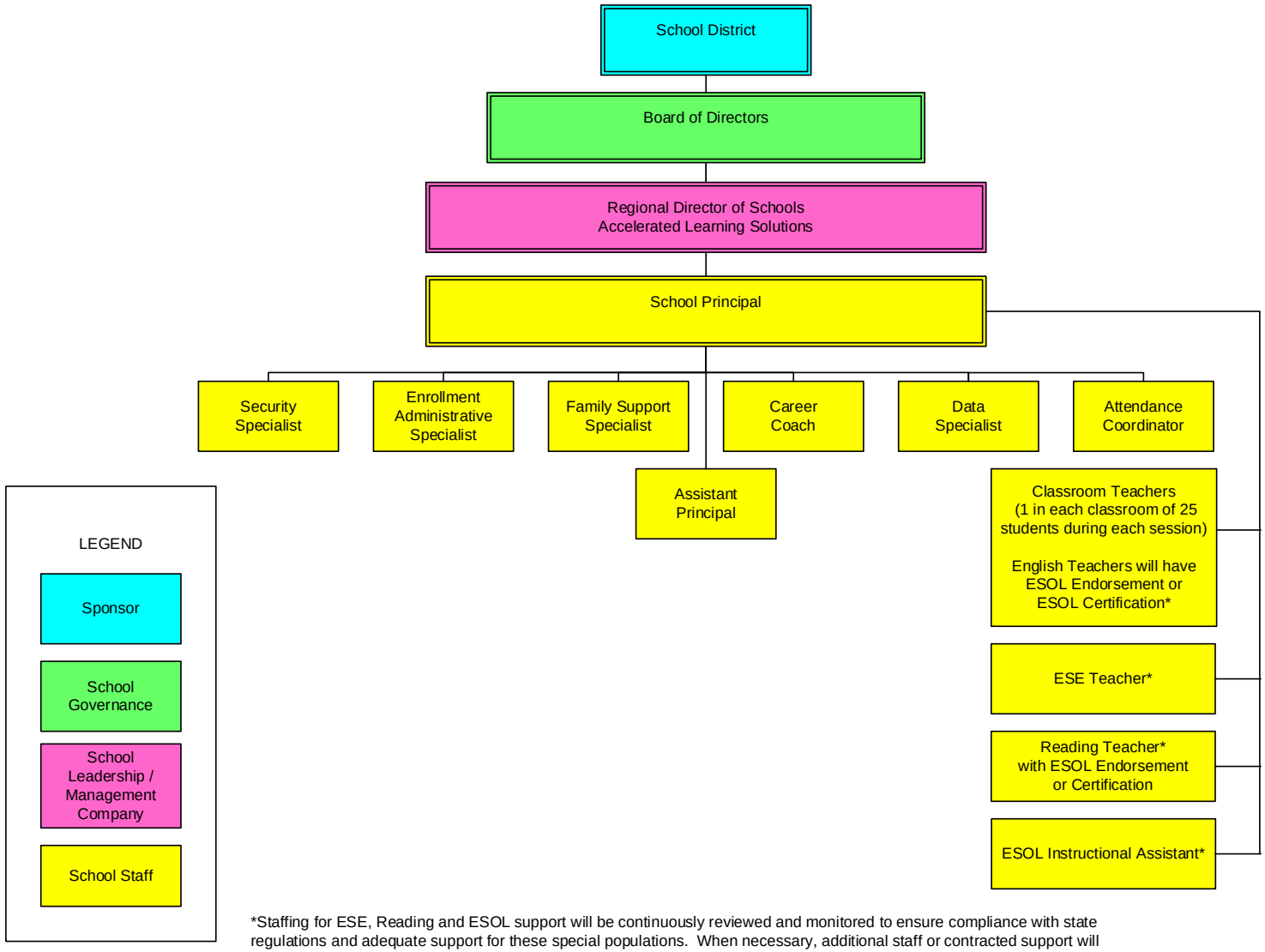
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Pre-Operational Year Organizational Structure





Organizational Structure
First and All Subsequent Years of Operation



*Staffing for ESE, Reading and ESOL support will be continuously reviewed and monitored to ensure compliance with state regulations and adequate support for these special populations. When necessary, additional staff or contracted support will be hired to meet the aforementioned regulations.

Principal
Charter High School

Position Title:	Principal	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Regional Director	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

JOB PURPOSE:

The Principal is responsible for providing educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school.

PRIMARY RESPONSIBILITIES:

- Recruit, hire, and retain highly qualified school staff and make appropriate recommendations to board for hiring teachers.
  Evaluation Criteria
  - All teachers will be certified
  - Follows SOM policy for hiring as evidenced by timely submission of new hire paperwork
  - Staffed according to approved staffing chart and timelines
  - Staff meet requirements of job description
  - Meets or exceeds Staff retention rates as stated in employment contract
  - Meets or exceeds Staff attendance rates as stated in employment contract

- Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - Meets FTE enrollment goals as stated in Section VI.a. of the employment contract
  - Meets or exceeds established student attendance goals as stated in Section VI.a. of the employment contract
  - Meets or exceeds established student retention goals as stated in Section VI.a. of the employment contract

- Set clear and rigorous expectations for staff performance, accountability, and adherence to company and School policies and procedures.
  Evaluation Criteria
  - Staff follow policies and procedures as evidenced by walkthroughs and observations using the established protocol tools
  - Staff have been trained on and can articulate how they will be evaluated
  - Staff have been trained on how they will be evaluated as evidenced by signed job descriptions, training documentation recorded in LMS and faculty meeting agendas
  - Staff have been trained on and can articulate school performance measures as evidenced by training documentation recorded in LMS and faculty meeting agendas
  - Staff can describe the processes and consequences in place if performance expectations are not met as evidenced by training documentation recorded in LMS and faculty meeting agendas
  - Professional growth plans are in place for staff not meeting performance measures

- Develop staff training with input from Chief School Officer. Develop yearly staff training and professional development schedule to ensure effective professional development and ongoing support. Ensure all staff participate in company and School required trainings. Use Learning Management System to monitor and track professional development and training participation.
  Evaluation Criteria
  - Staff receive training on company and School policies and procedures, contract accountabilities, performance measures, state and district requirements, and other required training as evidenced by New Hire Checklist, signed policies, sign-in sheets, faculty meeting agendas, and Professional Development Plan
  - All sign-in sheets and other required training documentation are submitted for tracking in the company's Learning Management System
  - Individual Professional Development Plan for all certified staff is on file
  - Individual Leadership Development Plan for all administrators is on file
  - School professional development plan includes individual professional growth plans, if necessary
  - Professional Development activities should be regularly monitored and tracked using the Company's Learning Management System
  - Professional Development should be on the meeting agenda for at least one faculty meeting per month

- Collect and analyze school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.
  Evaluation Criteria
  - Data meeting agendas and notes reflect use and analysis of school dashboard data and other available school reports
  - Data analysis in staff meetings as documented in Progress Monitoring Logs and notes of academic planning meetings
  - Use of data analysis in creation and selection of professional development initiatives as recorded in Professional development schedules
  - School improvement plan utilizes data analysis in monitoring outcomes
  - Formal observations are conducted that include a pre and post conference as documented in approved tool
  - Observation data entered into approved tool after each observation and walkthrough

- Monitor and evaluate staff performance systematically and regularly. Provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.
  Evaluation Criteria
  - Staff meet or exceed primary job responsibilities
  - Conducts formal and informal observations and walkthroughs according to approved observation schedule
  - Observation data are entered into approved tool and feedback is given as evidenced by correspondence to staff member in the form of memos, e-mails, or notes.
  - Develop individual professional growth plans for all staff not meeting performance measures
  - Ensure all yearly staff evaluations are complete and on-time

- Lead staff to accomplish the defined accountability measures to include contractual obligations, company performance measures, and federal, state, and district requirements.
  Evaluation Criteria
  - Acceptable Student Accounting
    - Enrollment – as stated in employment contract

        - Attendance – The school's attendance rate will be at least 70 %
        - Retention – At least 50% of the students enrolled in the October FTE will still be enrolled for the February FTE
    - Acceptable Academic Performance and/or growth in the following areas, as stated in the employment contract:
        - Reading and Math Skills Growth
        - Credits Earned
        - State Test participation
        - Individual Success Plan (ISP) Progress
        - Graduation rate
        - College Readiness
        - Postsecondary transition
    - Acceptable performance of contractual obligations, as stated in the employment contract:
        - Oversight of the production of the Annual Report to the Sponsor
        - Ensure that students participate in statewide assessments
        - Ensure that ESE students' IEPs are followed
        - Ensure that school obtains a baseline standard of achievement for each student and then monitors progress
        - Ensure that School complies with state methods for determining requirements for graduation
        - Ensure that school acquires/maintains SACS accreditation
        - Ensure that School maintains satisfactory rating under the state classification system

- Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:
    - School staff
    - Students
    - Parents
    - School district personnel
    - Charter School Board of Directors
    - Referring schools
    - District representatives
    - Community partners
    - Local media
    - Other stakeholders as identified

  Evaluation Criteria
    - Staff effectively articulate the school mission and vision
    - Evidence that the Stakeholder Plan has been followed
    - History of positive stakeholder feedback

- Manage the school's resources and expenditures effectively to meet defined budget goals.

  Evaluation Criteria
    - Meets enrollment goals
    - Meets yearly established budget
    - Orders from approved vendors
    - Follows Purchasing Policy
    - Follows Travel Policy
    - Follows Petty Cash Procedure

- Facilitate a school climate that is conducive to student learning and implement research-based instructional practices aligned with the Standard Operating Model.
  Evaluation Criteria
  - Observation of instructional best practices implemented throughout school as evidenced by observation and data analysis tools
  - Observation and review of documentation indicate that all staff follow standard operating model as evidenced by school walkthroughs, surveys, reports

- Comply with all company, federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.
  Evaluation Criteria
  - Successful completion of all required safety and security plans, drills, and audits
  - Maintains security equipment and ensures that equipment is calibrated as per the user manual

- Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:
- Knowledge of educational administration as it relates to school management and organization
- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills, and ability to analyze and manipulate data to drive program improvement
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain effective working relationships with staff and stakeholders
- Knowledge of and ability to work in a technology rich environment
- Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint, and Outlook

JOB REQUIREMENTS AND PREREQUISITES:
- Possession of, or ability to obtain within 18 months of hire date, the required state administrative certification.
- Possession of, or ability to obtain within 18 months of hire date, a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.
- Possession of a valid state teaching certificate is desired if working towards administrative certification.
- Five (5) years of paid, professional experience working with at-risk youth is preferred.
- Three (3) years of paid, professional experience in a position of providing instructional/supervisory leadership is preferred.

Reviewed and agreed upon by:

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

PRINCIPAL QUALIFICATION REQUIREMENTS

The Principal will have the most influence on the success of the School, as he/she will be responsible for providing educational leadership, contractual accountability, and day-to-day leadership of all educational and operational activities of the school.

The job description in Attachment N outlines the specific responsibilities of the Principal.

The ideal candidate for this position will

- have an exceptional ability to lead and inspire administrative and instructional staff
- be a qualified education leader with experience in managing schools for students who require accelerated mastery of foundational skills and earned course credits
- be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to the School's students
- be a collaborative leader who will provide frequent and routine communications with stakeholders, including Board members.

The qualifications expected in a Principal candidate include:

- possession of, or ability to obtain within 18 months of hire date, the required state administrative certification
- possession of, or ability to obtain within 18 months of hire date, a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university
- possession of a valid state teaching certificate if working towards administrative certification.

Additionally, the preferred candidate will have:

- five (5) years of paid professional experience working with at-risk youth
- three (3) years of paid professional experience in a position of providing instructional/ supervisory leadership

After a Principal is selected, he/she will be thoroughly trained in the program outlined in this application. The Principal will participate in a four-to-six-week Principal Induction that will include residency at two or three high-performing charter schools with the same model working alongside a mentor principal, as well as learning the job functions of each position on the School's organizational chart.

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Assistant Principal
Charter School

Position Title:	Assistant Principal	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

JOB PURPOSE:

The Assistant Principal is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

PRIMARY RESPONSIBILITES:

- Uphold school mission and vision.
  - Encourage an environment of student success, including a focus on success after graduation
  - Maintain direct and indirect student contact to monitor progress and academic success
  - Monitor graduation rates, postsecondary enrollment, post-graduation employment, and additional training or military enlistments

  Evaluation Criteria
  - Progress Monitoring Logs reviewed and approved weekly with applicable feedback to Teachers
  - Agendas and notes of bi-weekly data analysis meetings with staff
  - Graduation Checklist completed for every senior
  - *My Success*© monitored for completion of postsecondary information
  - School Dashboard monitored for postsecondary, graduates, courses passed, and credits earned fields
  - Contact by Staff Log indicates evidence of maintaining contact with students upon graduation and monitoring and tracking their intended postsecondary paths
  - School mission and vision posters in every classroom
  - Student progress and success are recognized, e.g., classroom certificates, firesigns, incentive initiatives

- Assist Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the Standard Operating Model.

  Evaluation Criteria
  - Completed Orientation Checklists for each student is in academic folder
  - Observation of instructional best practices implemented throughout school as evidenced by observation and data analysis tools
  - Observation and review of documentation show all staff follow standard operating model as evidenced by school walkthroughs, surveys, reports
  - Completed Classroom Management Plans reviewed and signed

- Oversee all aspects of the core academic program to include, but not be limited to:

- Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments
- Development of Individual Success Plans (ISP)
- Ensure student academic records are accurate and up to date
- On-going individual student academic advising
- Student preparation and staff administration of all standardized assessments
- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

Evaluation Criteria

- Correct issues identified in monthly academic reports, walkthroughs, audit of student academic records, and observations
- Course Completion Checklists reviewed and signed
- Complete and up-to-date student Academic Folders
- Complete and up-to-date ESE and ESOL compliance documentation
- Schedule of test preparation for students, e.g., state assessments, college admission exams, district benchmarks
- Evidence of adherence to district and state assessment administration protocol
- 100% of enrolled students have completed and current ISP
- Completes tasks assigned in Standard Operating Model

- Serve as primary building administrator in the absence of the Principal.
  Evaluation Criteria
  - Successful completion of duties assigned by Principal to be performed in his/her absence
  - Observed leadership provided as necessary to ensure normal day-to-day educational and operational activities
  - An administrator is on duty at all times when students are in the building

- Assist Principal in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - Meets or exceeds FTE enrollment goals
  - Meets or exceeds established student attendance goals
  - Meets or exceeds established student retention goals

- Assist the Principal in recruiting and hiring highly-qualified instructional staff.
  Evaluation Criteria
  - All staff possess the required certifications and endorsements
  - School is staffed appropriately to meet all instructional needs
  - Follows company's marketing and hiring protocols

- Supervise and retain highly-qualified instructional staff.
  Evaluation Criteria
  - Retention rates meet or exceed agreed upon percentage for instructional staff
  - Attendance percentages meet or exceed 90% for instructional staff
  - Certification data base is accurate and up to date for all instructional staff
  - Instructional staff has required certifications or endorsements, e.g., reading, ESOL
  - Schedule of observations and walkthroughs with data entered into observation tool meets minimum requirements

- Ensure instructional staff meets expectations for performance, accountability and adherence to company policies and procedures.

Evaluation Criteria
- Staff follows policies and procedures as evidenced by walkthroughs and observations of established protocols
- Evidence of prescribed use of adopted teacher observation and feedback tools to include formal and informal classroom observations and walkthroughs – Review of Teacher Evaluation protocols and instruments
- Evidence of frequent and appropriate use of performance data to include instructional software reports, Student Tracking and Academic Reporting System (STARS) reports, Daily Dashboard and standardized assessments to monitor continuous academic progress and/or growth
- Progress Monitoring Logs document evidence of frequent and appropriate use of performance data by staff to inform instruction
- Appropriate completion of growth plans when expectations are not met and improvement is needed in specific areas
- Appropriate completion of counseling forms when immediate action is required by the employee to correct a performance issue
- Follows progressive discipline timelines and protocols

- Lead all professional development initiatives relating, but not limited, to:
  - Academic advising
  - Academic interventions and strategies
  - Standardized assessments
  - Progress monitoring
  - Classroom management
  - Analysis and effective use of school and individual student performance data
  - Professional development initiatives identified in the School Improvement Plan

  Evaluation Criteria
  - Completed New Hire checklists show that new hires have received all required training
  - Individual Professional Development Plan (IPDP) on file for all instructional staff according to established timelines
  - School Professional Development Plan and calendar show evidence of ongoing training based on needs assessment and data analysis
  - Timelines met for submitting professional development schedules, sign ins, or other training documentation to Principal
  - Successful completion of all professional development initiatives identified in the School Improvement Plan
  - Completion of all state mandated training for instructional staff
  - Learning Management System (LMS) reports indicate all training is current and recorded
  - Professional Development evaluation data analysis
  - Completed professional development tasks assigned in Standard Operating Model

- Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:
- Knowledge of educational administration as it relates to school management and organization
- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and manipulate data to drive program improvement
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain effective working relationships with staff and stakeholders

- Knowledge of and ability to work in a technology rich environment
- Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint and Outlook

JOB REQUIREMENTS AND PREREQUISITES:

- Possession of or ability to obtain within 18 months of hire date the required state administrative certification
- Possession of or ability to obtain within 18 months of hire date a master's degree in Education, Educational Leadership, Curriculum and Instruction or a related educational field from an accredited college or university
- Possession of a valid state teaching certificate is desired if working towards administrative certification
- Two years of paid, professional experience working with at-risk youth is preferred
- One year of paid, professional experience in a position of providing instructional/supervisory leadership is preferred
- Act as an LEA when necessary to ensure compliance in ESE and ESOL meetings

Reviewed and agreed upon by:

_____ _____

Employee Signature Date

_____ _____

Supervisor Signature Date

English Teacher
Charter School

Position Title:	Teacher	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

Job Purpose:

The Teacher position is responsible for coaching, motivating and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Primary Responsibilities:

- Provide a learning environment of high student accountability that is student-centered and aligned with the school's academic goals and specified objectives.
  Evaluation Criteria:
  - Recognition of student achievement (incentive charts, certificates) is displayed throughout the classroom
  - Standard Operating Model (SOM) resources (textbooks, calculators, student notebooks, etc.) are available to students in the classroom
  - Administrator observations indicate twice monthly delivery of prescribed social-emotional curriculum
  - Positive phone calls made monthly to each advisory student/parent as recorded in the Contact Log
  - 100% of students in advisory group receive feedback at least once each month via *My Success*©

- Provide direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.
  Evaluation Criteria:
  - Demonstrated ability to effectively assist students in assigned subject area(s) – 85% of students who are active after 90 days of enrollment will have completed 2.5 credits; 85% of students who are active after 180 days of enrollment will have completed 5.0 credits
  - Adherence to instructional practices within SOM and teacher evaluation system
  - Use applicable, appropriate Tier 1, Tier 2, and Tier 3 instructional techniques and interventions to effectively support students at all levels as documented in the Response to Intervention tools or meeting notes
  - Documentation of active participation in required professional development

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - Student daily attendance for advisory group is 70% or higher
  - Student retention rate for advisory group is 70% or higher
  - Attendance calls made for absent advisory students on day/during session of student absence as recorded in the Contact Log
  - School meets or exceeds FTE enrollment goals

- Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures.
  Evaluation Criteria:
  - Accurate and up to date Progress Monitoring Logs for all assigned students
  - Attendance audits indicate adherence to company's policies for attendance record keeping
  - Up to date grade books in instructional software and STARS and other student records
  - Pacing guides are complete, monitored, and modified (if applicable)

- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
  Evaluation Criteria:
  - Collegiality and professionalism is at the applying or innovating level as per the approved Florida instructional model protocol tool
  - Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings
  - Meeting agendas and sign in sheets documenting participation in academic planning meetings

- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
  Evaluation Criteria:
  - Up to date certification and required endorsements
  - Up to date Individual Professional Development Plan aligned with School Improvement Plan
  - Sign in sheets documenting participation in all company provided training and professional development
  - Documentation of participation in all district required training and professional development

- Serve as the writing coach
- Create lesson plans
- Perform all other duties as assigned, which are aligned in accordance with company policy and procedures to ensure student educational and behavioral goals and objectives are achieved.

Job Requirements and Prerequisites:

- Bachelor's degree in Education or related field from an accredited college or university is required.

- Appropriate Teacher's certification.
  - Knowledge of the principles of secondary education
  - Knowledge of curriculum and instructional theory
  - Knowledge, skills and ability to analyze and use data to drive program improvement
  - Ability to communicate effectively both orally and in writing

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

_____ _____

Employee Signature Date

_____ _____

Supervisor Signature Date

ESE Teacher, Charter School

Position Title:	ESE Teacher	**Developed**	2011
Location:		**Date Revised**	7.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full Time – 10 Month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary

The ESE Teacher position is responsible for coaching, motivating, and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP). The ESE teacher collaborates with classroom teachers and support staff to ensure that the instructional and social-emotional needs of the special education student are met. The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and ensure compliance with state, district, and company Response to Intervention (RtI) policies.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

ESE Teacher has the following responsibilities and duties:

1. Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specified IEP objectives.
2. Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.
3. Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.
4. Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload.
5. Collaborates with regular education teachers to monitor student progress and compliance (including student compliance issues, withdrawals, etc.).
6. Act as counselor, advisor, facilitator, advocate, and coach to support, mentor and guide the ESE students through their IGP and IEP.
7. Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.
8. Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

9. Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
10. Arranges for and assists with training for inclusionary practices.
11. Assists with planning for classroom and testing accommodations for students with disabilities.
12. Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensures educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills, and ability to analyze and use data to drive program improvement.
- Ability to communicate effectively both orally and in writing.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Knowledge, skills, and ability to prioritize effectively, time management & organizational skills.

Knowledge and Skills Preferred

- N/A

Education and Experience Required

- Bachelor's degree in Special Education from an accredited college or university is required.
- ESE Teacher's Certification K-12
- Minimum one (1) year experience.

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- *None*

Work environment

Conditions the worker will be subject to in this position.

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

Physical conditions of this position:

- *Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.*

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling

90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- *25% percent travel required.*

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures

This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

ESOL Instructional Assistant
Charter School

Position Title:	ESOL Instructional Assistant	**Position Length:**	
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:		**FLSA Status:**	Non - Exempt
Apply To:		**Location Position:**	

Job Purpose:

The ESOL Instructional Assistant is responsible for supporting teachers, students, staff and administration and ensuring that all students are supported in meeting the academic learning gains. The Instructional Assistant's primary responsibility is to provide direct instructional assistance to students of limited English proficiency while maintaining all company policies and procedures with regard to English for Speakers of Other Languages.

Primary Responsibilities:

Duties of this position include but are not limited to:

1. Enrolls students in the regular school program or in the ESOL Program based on which Home Language Survey questions are answered "Yes".
2. Assures that Language Proficiency Tests are administered and that the scores are documented at the times specified in the program procedures.
3. Notifies the student's teacher(s) of the student's ESOL status, provides information regarding the results of the Language Proficiency Tests and provides any other information regarding the student's educational background that may be helpful to the teacher(s).
4. Assures that parents of students are notified and invited to participate at the times specified in the program procedures.
5. Assures that students are enrolled with eligible teachers and parents are informed of this placement.
6. Collects required data for each student's plan and provides for data entry into the computer.
7. Accesses prior school records to assist in developing the English Language Learner Plan.
8. Assures that an ELL Plan is developed for each student who has been determined to be an English Language Learner.
9. Reviews each student's progress and identifies students who may be ready to exit the ESOL Program.
10. Assesses and properly documents student's limited English Proficiency if not exited within three (3) years so that the student is eligible for funding for a fourth, fifth, and/or sixth year.
11. Reviews the progress of the former English Language Learner students and refers those who are consistently under-performing to the ELL Committee.
12. Assists with communication between school and parents of ELL students.
13. Observes confidentiality of students and student records at all times.
14. Maintains documentation, records, files and reports of ELLs in compliance according to district/state guidelines.
15. Provides home language tutorial assistance in basic subject areas under the teacher's direction and/or Assistant Principal.

16. Works collaboratively with teachers, staff and building administrators to fulfill the school's mission by ensuring orderly day-to-day operation, inside and outside of classrooms.
17. Performs clerical duties, such as making copies, filing and/or displaying student work, answering telephones during instructional sessions.
18. Assists with arrival and dismissal procedures during each session.
19. Assists with the attendance procedures, including collection of student signatures, verification of student attendance data, and making attendance calls.
20. Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
21. Assists in delivery of the orientation process as needed.

*Performs all other duties as deemed necessary by building administrators, which are aligned in accordance with company policies and procedures to ensure that student educational goals and objectives are achieved while communicating company mission, philosophy, policies and procedures effectively to students, parents and larger community.

Job Requirements and Prerequisites:

- Associates degree or industry certification.
- Previous experience working with or the ability to work with over-age and adult learners.
- Ability to communicate effectively both orally and in writing.
- Written and oral proficiency in a language other than English.
- Sensitivity to the special needs of language - minority students.
- Interest in and respect for a variety of cultures.
- Experience in customer service preferred.
- Ability to foster positive behavioral models to young adults.
- Ability to work independently as well as a member of a team.
- In schools with 15 or more students who speak the same language, the paraprofessional must be a speaker of that language.

Reviewed and agreed to by:

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature

Math Intervention Specialist
Charter School

Position Title:	Math Intervention Specialist	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

Job Purpose:

The Mathematics Intervention Specialist is responsible for coaching, motivating, and instructing high school students within the company model, with attention given to math interventions and instruction that results in high school graduation and career or college readiness for our students. The Mathematics Intervention Specialist works closely with the entire staff to help ensure student progress and increase math outcomes.

Primary Responsibilities:

- Provide a learning environment of high student accountability in math that is student-centered and aligned with the school's academic goals and specified objectives.
  Evaluation Criteria:
  - Participation in monthly math conference calls
  - Calendar and schedule indicate regular delivery of small group intervention instruction
  - Sign in sheets documenting furnishing data-driven professional development to staff members
  - Documentation of attendance in District, State, or National professional development in mathematics
  - Contact By Staff Log indicates communication with students, parents, and school stakeholders per company expectations
  - FLDOE data indicating increases in student state assessment reading scores – 80% of students who take state assessments will show an increase in math scores
  - Review of Progress Monitoring Log and student records indicates student records are current and in compliance with required progress monitoring
  - Observation and review of reports indicate effective monitoring of the fidelity and usage of the math(Ascend Pilot) software program

- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the mathematic process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
  Evaluation Criteria:
  - Demonstrated ability to diagnose, evaluate, and assess mathematical needs of individual students
  - Demonstrated ability to effectively assist students in using mathematic strategies in their assigned subject area(s)
  - Demonstrated ability to effectively assist students in effective study skills and differentiated note-taking techniques aligned to their assigned subject area
  - Observed use of a variety of instructional techniques and mathematical interventions to effectively support students in the classroom at all levels
  - Progress Monitoring Logs indicate consultations with advisory teacher and other staff members on strategies and activities that can assist student to better understand content area text
  - Demonstrated ability to intervene and conduct data-driven small group intensive interventions

- Demonstrated the ability to provide differentiated instruction and strategies based on student data
- Students can relate Math Teacher's high expectations for student improvement and success
- Documentation of active participation in professional development focused on the art and science of teaching
- Observation of direct and guided instruction in mathematical strategies and study skills as required by the company model
- Adherence to instructional practices within Standard Operating Model
- Adherence to the use of approved company curricula, methods, and materials

- Maintain, disaggregate, and provide progress-monitoring reports, math records, and other student records as required by district or state regulatory guidelines and company policy and procedures.
  Evaluation Criteria:
  - Progress Monitoring Logs indicating adherence to state, district, and company's policies for progress monitoring of students
  - Progress Monitoring Logs indicating timely reporting of students in need of academic support or intervention in accordance with the school's RtI model
  - Student results of District or State assessments disaggregated and communicated to staff
  - Sign in sheets documenting staff development on interpreting assessment results and instructional implications
  - Up to date student records documenting adherence to state, district, and company's policies for record keeping

- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
  Evaluation Criteria:
  - Progress Monitoring Logs indicate effective communication of individual student needs, performance status, skill levels, recommended and implemented interventions, etc.
  - Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings
  - Meeting agendas and sign in sheets documenting participation in academic planning meetings
  - Progress Monitoring Logs indicate evidence of providing staff with weekly progress monitoring feedback on usage and fidelity to the math software program
  - Sign in sheets documenting staff professional development mathematical strategies
  - Maintains collegiality and professionalism in the work environment

- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
  Evaluation Criteria:
  - Up to date certification
  - Up to date Individual Professional Development Plan aligned with School Improvement Plan
  - Sign in sheets documenting participation in all company provided training and professional development
  - Documentation of participation in all district required meetings, training, and professional development

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - School meets or exceeds FTE enrollment goals

- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Job Requirements and Prerequisites:

- Masters or Bachelor's degree in Mathematics from an accredited college or university, or valid teaching certificate.

- Previous high school teaching experience and/or the ability to work with overage and at-risk youth is preferred.
  - Knowledge of the principles of secondary education
  - Knowledge of curriculum and instructional theory
  - Knowledge, skills and ability to analyze and use data to drive program improvement
  - Ability to communicate effectively both orally and in writing

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

_____ _____

Employee Signature Date

_____ _____

Supervisor Signature Date

Math Teacher
Charter School

Position Title:	Math Teacher	**Developed**	8.1.2016
Location:		**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time, 10-month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary
The Math Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's degree or higher from an accredited institution
- Teacher Certification or Statement of Eligibility in Mathematics 6-12
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

Reading Interventionist
Charter School

Position Title:	Reading Teacher	**Developed**	8.2.2011
Location:		**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time, 10-month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary
The Reading Interventionist is responsible for coaching, motivating, and instructing high school students within the company model, with a specific focus on reading interventions and instruction that directly impact student reading scores resulting in high school graduation and career or college readiness for our students. The Reading Interventionist works closely with the entire staff to help ensure student progress and increase reading outcomes.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's or Master's degree from an accredited institution in Education, Reading, English, ESOL
- Certification Requirements (one of the following)
    - Reading 6-12 w/ESOL Endorsement
    - English 6-12 w/ESOL Endorsement and Reading Endorsement
    - ESOL K-12 w/Reading Endorsement
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement
ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

Social Science Teacher
Charter School

Position Title:	Science Teacher	**Developed**	8.2.2011
Location:		**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time (10-month)	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary

The Science Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Essential functions

Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in science that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge scientific processes and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's degree or higher from an accredited institution with a major in Biology, Chemistry, physics, Earth Science, or other related field.
- Teacher Certification or Statement of Eligibility in General Science 5-9 or Biology and Chemistry
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

Social Science Teacher
Charter School

Position Title:	Social Science Teacher	**Developed**	8.2.2011
Location:	FL	**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time, 10-month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary
The Social Science Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's degree or higher from an accredited institution with a major in social science, social studies, history, political science, geography, philosophy, sociology, economics or psychology
- Teacher Certification or Statement of Eligibility in Social Science 6-12
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____



Employee Handbook

Florida

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Introduction

Accelerated Learning Solutions (ALS) and the schools we manage are on a mission to help students at-risk of not graduating earn a standard high school diploma and prepare for success beyond high school. Core to this mission are our shared beliefs that all students can learn, and that every student will succeed when provided with a supportive, flexible, and highly personalized school environment. We strive to create and support schools that offer an achievable alternate pathway to a high school diploma. We offer school districts and charter school boards a number of services, including a teacher-directed, self-paced and technology-enhanced dropout prevention and recovery program that helps students stay in school and re-enrolls students who have dropped out and want to return to school. Our programs integrate innovative instructional methods, social services and career readiness planning with the leadership and support from caring, competent adults. The result - each student has the opportunity to earn a high school diploma and realize postsecondary success.

At ALS, we also work to foster and sustain a culture of innovation and caring that not only leads to mission-critical success but supports the personal growth of every member of our team.

This handbook is designed to provide you with quick access to general information and guidelines that help us all work together successfully. This handbook doesn't include details on every policy, and it cannot possibly anticipate every situation or answer every question you may have about ALS. It is not meant to be comprehensive or exhaustive concerning ALS policies and procedures. It also doesn't address all the possible applications of, or exceptions to, the general information and guidelines presented. If you have any questions about how a particular ALS policy, procedure, or practice applies to you, or to check your availability for a particular benefit, you are welcomed and encouraged to contact the Human Resources team.

If you have any questions about the interpretation or application of any information presented, we invite you to contact Human Resources at is 844-277-1628 or hr@als-education.com.

Thank you again for being a part of the ALS team. We look forward to doing great work together!

EMPLOYMENT AT-WILL POLICY

Your employment at ALS is at the will of ALS and subject to termination at any time, with or without cause or notice. At the same time, you may terminate your employment with us at any time and for any reason.

No statements made in pre-hire interviews or discussions, information contained in recruiting materials, or discussions, policies, or practices during your employment may alter the at-will nature of employment or imply that discharge will occur only for cause.

ALS representatives are not authorized to modify this policy for any employee or enter into any agreement, oral or written, that changes the at-will relationship. No member of management should make any representation to individual employees or applicants to the contrary.

EQUAL EMPLOYMENT OPPORTUNITY

The Company is committed to a policy of equal employment opportunity for all individuals and provides equal employment opportunity without regard to race, color, sex or gender, gender identity, gender expression, sexual orientation, religion, national origin, marital status, age, disability, veteran or active military status, pregnancy, genetic information or any other classification protected by federal, state, or local law. Equal employment opportunity applies to all personnel practices, including (but not limited to) recruitment, hiring, training, placement, promotion, discharge, leaves of absence, compensation, discipline, evaluation, benefits, transfers, or any other terms, conditions or privileges of employment. Personnel actions will be administered in accordance with the principles of equal employment opportunity.

In addition to providing equal employment opportunity, the Company strives to maintain a work environment free from discrimination and harassment based on race, color, sex or gender, gender identity, gender expression, sexual orientation, religion, national origin, marital status, age, disability, veteran or active military status, pregnancy, genetic information or any other legally protected status.

Any discrimination in the workplace based upon membership in any protected classification is illegal and violates our policy. If you feel you have been the subject of discrimination, or if you are aware of any violation of this policy, you should report it to your manager, Human Resources, or higher-level management as you feel necessary. Any infraction of this policy is a serious violation and will result in disciplinary action, up to and including discharge. Please direct questions regarding this policy and requests for accommodation to Human Resources.

For further information about the Company's discrimination and harassment policies, please refer to the Policy Prohibiting Discrimination and Harassment in the Workplace.

AMERICANS WITH DISABILITIES ACT (ADA)

The Company is committed to compliance with the ADA. Therefore, in the case of an applicant or employee who has a disability (as defined by the ADA), which prevents him/her from performing one or more of the essential functions of his/her job, the Company will attempt, through a flexible, interactive process with the applicant or employee, to identify a "reasonable accommodation" that will enable the applicant or employee to perform such functions.

If any manager or employee has a question about his/her responsibilities under the ADA, reasonable accommodations, the application of this policy, or the ADA, they should contact Human Resources for guidance.

Please note that this policy on the Americans with Disabilities Act is coordinated with the Family and Medical Leave Act (FMLA), and where appropriate, the provisions of the Company's FMLA policy may also apply.

POLICY PROHIBITING DISCRIMINATION AND HARASSMENT IN THE WORKPLACE

It is the Company's policy to maintain a work environment free of unlawful discrimination and harassment. The Company does not and will not permit employees to engage in harassment of any kind, including sexual harassment or harassment based on any other category protected by federal, state or local law. These protected categories include, but are not limited to, race, color, sex, gender, gender identity, gender expression, sexual orientation, religion, national origin, marital status, age, disability, veteran or active military status, pregnancy, and genetic information. Harassment by any employee, supervisor, manager, independent contractor, or other person doing business with the Company or on Company premises is strictly prohibited

Harassment is verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, age, disability, or other status protected by federal, state or local law, and that creates an intimidating, hostile, or offensive working environment based on these factors. Harassment may include, but is not limited to, epithets, slurs, jokes, or other verbal or physical conduct relating to an individual's race, color, religion, sex, national origin, age, disability, or other protected status. Sexual harassment can consist of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or gender-related nature that creates an offensive or hostile work atmosphere.

The Company prohibits conduct—whether it's physical, spoken or in writing—that is offensive and/or harassing in nature. Prohibited conduct includes:

- *Unwanted advances*, brushing up against, hugging, kissing, or any other similar physical contact considered unwelcome or intimidating by another individual.

- *Demands for favors*, sexual or otherwise. This includes unwelcome propositions, subtle expectations, pressures, or requests for any type of favor. This includes sexual favors or dates or financial/material requests, even if the request is not accompanied by an implied or stated promise of preferential treatment at work or of any negative impact on employment status.

- *Verbal abuse, jokes, kidding or conversation* containing slurs, unwelcome sexual comments, negative stereotypes or other offensive comments. This includes telling jokes, whistling, or making offensive comments about age, gender, ethnicity, religious beliefs, pregnancy, sexual orientation, national origin, disability, military service, or marital status that are unwanted and considered offensive. This also includes making unprofessional comments about a team member's body or appearance or making offensive comments about sex or any other prohibited form of harassment.

- *Offensive conduct or visual displays*, such as leering, gestures, pranks, displaying of objects, pictures, cartoons, letters, notes or posters that are obscene or sexually suggestive or that call out other protected characteristics.

In addition to the above, there are other types of enabling behavior that can be equally damaging. Such conduct includes ignoring harassment or treating it as a joke; failing to report harassment; lying or refusing to cooperate with a harassment investigation; and/or retaliating against a team member for reporting or complaining of harassment.

Employees who violate this policy will face disciplinary action that may include dismissal.

All Company employees are responsible for maintaining a workplace free of all prohibited harassment and/or discrimination. Any person may file a harassment and/or discrimination complaint regarding incidents experienced personally or observed in the workplace, without fear of retaliation. Never assume that the Company is aware of inappropriate conduct which you have witnessed or experienced.

Employees who experience any job-related discrimination or harassment, witness job-related discrimination or harassment, or believe their employment is being adversely affected by such conduct (whether directed to a co-worker or not) must immediately report the incident to the supervisor, Principal or Human Resources. In the event the complaint is against the supervisor or Principal, the employee must contact Human Resources immediately. In the event the complaint is against the Human Resources Department, the employee must report the incident to President immediately. Any employee who, either by report from an employee or by other means becomes aware of conduct that may constitute harassment must report such conduct to Human Resources.

A prompt and thorough investigation will occur and, if it is determined that unlawful harassment has occurred or that an individual has engaged in inappropriate conduct, the Company will take appropriate disciplinary action.

The Company prohibits retaliation against any employee for filing a complaint or for assisting in a complaint investigation. All incidents of retaliation must be reported to the supervisor, Principal, Human Resources or President as noted above.

Personnel Administration

EMPLOYEE ASSESSMENT

The Company is a performance-based Company. Employees' performance will be evaluated regularly and employees will be provided with a job description, Executive Information System Success Metrics, personnel administration policies, work standards and a code of conduct, and applicable training on these tools.

TRAINING

The Company conducts orientation and training for new employees within the first 2 weeks of employment. The training coordinator will provide a schedule of training. Attendance is mandatory.

BACKGROUND POLICY & DUTY OF EMPLOYEES TO REPORT CRIMINAL CHARGES, ARRESTS, INCARCERATIONS AND CONVICTIONS

The Company conducts background investigations annually on all employees. Conduct of an employee resulting in criminal charges, arrests, incarcerations and/or convictions may be a violation of the Employee Code of Conduct and may result in disciplinary action including, but not limited to, unpaid suspension and/or termination.

If you are charged, arrested, incarcerated, or convicted of any criminal offense (misdemeanor or felony) while you are an employee of the Company, this must be reported to the School Principal if you are a school employee, or your immediate supervisor if you are employed at a location other than a school. This report must be submitted in writing, on the next school day / business day, or within 48 hours if the criminal charges, arrest, incarceration or conviction occurs on a weekend or holiday. Failure to report a criminal charge, arrest, incarceration, or conviction per this policy is a violation of this policy, as well as the Employee Code of Conduct, and may result in disciplinary action including, but not limited to, unpaid suspension and/or termination. -

EMPLOYMENT OF RELATIVES

The Company permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of the Company, create actual or perceived conflicts of interest. For purposes of this policy, "relative" is a spouse, common law spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. The following guidelines may be followed by the Company; however, the Company reserves the right to modify these guidelines depending on particular circumstances and its business needs:

- Individuals who are related by blood or marriage are permitted to work in the same Company facility, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the "chain of command" of a relative such that one relative's work responsibilities, salary, or career progress could be influenced by the other relative.

- No relatives are permitted to work in the same department or in any other positions in which the Company believes an inherent conflict of interest may exist.

- Employees who marry while employed are treated in accordance with these guidelines. That is, if, in the opinion of the Company, a conflict or an apparent conflict arises as a result of the marriage, one of the employees will be transferred at the earliest practicable time.

The Company reserves the right to take all necessary steps to avoid conflicts of interest or the appearance of conflicts based on familial relationships. The Company may, in its sole discretion, take any necessary action in regard to assignments and jobs including, but not limited to, reassignment or transfer of one or both employees or any other reasonable and appropriate action deemed necessary to protect the legitimate business interests of the Company. When continued employment of both individuals is no longer practical or alternative employment cannot be arranged, one or both of the employees will be required to resign.

This policy applies to all categories of employment at the Company, including regular, temporary, and part-time classifications.

EMPLOYEE REFERENCES

With respect to requests for references from prospective employers of former employees, it is the Company's policy to confirm only position held, date of hire, and salary.

All requests for references should be referred to The Work Number at 800-367-5690 or www.theworknumber.com. Our Employer Code is 35486.

Employee Work Standards

ATTENDANCE

The Company expects prompt and regular in-person attendance at the employee's designated work site from all employees. The Company does not allow school-based employees to work remotely. Employees must be at their appointed work areas fully prepared to begin work at their scheduled start time. Unexcused or excessive absences and tardiness will not be tolerated.

The Company recognizes that, on occasion, employees may be unable to report to work. Employees must contact their immediate supervisor regarding any expected or unexpected absences from any scheduled working hours. If the immediate supervisor is unavailable, employees must contact the Assistant Principal.

Employees are expected to call or email their immediate supervisor or other designated contact prior to start of the workday to report an absence. Employees are expected to call or email their immediate supervisor no later than 1 hour before expected time of arrival if they are not intending to report to work or are going to be tardy. If an employee anticipates an absence of several days, he or she may notify his or her immediate supervisor with one phone call or email; however, an employee must provide an anticipated date of return. If the anticipated date of return changes, the employee will be required to notify his or her immediate supervisor with updated information and a revised date of return via phone or email.

Absences for illness of three or more days must be accompanied by a doctor's notice.

Vacation schedules must be approved by the immediate supervisor and vacation days cannot be used by school-based staff during the instructional school year without extenuating circumstances and approval by immediate supervisor, Regional Director, and Human Resources.

If an employee or someone on the employee's behalf does not call in to report an absence or fails to report to work within a 48-hour period, the Company will consider this to be job abandonment and for a basis of termination, unless good cause can be shown for the failure to report or to call in.

Although certain paid leave is earned by Company employees, it should not be abused. Employees exhibiting a pattern of absences that coincide with weekends, holidays and paydays will be required to provide medical verification of illness. Certain excused absences (FMLA, jury duty, etc. as provided by law) will not be considered against an employee in evaluating attendance.

CHILDREN IN THE WORKPLACE

Although the Company understands that employees from time to time experience last minute daycare issues, sick children and other unforeseen events involving your children or a child in your care, the Company does not allow children or a child in your care in the workplace. As a matter of safety to your child or child in your care, our students, employees and parents, employees needing to care for sick children or with daycare issues must utilize sick time or other forms of leave available.

EMPLOYEE CLASSIFICATION CATEGORIES

Employees are divided into several groups for the purposes of pay and benefits. ALS's policies apply to all employees.

Regular Full-Time: An employee (not in temporary status) whose regular work schedule is 30 hours per week or more is classified as a full-time employee and is eligible for all benefits once all prerequisites and qualifications for benefit eligibility are met by the employee. All benefits are governed by the terms of the specific benefit plans, which may be modified from time to time.

Part-Time: An employee (not in temporary status) whose regular work schedule is designated to be less than 30 hours per week is classified as a part-time employee. Part-time employees generally are not eligible for ALS benefits, unless otherwise required by law.

Temporary: An employee who is employed to work on special projects for short periods of time, or on a "fill-in" basis. These positions are not intended to be a part of ALS's continuing operations. The employment status of the temporary employees will not be changed due to an extension of employment in excess of that originally planned. Unless otherwise required by applicable law, temporary employees are not eligible for ALS benefits.

Non-Exempt/Hourly: Employees who receive pay on an hourly basis for all hours worked in each workweek. Non-exempt employees are eligible for overtime pay for all hours worked over 40 in any given workweek as described under the FLSA.

Exempt: All executives and managers and other exempt employees as defined under the FLSA. Salaried exempt employees are not eligible for overtime pay and are paid a predetermined weekly amount (payable weekly, bi-weekly, monthly or as otherwise allowed by law).

ALS employees work at a number of different locations and serve a variety of different needs. Annual calendars as well as holidays and paid time off (vacation/sick/bereavement/personal) are determined based on the following classifications:

10-Month Employees: 10-Month Employees consist of instructional (day-to-day instruction of students) and non-instructional employees who physically work at one or more school locations. 10-Month Employees work on a 10-month academic calendar but are paid on a 12-month schedule.

12-Month Employees: 12-Month Employees consist of administrative, instructional, and non-instructional employees who physically work at one or more school locations for a full 12-month year and not just the academic calendar.

PAYROLL / PAY PERIODS

If you're…	You'll be paid your…
Non-exempt	Hourly rate of pay for hours worked (40 and below), plus a time-and-one-half rate for hours worked over 40 in a workweek.
Exempt	Base salary for all hours worked, regardless of the number of hours you work in a workweek.

Overtime

Non-exempt (hourly) employees are eligible for overtime. Overtime is defined as time worked in excess of 40 hours in a work week.

Overtime is paid at a rate of 1 ½ times your regular hourly wage for hours worked over 40 hours. Paid Time Off ("Vacation, Sick, Personal") and other non-worked time, such as Holiday, Bereavement, etc., is not included in the calculation of 40 hours of work for the purposes of overtime.

Non-exempt employees must obtain written authorization from their supervisors in advance of working overtime hours. Unauthorized additional work time in a day or overtime during a work week is not permitted.

Timekeeping

If you are a *non-exempt (hourly)* employee, its important (and your responsibility) to make sure *all* of your work time gets recorded accurately. To record your time accurately, you must:

- clock in and out at the beginning and end of the workday and at the beginning and end of your meal break or other breaks lasting more than 20 minutes.
- **not** perform work before clocking in, after clocking out or while you are clocked out for an unpaid meal break. If you perform any work before clocking in or after clocking out, notify your supervisor as soon as possible so the appropriate time can be recorded in your timesheet.
- **not** work "off the clock" (i.e., working but not reporting hours), which supervisors must not ask you to do.
- accurately record any overtime, paid time off, etc., on your timesheet.
- **not** clock in or out for another employee.
- review your timesheet for accuracy each pay period and then submit it for your supervisor's approval. When you submit your timesheet, you are verifying that the hours are correct. If your timesheet is inaccurate, you are responsible for notifying your

supervisor so corrections can be made.

Employees are responsible for accurately recording all hours worked. Working “off the clock” (i.e., working but not reporting hours) is strictly prohibited and is subject to discipline up to and including termination.

If you are an ***exempt*** employee, you are responsible for reporting paid time off or other non-work time to your supervisor. If your time is inaccurate, notify your supervisor so any corrections can be made.

If you notice an error after your timesheet has been submitted, you must notify your supervisor immediately. If you have any questions or believe you have not been paid for all hours worked, notify Human Resources.

Pay Periods
All employees are paid on a bi-weekly pay schedule. If a regularly scheduled payday falls on a bank holiday, employees will be paid the day before. 10-month employees and 12-month employees will be paid over a 12-month schedule (26 pay periods).

10-Month, non-instructional employees will be compensated through the last working day of the school year.

Additional Pay
You will receive your regular paychecks based on your annual salary in the pay periods mentioned above. Any additional pay above and beyond your annual salary will be processed at the next payroll cycle, once received by the payroll department. Paperwork received by the payroll department after a pay cycle processing date will be paid with the next payroll cycle. Manual drafts will not be processed for these types of pay.

Paycheck Discrepancies / Retro Pay
If you feel your paycheck is inaccurate you must inform Human Resources immediately. If an error is found in your pay, you will be eligible for pay retroactive to the date of the occurrence.

EMPLOYEE ASSIGNMENT

Employees agree to perform the duties and responsibilities required of their position, including all duties identified in their job description or otherwise reasonably directed by their supervisor. Employees are evaluated on their ability to perform their assigned duties. The Company reserves the right to initiate involuntary employee transfers based on staffing needs as determined by the Company.

OUTSIDE EMPLOYMENT

Employees are expected to devote their full time and attention to their responsibilities as outlined in the offer letter and contract executed between them and the Company.
An employee may, however, hold other paid employment outside of the school work day

providing such employee has submitted a written request to the Vice President of Operations advising them of the outside employment being contemplated and providing the CEO with the necessary information to enable the VP of Ops to evaluate the propriety of the other employment opportunity.

New employees must disclose in writing any other employment they currently have prior to being hired.

Employees granted permission will still be held accountable for meeting all requirements contained in their employment contracts, offer letters and job descriptions.

Notwithstanding the above, employees may not:

1. Accept other paid employment if the responsibilities of that second job are incompatible with their Company job requirements or conflict with the School Calendar and schedule.

2. Accept a second paid job with the school district in which they work.

3. Tutor for compensation pupils assigned to the School in which they work. Employees may tutor pupils enrolled in other schools unless such conflicts with or impairs the ability of the employees to discharge their duties properly.

Failure to disclose outside employment or any other conduct in violation of this policy will be grounds for discipline, up to and including termination of employment.

REPORTING ABSENCES

Employees are expected to call their immediate supervisor or other designated contact prior to the start of the workday to report an absence. Employees absent more than one day must report the absence each day except in cases where the employee has provided documentation and received approval covering a specific period of time. Employees who will be absent more than one day and anticipates the absence must notify his or her supervisor and must provide an anticipated date of return. If the anticipated date of return changes, the employee will be required to notify the immediate supervisor with updated information and a revised date of return.

Upon the request of management and whenever an employee is absent for three (3) consecutive shifts because of illness or injury, or when otherwise requested, the employee must provide the Company with documentation signed by the physician treating the employee that states (1) that the employee was unable to perform his/her regularly scheduled duties during the absence, (2) when the employee will be able to return to work, and (3) the nature and duration of any activity restrictions that are ordered. Such documentation must be provided to the Company upon the employee's return to work or as soon as an employee becomes aware that they will absent for more than three (3) shifts. If the employee is unable to provide the Company with such documentation, the employee may be subject to disciplinary action up to and including termination of employment.

Employees who are absent from work for two consecutive scheduled workdays without

giving proper notice, or making a good faith attempt to contact their direct supervisor, will be considered as having voluntarily resigned.

CONFIDENTIALITY OF INFORMATION

It is the policy of the Company to ensure that the operations, activities, and business affairs of the Company and its students are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about the Company, its students and its clients, such information is to be handled in strict confidence and is not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

For purposes of this policy, “Confidential and Proprietary Information” means any and all data and information relating to the Company’s business, whether written or otherwise, of which the employee becomes aware as a consequence of, during, or through the employee’s association with the Company, including, without limitation: research, strategic plans, operating plans and methodologies, specialized teaching methods, Executive Information System (EIS) database, operations manual, academic records, student records and transcripts, marketing strategies, financial information, results of tests or other trade secrets, as well as any or all information which is disclosed to the employee or in any way acquired by the employee relating to the Company or its employees, clients, customers, students, prospective customers or clients, or vendors.

Employees will be asked to sign a Confidentiality Agreement at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy.

USE OF COMPANY LOGO

Employees may not reproduce the corporate logo in any form or fashion without prior permission from the School Support Center, who handles the ordering of business cards, stationery and marketing materials. Employees who need these supplies should contact the Human Resources Department.

REMOVAL OF COMPANY PROPERTY

Employees may not remove from the facility any Company property including, but not limited to computer, computer software, audio or visual equipment, databases, financial records, academic records, procedures manuals, etc., without prior approval from the Principal.

BENEFITS

The Company provides a variety of benefits including insurance plans, a 401(k) plan, and paid time off. Eligibility for these plans will depend on employment status, hours worked and specific plan requirements. The plan provisions, including eligibility requirements, are contained in the plan documents available from the Human Resources department. In the event that any differences exist between the language in this overview and the language in the plan documents, then the plan documents shall control.

Employees are provided details concerning insurance and the 401(k) plan during orientation and upon request throughout the year.

Employees enrolling in plans that require an employee contribution toward the premium cost will be subject to payroll deductions. The Company may add, change or terminate any benefit at any time without prior notice.

HOLIDAYS

All regular full-time salaried and full-time hourly school employees will observe the posted holiday schedule and should consult the annual school calendar for a list of the holidays. Part-time and temporary workers are not paid for holidays. If you wish to obtain a copy of the calendar, please contact your Principal. The Company reserves the right to amend, add, or eliminate the holiday schedule at any time based on its business needs.

SUMMER VACATION

10-month employees will receive paid summer vacation in addition to all public school holidays and non-workdays specific to the annual school calendar for their location. 10-month employees will be expected to return to school on the first day of all staff professional development days as designated by the Company.

12-month employees will receive five (5) days of summer vacation in addition to all public school holidays and non-workdays specific to the annual school calendar for their location. Vacations are to be scheduled during summer break between the closing of one school year and the opening of the next school year when students are not scheduled to be in school. This needs to be approved by their Principal, Regional Director, or designee. 12-month employees will have an additional four (4) days of summer vacation that will be taken the week of July 4. 12-month employees will be expected to return to school on the first day of all staff professional development days as designated by the Company. Vacation days do not carry over to subsequent school years. Employees will not be paid for any unused vacation time upon separation of employment.

Note: For 12-month employees, if you are hired after the start of the school year,

you will receive a prorated number of summer vacation days based on the month you are hired. However, you will receive all four summer vacation days the week of July 4th as paid vacation.

Month Hired	Vacation Days
August	5
September	5
October	4
November	4
December	3
January	3
February	3
March	2
April	2
May	1
June	1
July	0

SICK / BEREAVEMENT / PERSONAL

All school-based, full-time employees will receive 10 sick/bereavement/personal days at the beginning of the school year.

Sick/bereavement/personal days shall not be used prior to the time being earned and credited to the employee.

Note: If you are hired after the start of the school year, you will receive a prorated number of sick/bereavement/personal days based on the month you are hired.

Month Hired	Sick Days
August	10
September	9
October	8
November	7
December	7
January	6
February	5
March	4
April	3
May	2
June	2
July	1

Sick leave may be used for personal illness, illness of a spouse, child, or other member of the household.

The Company may require a medical excuse signed by a doctor for any absence due to illness that exceeds three (3) consecutive days.

Although sick leave is provided, it should not be abused. Employees exhibiting a pattern of absences that coincides with weekends, holidays, and paydays may be required to provide medical verification of illness. Abuse of the Company's sick day policy may result in disciplinary action, up to and including termination of employment.

Unused sick leave days will be accumulated and carried over to subsequent school years until such time as the employee reaches forty (40) sick leave days.
Upon termination of employment, for any reason, employees will not be paid for unused sick/bereavement/personal time.

Bereavement leave, with pay, may be used in case of death in the employee's immediate family, and upon approval from the principal and submission by the employee of appropriate documentation, for up to five (5) working days annually. Immediate family includes spouses, children, brothers, sisters, parents, by blood or by marriage. Bereavement leave, with pay, may be used in case of death in the employee's extended family, and upon approval from the principal and submission by the employee of appropriate documentation, for up to three (3) working days annually. Extended family includes grandparents, grandchildren, aunts, uncles, or other relatives living in the home of the employee. Only school-based, full-time employees are eligible for bereavement leave. Bereavement leave is included in the sick/bereavement/personal day policy and is not an additional leave.

Note: If you leave the Company and your separation is longer than 30 days you are considered a new hire for vacation and sick/bereavement/personal days.

FAMILY MEDICAL LEAVE OF ABSENCE POLICY

Under the Family and Medical Leave Act of 1993, as amended (FMLA), employees may be eligible for a period of job-protected unpaid leave for certain family and medical reasons as described below. This Family Medical Leave Act Policy ("Policy") provides an overview of employees' rights and responsibilities under the FMLA as well as the Company's own policies regarding FMLA Leave. The Company has posted notices of the FMLA at all Company facilities. The information in those posters is incorporated into this policy by reference.

General Eligibility

To be eligible for FMLA Leave under this Policy, an employee must have worked at the Company for at least 12 months and must have worked at least 1,250 hours during the 12-month period prior to the commencement date of any leave requested under this Policy. Eligibility will be determined as of the date the leave commences. Employees who work at a site at which fewer than 50 employees are employed within a 75-mile radius are not eligible

for leave under this policy. As of June 2021, sites where employees are eligible for FMLA include those in Seminole, Orange, Lee, and Miami-Dade counties; this is subject to change. When a request for FMLA is made, the Company will advise of the employee's eligibility and the employee's rights and responsibilities.

Types and Duration of FMLA Leave

Bonding Leave; Serious Health Condition Leave; Leave to Care for a Family Member With a Serious Health Condition; Active Duty Leave

An employee may be eligible for up to 12 weeks of unpaid leave during a rolling 12-month period (measured backward from the date an employee uses FMLA leave) for the following reasons:

1. the birth of the employee's child and to bond with the child; or for placement through adoption or foster care and to bond with the newly placed child. Such leave must be concluded no later than 12 months after the birth or placement of the child with the employee;

2. to care for an immediate family member (spouse, child under 18 years old or a child 18 and over who is incapable of self-care because of a disability, or parent) with a serious health condition;

3. because of a serious health condition which renders the employee unable to perform the functions of his/her job; or

4. because of any qualifying exigency arising out of the fact that an employee's spouse, son (of any age), daughter (of any age) or parent, who is serving in any branch of the military (including the National Guard or Reserves), has been deployed or called to active duty in a foreign country ("Active Duty Leave").

Military Caregiver Leave

An employee also may be eligible for Military Caregiver Leave to care for a spouse, son (of any age), daughter (of any age), parent or next of kin who is: 1) a current member of the Armed Forces, including the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness, which is incurred in the line of duty (or for a pre-existing injury or illness which is aggravated in the line of duty) and that renders the service member medically unfit to perform the duties of his or her office, grade, rank or rating, or 2) a veteran who was a member of any branch of the Armed Forces, including the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness that occurred in the line of duty (or for a pre-existing injury or illness which was aggravated in the line of duty) at any time within 5 years preceding the treatment, recuperation or therapy. A covered veteran incurs a serious illness or injury for purposes of this paragraph when one of the following occurs:

1. The injury or illness makes him or her medically unfit to perform the duties of his or her office, grade, rank or rating.

2. It causes the service member to have a VA Service Disability Rating is at 50% or greater.

3. It is a mental or physical condition substantially impairs their ability to obtain gainful employment

4. The VA enrolls the employee in the Department of Veteran Affairs Program of Comprehensive Assistance for Family Caregivers.

Eligible employees are entitled to a total of 26 weeks of unpaid Military Caregiver Leave during a single 12-month period. This single 12-month period begins on the first day an eligible employee takes Military Caregiver Leave (as long as it is within 5 years of the covered service member's active duty) and ends 12 months after that date. Military Caregiver Leave applies on a per-covered service member, per-injury basis, so that an employee may be eligible to take more than one 26 week period of Military Caregiver Leave, but no more than 26 weeks of leave may be taken during any one 12-month period.

An eligible employee is entitled to a combined total of 26 workweeks of leave for all FMLA qualifying reasons during the single 12-month period described above. For example, if an employee takes 10 weeks of FMLA leave due to his/her own serious health condition, the employee may take only 16 weeks of Military Caregiver Leave during that same 12- month period.

Definitions

- A "serious health condition" as referred to above means an illness, injury, impairment, or physical or mental condition that involves:

1. in-patient care (*i.e.*, an overnight stay) in a hospital or other medical care facility (including any period of incapacity or any subsequent treatment in connection with such in-patient care);

2. a period of incapacity of more than three (3) consecutive full calendar days, and any subsequent treatment or period of incapacity relating to the same condition that also involves (i) treatment two (2) or more times by a health care provider or under the supervision of a health care provider within 30 days of the start of the incapacity, or (ii) treatment by a health care provider on at least one (1) occasion within seven (7) days of the start of the incapacity which results in a regimen of continuing treatment under the supervision of a health care provider;

3. any period of incapacity or treatment due to pregnancy, or for prenatal care;

4. any period of incapacity or treatment due to a chronic serious health condition requiring periodic visits of at least twice a year for treatment by a health care provider;

5. a period of incapacity or treatment which is permanent or long-term due to a condition for which treatment may not be effective, during which the employee (or family member) must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider; or

6. any period of absence to receive multiple treatments by a health care provider or under the supervision of a health care provider, either for restorative surgery after an accident or other injury, or for a condition that will likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment.

- A "qualifying exigency" referenced above under "Active-Duty Leave" refers to the following circumstances:

1. Short-notice deployment: to address issues arising when the notification of a call or order to active duty is seven (7) days or less.

2. Military events and related activities: to attend official military events or family assistance programs or briefings.

3. Childcare and school activities: for qualifying childcare and school related reasons for a child, legal ward or stepchild of a covered military member.

4. Care of the covered military member's parent if the parent is incapable of self-care.

5. Financial and legal arrangements: to make or update financial or legal affairs to address the absence of a covered military member.

6. Counseling: to attend counseling provided by someone other than a health care provider for oneself, for the covered military member, or child, legal ward, or stepchild of the covered military member.

7. Rest and recuperation: to spend up to fifteen (15) calendar days for each period in which a covered military member is on a short-term rest leave during a period of deployment; or

8. Post-deployment activities: to attend official ceremonies or programs sponsored by the military for up to 90 days after a covered military member's active duty terminates or to address issues arising from the death of a covered military member while on active duty.

When Spouses Work Together

If both spouses are employed by the Company and are eligible for leave under this policy, they are eligible for a combined total of 12 weeks of leave within the applicable 12-month period when the leave is due to the birth or placement of a child or to care for a parent who has a serious health condition, or a combined total of 26 weeks within the applicable 12-month period when the leave is due to the birth or placement of a child or to care for a parent who has a serious health condition and for Military Caregiver Leave. (However, in no event shall the spouses take more than a combined total of 12 weeks of leave within the applicable 12-month period for the birth or placement of a child or to care for a parent who has a serious health condition).

Notice of Need for FMLA Leave

An employee who wants to take FMLA must follow normal call-in policies and notify the person an employee would normally notify for an absence. Failure to adhere to normal Company call-in procedures can result in discipline, as with any other type of leave.

If FMLA applies or believed to possibly apply, the employee will be required, thereafter, to contact the Human Resources department to complete a request for leave. The employee will be required to fill out prescribed forms requesting leave.

To avoid a delay in FMLA protection, the employee must give notice as soon as possible and practicable under the circumstances of enough facts to advise the person receiving the call that FMLA may apply. Employees are always required to give notice as soon as practicable and possible, but, except for instances of active duty leave, an employee is not required to provide more than thirty (30) days advance notice.

If an employee fails to give the required notice with no reasonable excuse, FMLA coverage may be delayed for a period of time. This can result in discipline for absences taken prior to FMLA coverage commencing.

Employees should make every reasonable effort to schedule foreseeable medical treatments so as not to disrupt the ongoing operations of the Company.

Substitution of Paid Leave for Unpaid FMLA Leave

Employees must concurrently exhaust any short-term disability benefits, workers compensation benefits, accrued vacation time, or any other form of applicable paid leave for FMLA leave. All substituted paid leave that is being concurrently exhausted will be counted against an eligible employee's FMLA leave entitlement.

Intermittent FMLA Leave

Intermittent or reduced schedule leave is leave at varying times for the same qualifying condition. Intermittent leave or reduced schedule leave may be available if the need for leave is due to an employee's serious health condition or an employee's immediate family member's serious health condition and when the need for intermittent or reduced schedule leave is certified by a health care provider. Intermittent or reduced schedule leave is not available for the birth or placement of a child for adoption or foster care, unless the Company agrees. Military Caregiver Leave may be taken intermittently or on a reduced leave schedule when medically necessary. Active Duty Leave may also be taken on an intermittent or reduced leave schedule.

Employees who take foreseeable intermittent or reduced schedule leave must attempt to schedule their intermittent or reduced schedule leaves so as not to disrupt the operations of the Company and in some instances, the Company may require employees taking foreseeable intermittent or reduced schedule leaves to transfer temporarily to an alternative position for which the employee is qualified and which better accommodates the employee's leave schedule. Pay and shifts would not be affected by a change to an alternate position. Time worked in the alternate position would not count towards the employee’s FMLA leave entitlement.

Employees taking unforeseeable intermittent leaves must follow the Company's standard call-in procedures absent unusual circumstances.

Documentation Supporting FMLA Leave

An employee requesting leave for a serious health condition must provide a completed FMLA Certification of Health Care Provider Form supporting the need for the leave. A request for reasonable documentation of family relationship verifying the legitimacy of a request for FMLA Leave may also be required.

The employee will have fifteen (15) days in which to return a completed Certification form following the Company's request for the certification. If the employee fails to provide timely certification after being required to do so, covered leave may be delayed moving forward until the certification form is finally submitted. Absences counted against the employee for a late certification will not be reversed absent exceptional circumstances. If an employee never returns the completed form, the FMLA will be denied and the absences will be unprotected. If the Certification form is incomplete or insufficient, an employee will be given written notification of the information needed and will be given a period of seven (7) days to provide the necessary information.

In some circumstances, a second opinion, at the expense of the Company, related to the health condition may be required. If the original certification and the second opinion differ, a third opinion, at the expense of the Company, may be required. The opinion of the third health care provider, which the Company and the employee jointly select, will be the final and binding decision.

A request for Active-Duty Leave must be supported by the Certification of Qualifying Exigency for Military Family Leave form as well as appropriate documentation, including the covered military member's active duty orders.

A request for Military Caregiver Leave must be supported by the Certification for Serious Injury or Illness of Covered Servicemember form or Certification for Serious Injury or Illness of a Veteran for Military Caregiver Leave form as well as any necessary supporting documentation.

Once the Company has received a complete and sufficient certification form from the employee, the Company will advise the employee whether he or she has been approved or denied FMLA and, if possible, will advise how much FMLA will be used.

Recertification

In the following circumstances, the Company may, in its sole discretion, require recertification of the qualifying reason for FMLA: (1) where the employee needs more leave than the original certification justified; (2) where circumstances and facts cast doubt on the employee's need for FMLA; or (3) when the need for FMLA extends beyond 6 calendar months. In these situations, the employee will have fifteen (15) days in which to provide a completed Recertification form.

Restoration To Position and Benefits

Healthcare benefits will be maintained while an employee is on FMLA, subject to the payment of premiums explained in this paragraph. For all other benefits, they will be maintained similarly to others on similar forms of leave (paid/unpaid). Employees on paid FMLA (because they are concurrently exhausting a paid leave benefit) will continue to have their premium payments deducted from their paycheck as if they were on non-FMLA paid leave. Employees on an unpaid FMLA leave (for which no paid leave is substituted or after all paid leave has been exhausted) will need to maintain the benefits they accrued prior to commencement of the leave by making premium payments. If the payment is not received on the due date or thereafter, the Company will provide the employee written notice of non-payment and provide 15 days to make the payment. If the payment is not made within the 15 day window, and at least 30 days have passed from the due date, then coverage under the benefit plan will lapse, retroactively to the original due date.

Employees are permitted to return to whatever position they would have held had they not taken FMLA leave. Generally, this means employees returning from FMLA leave within 12 weeks will be returned to the job position that they held when they went on leave, or a substantially similar one. If the employee would have lost their position even if they had not taken the leave, then there exists no reinstatement right. For example, if the employee's position is eliminated because of a reduction in force, then no reinstatement right exists.

If an eligible employee fails to pay his or her portion of the required premium payments for benefit coverage, and the Company elects to make the employee's portion of premium payments to keep benefit coverage in effect during a period of paid or unpaid FMLA leave for medical and dental benefits, and/or a period of unpaid FMLA leave for other benefits, the Company may recover the amount of the premium payment from the employee regardless of whether the employee returns to work. The Company may recover its own share of the premiums paid for maintaining an employee's medical and dental benefit coverage during any period of unpaid FMLA leave if the employee fails to return from leave after entitlement has expired, provided the employee failure to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition was unrelated to the qualifying reason the employee took FMLA leave.

Return To Work

Employees on FMLA leave must periodically inform the Human Resources department of their status and intent to return to work while on FMLA leave. Employees returning from FMLA leave must be able to assume all of the essential functions of their jobs upon return. The Company will provide time for the employee to learn of any changes or new technology implementations. As a condition to restoring an employee whose leave was based on the employee's own serious health condition, the employee must provide certification from the employee's health care provider stating that the employee is able to resume work. This return-to-work statement is required for all serious health conditions unless the employee has previously provided one for that condition within the past year. If safety issues exist, the Company may require a return-to-work statement every thirty days.

Failure To Return From Leave

Unless required otherwise by law an employee granted a leave of absence under these provisions who fails to return to work upon expiration of the leave will no longer have protected absences. Further absences would count against the attendance policy.

Key Employees

An employee who qualifies as a "key employee" may be denied restoration of employment after a period of FMLA leave if holding the employee's position would cause the Company grievous economy injury. A "key employee" is an employee who is salaried and is among the highest paid ten percent of the work force within 75 miles of the place where the employee reports to work. Upon requesting FMLA leave, an employee will be notified by the Company of his/her status as a "key employee" if there is a possibility that the Company may deny reinstatement after leave.

Medical Leave – Not Covered by FMLA (Including Pregnancy And On and Off-The-Job Injuries Or Illnesses)

The Family and Medical Leave Act does not apply to employees in locations with fewer than 50 employees within a 75 mile radius of another Company location. In such locations, the Company will address and administer leave issues in accordance with other Company policies and in relation to the circumstances in that location at the time of the leave. The provisions of the Company's FMLA policy, as set forth above, may be applied in whole or in part, to the extent practicable and appropriate, as determined by Human Resources.

Family and Medical Leave (Applicable to Miami-Dade County Employees Only)

Employees located in Miami-Dade County, may take family and medical leave in accordance with Family and Medical Leave Act (FMLA) policy above. In addition to taking leave as provided above, Miami-Dade County employees are permitted to take family and medical leave for the care of a grandparent with a serious health condition. The length of leave permitted is twelve (12) workweeks in a 12-month period to run concurrently with any leave provided under the federal FMLA.

Time Off for Victims of Domestic Abuse or Other Crimes

Employees who are victims of domestic violence are entitled to up to three (3) days of unpaid leave in a rolling 12-month period, if they have been employed for three (3) months or longer.

This leave is intended to cover specific activities related to domestic violence incidents including: seeking an injunction for protection against domestic violence or repeat violence, dating violence, or sexual violence; obtaining medical care or mental health counseling or both for the employee of a family or household member to address injuries resulting from domestic violence; obtaining services from victims services organizations such as a domestic violence shelter or rape crisis center; making the employee's home secure from the perpetrator of domestic violence or finding a new home to escape the perpetrator; or seeking legal assistance to address issues arising from domestic violence or attending or

preparing for court related proceedings arising from the act of domestic violence.

For purposes of this policy, a family or household member includes spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

Except in cases of imminent danger to the health or safety of the employee or of the employee's family or household member, employees must provide as much advance notice as possible. Employees may be requested to provide sufficient documentation of the need for leave. Time off under this policy will be unpaid; however, employees may elect to use accrued paid time, if available. Any request for domestic violence leave will be kept confidential to the extent allowed by law and will be handled by Human Resources.

JURY DUTY AND SUBPOENAS

Employees who are called to perform jury duty will be granted time off from work in accordance with state law. Upon receiving notice of jury duty service, employees are required to notify their immediate supervisor. Employees are also required to notify their supervisor upon completion of their jury duty service. Employees whose jury duty time constitutes less than three hours on any given day will be required to return to work that day. Employees whose jury duty service constitutes more than three hours on any particular day will not be required to return to work that day.

Employees who serve jury duty will not suffer a loss in earnings. The Company will pay employees serving on jury duty the difference between what they receive for jury duty and their regular straight-time rate of pay for the period they serve if the amount received from the state exceeds $50.00 a day. Upon return from jury duty service, employees will be required to provide written verification to the Company of the actual time spent on jury duty and the amount of jury duty pay received before payment under this section will be made.

Jury Duty Leave (Applicable to Miami-Dade County Employees Only)

The Company will not tolerate discrimination or retaliation against an employee who is called to serve as a juror or as a witness in response to a subpoena in Miami-Dade County. The nature of the employee's testimony or service, as well as his or her absence from work, shall not be grounds for any adverse action against the employee.

Employees working in Miami-Dade County will be paid for jury service provided that:

- The employee is regularly scheduled for work at least thirty-five (35) hours a week;
- The employee serves as a juror in Miami-Dade County; and
- The employee gives his/her supervisor a copy of the summons and notice of jury service at least five (5) working days prior to absence from work.

If a juror receives payment for jury service from the State, the Company may deduct the amount received from payment to the employee for jury service.

MILITARY LEAVE

Employees may be entitled to certain rights and benefits and may have certain obligations related to service in the uniformed services pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA") or related state laws. It is the Company's intent to comply with the requirements in USERRA and similar state laws with respect to leaves of absence, continuation of health coverage, reemployment, disabilities incurred or aggravated during uniformed service, non-discrimination and non-retaliation, and other covered matters. Specifically, the Company will not deny employment, reemployment, retention in employment, promotion, or any benefit of employment to an individual due to uniformed service, and will not tolerate discrimination or retaliation due to uniformed service.

Employees should notify their manager or the Senior Director of Human Resources of any need for leave to perform service in the uniformed services as far in advance as possible, preferably at least thirty (30) days in advance and in writing where feasible. Employees are asked to provide a copy of applicable orders, training calendar, and/or similar documentation, if at all possible, in time to ensure continued business operations during absences. Employees will be granted unpaid leaves of absence for qualifying periods of uniformed service; however, employees may elect to use any accrued but unused paid leave during such absences.

Barring any exception outlined in USERRA, employees will be eligible for reemployment after uniformed service as long as they return to work or apply for reinstatement within the following timeframes:

- Service of less than 31 days, at the beginning of the next regularly scheduled work period after release and subject to an eight (8) hour rest period;
- Service of more than 30 days but less than 181 days, within 14 days of release; or
- Service of more than 180 days, within 90 days of release.

To retain reinstatement rights, employees must provide appropriate advance notice and must not have been separated from uniformed service with a disqualifying discharge or under other than honorable conditions. Reinstatement rights are not guaranteed for any absence beyond five years unless an exception stated in USERRA applies.

Employees who are members of the uniformed services should speak to Human Resources for any questions regarding rights and obligations related uniformed service leave, advance notice of uniformed service, benefits during uniformed service, or related issues.

The following types of military leave are provided to employees under Florida law. Employees may use accrued vacation or sick leave if available, otherwise the time off will be unpaid; however, exempt employees will be paid their full salary for any workweek interrupted by the need for time off under these policies, provided they perform some work

during that workweek.

Whenever possible, you must provide reasonable notice before taking any time off under any of these policies. For more information regarding any of these types of time off, please contact Human Resources.

Military Leave – National Guard

If an employee is a member of the National Guard and is ordered into active duty, such employee shall be granted an unpaid leave of absence from work during the period of active duty. Upon the completion of active duty, the employee must promptly notify the Company of his or her intent to return to work, which will be accommodated, except under limited circumstances permitted by applicable law. A member of the National Guard who returns to work after serving on state active duty will not be discharged from employment for a period of one (1) year after the date the member returns to work, except for cause.

Civil Air Patrol Leave

An employee may take up to fifteen (15) days per year of unpaid leave for Civil Air Patrol service.

“Civil Air Patrol Leave” is defined as leave that an employee who is a Civil Air Patrol member requests for the purpose of participating in a Civil Air Patrol training or mission. “Civil Air Patrol member” means a senior member of the Florida Wing of the Civil Air Patrol with at least an emergency services qualification.

To be eligible to use Civil Air Patrol leave, an employee must have been employed by the Company for at least ninety (90) days immediately preceding the commencement of the leave. An employee may elect, but is not required, to use paid leave, if available, for the period during which the employee takes Civil Air Patrol leave.

Employees will generally be reinstated at the conclusion of Civil Air Patrol Leave. An employee must promptly notify the Company of his or her intent to return to work. However, the Company may not allow a Civil Air Patrol member to return to work if any of the following circumstances apply:

- The Company’s circumstances have so changed as to make employment impossible or unreasonable;
- Employment would impose an undue hardship on the Company;
- The employment from which the member takes such leave is for a brief, nonrecurring period and there is no reasonable expectation that such employment will continue indefinitely or for a significant period; or
- The Company had legally sufficient cause to terminate the member at the time he or she commenced such leave.

When the Civil Air Patrol member returns to work, he or she is entitled to the following:

- The seniority that the member had earned as of the date his or her leave began and any other rights and benefits attained as a result of such seniority; and
- Any additional seniority that the member would have attained if he or she had remained continuously employed and any other rights and benefits attained as a result of such seniority.

“Benefits” means all benefits, other than salary and wages, provided or made available to employees by an employer and includes group life insurance, health insurance, disability insurance, and pensions, regardless of whether such benefits are provided by a policy or practice of the Company.

An employee who returns to work following Civil Air Patrol Leave may not be discharged from such employment for a period of one (1) year after the date the employee returns to work, except for cause.

EMPLOYEE ASSISTANCE PROGRAM

The Company recognizes that a wide range of personal and family concerns and problems not directly associated with an individual’s job function can nonetheless be detrimental to an employee’s performance on the job. The Company believes it is in the interest of employees and the Company to provide an effective program to assist employees and their families in resolving problems as the need arises. The Company provides an employee assistance program which coincides with enrollment in the health insurance program. The EAP provides consultation, information, and personalized community referrals, 24 hours a day, 7 days a week for employees and their families. The program provides expert consultants who can help with issues such as emotional well-being, parenting concerns, caregiver support, retirement planning, legal matters, financial issues, work problems, and addiction and recovery matters.

For further information, contact the Human Resources Department or refer to the Summary Plan Description provided in your new hire benefits packet.

TUITION REIMBURSEMENT

The Company encourages employees to continue educational programs relevant to their employment positions, including programs leading to certification for teachers and administrators. The Company has established a tuition reimbursement program to help eligible regular, full-time employees to continue to develop their skills and enhance their relevant educational experiences.

Under the program, the Company will reimburse up to $1,500.00 annually to employees taking courses on an approved certification plan for the cost of tuition at the lowest of state university rates or actual cost (whichever is less) upon presentation of proof of successful completion with a grade of ‘C’ or better for undergraduate courses or ‘B’ or better for graduate courses, or better or its equivalent, as well as copies of receipts for the expenses. Employees will need to retain all receipts for covered expenses (tuition, registration, fees and books). Employees must submit a receipt as proof of payment.

Tuition reimbursements will be conducted twice a year during Fall and Spring semester. Human Resources will notify all employees of the timeframe to submit documents. ALS full-time employees who have completed 1 year of permanent service and have an acceptable probationary period. To participate in the program, employees will need to complete the Tuition Enrollment Form. Any courses taken prior to the employees 1-year anniversary, or any courses enrolled in or in progress prior to the 1-year anniversary will not be eligible for reimbursement.

Employees who leave ALS within 1 year of receiving tuition reimbursement will be required to repay the total amount of tuition reimbursement received in the last 12 months of employment. Such repayment amounts due may be deducted from the employee's paycheck or the employee will reimburse ALS within 30 days from last employment. If not paid within 30 days, employee will be sent to collection.

For further information, consult the Human Resources Department or Summary Plan Description provided in your new hire benefits packet.

PROMOTIONAL AND TRANSFER OPPORTUNITIES

All employees are eligible to participate in Company's job posting program, which allows current staff opportunities to apply for new positions or seek transfers to other Company locations. To participate in the job posting process, complete an ALS Transfer/Promotion request form available from the Human Resources Department submit it to your Principal. You must have held your current position for a minimum of 90 days (3 months) before you are eligible for a position or location change. You must have successfully completed the 90 probationary period in good standing and have no employee relations complaints within the last 12 months of employment. If approved, the position or location change will occur within 30 days of the date of the request. For a listing of job openings, you may visit ALS Career Site to view current postings. For further information, please contact the Human Resources Department.

SAFETY

The Company complies with all applicable health and safety laws and regulations. Each employee is responsible to carry out his or her duties in the safest manner possible. If you notice anything that may present a safety hazard, you should notify the Human Resources department immediately. If you sustain a work-related accident, injury, or illnesses, you must inform your supervisor and the Human Resources department immediately—even if you believe you were not harmed.

WORKERS' COMPENSATION

The Company complies with all applicable provisions of the state Workers' Compensation laws and strives to provide a safe place to work for all employees. Further, the Company is required to maintain accurate and complete records concerning work-related injuries. Therefore, all job-related accidents, injuries or illnesses must be immediately reported to the Human Resources department, regardless of injury or the nature or severity of an injury.

Upon initial employment, employees are provided a document outlining employee rights and responsibilities under state Workers' Compensation laws. Failure to comply with the procedures, terms and conditions of state Workers' Compensation laws could result in a loss of benefits. Employees who exercise their rights under Worker's Compensations laws will not be subject to retaliation or reprisals of any kind.

WORKPLACE SAFETY

Employees must observe the following safety procedures which are designed to help protect employees and others from possible injury:

- Use handcarts where feasible to move heavy materials.
- Use of proper lifting procedures when moving heavy items. Enlist insistence when needed.
- Use stools or ladders when accessing higher areas or materials.
- DO NOT use office furniture in lieu of a stool or ladder or other proper safety equipment.
- Any violations of this policy may be subject to discipline, up to and including termination.

ACCIDENTS

If an employee, student, or guest has an accident, the Principal or Supervisor must be notified immediately. In the event of accident or injury, the health and well-being of the injured person

is the primary concern. Each situation should always be responded to with courtesy and compassion and the injured person should be kept comfortable until help arrives. All accidents or incidents must be documented on the First Report of Injury Form (available from the Principal and Human Resources) and submitted to the Principal and Human Resources within 24-hours of any accident or incident.

Employees violating this policy are subject to disciplinary action, up to and including suspension without pay and/or termination.

Accidents that occur on or in the school or office parking lot are not the responsibility of ALS. Any such accidents must be reported to the police and the employee's insurance provider, in accordance with local and state law. ALS is not liable for any damage to any employee's personal property on or in the school or office parking lot.

POSSESSION OF FIREARMS AND WEAPONS

The Company does not tolerate violence or threats of violence in the workplace. Likewise, the Company does not allow firearms or other weapons in the workplace or in any location where a school-sponsored activity is taking place. This includes possession or use of weapons in Company vehicles or on Company premises. Violations of this policy will result in discipline and may result in immediate dismissal. To ensure the safety of all persons, employees who observe or suspect a violation of this policy should report it to their supervisor.

WORKPLACE VIOLENCE

Every employee is entitled to a safe and professional workplace free of criminal behavior, violence and threats against personal safety. Criminal conduct in the workplace or against other employees is prohibited. Any employee who commits or threatens violent acts against co-workers, regardless of whether an arrest is made or criminal charges are brought, shall be subject to evaluation, counseling and discipline, including termination of employment.

The Company prohibits any acts or threats of violence in the workplace or while on Company business. Employees have a duty to report violations of this policy to their supervisors, security personnel, the Human Resources Department or the Principal. Employee reports made pursuant to this policy will be held in confidence, to the extent possible, except as required by union contract or law. The Company will not condone any form of retaliation against any employee for making a report under this policy.

SMOKING POLICY

The Company maintains a smoke-free work environment. Employees must not smoke in a school facility or office area, or any areas where "No Smoking" signs have been posted. This policy includes any device that emits a vapor, including e-cigarettes.

SUBSTANCE ABUSE POLICY

It is the intent of the Company to provide a working environment free from the use of non-prescribed drugs and alcohol. No drugs or alcohol are allowed in the workplace. If we suspect you are under the influence while on duty, we may have you tested and/or search your workspace. If you are found to be working while impaired, it may result in your suspension or immediate discharge.

Employees are required to notify the Principal of any criminal drug statute conviction resulting from a violation occurring at the workplace within five (5) days of such conviction. Within 30 days' notice from the employee, appropriate disciplinary action will be taken against the employee, up to and including termination.

RIGHT TO SEARCH

The Company is dedicated to providing a safe environment for its employees and students. To achieve that standard, THE COMPANY reserves the right to search all Company property used by employees and students, including but not limited to lockers, desks, file cabinets, offices, and classrooms.

PROCEDURES PERTAINING TO VIOLATIONS OF LAW

Reasonable Suspicion

The Company shall notify appropriate law enforcement officials if an employee is observed to be in violation of the above stated prohibited conduct under the Substance Abuse Policy.

The Company shall notify appropriate law enforcement officials in the event of suspicion of criminal activity on campus. The law enforcement official shall determine whether or not sufficient grounds exist to conduct the search of personal property or vehicles.

DRESS CODE

All employees shall dress in a professional, business-like manner at all times when in a school and students are in attendance. The Company has not adopted a casual dress policy for its employees, except as approved by the Vice President of Operations for special events, e.g., spirit day, cultural/ethnic celebrations. All decisions as to what is proper attire are at the sole discretion of the Company. Employees with questions about the dress code or employees seeking accommodations to this policy should contact the Human Resources Department.

Women

- Dresses and skirts (no more than 2 inches above the knee)
- Dress pants and blouses (may include ¾ length professional pants)

- Dress shoes

Men

- Dress shirt, slacks, and tie
- Dress shoes
- Tie should be visible under sweater or vest

Examples of Unacceptable Attire

- Denim of any kind, any color
- Flip flops, backless shoes
- Leggings, sweat pants, or shorts
- Tee shirts, tank tops, abbreviated tops, halter tops, or sweatshirts
- Spaghetti strap, strapless, or halter dresses or shirts
- Low cut blouses
- Clothing with slogans or advertising
- Tee-shirt pant sets
- Hats of any kind
- Visible body piercing
- Sheer clothing (unless underlying clothing is within dress code policy)

Employees found in violation of the dress code will be sent home to change clothes or may be otherwise subject to discipline.

PANDEMIC POLICY

In the event of a pandemic, a natural disaster, or other national, state, or local crisis, all policies in this handbook and all day-to-day operational processes and procedures are subject to suspension or modification depending on the circumstances facing our business at that time. Suspension or modification of policies, processes, and procedures will be implemented in compliance with all applicable federal, state, and local laws.

STAFF-STUDENT NON-FRATERNIZATION

I) Definitions

1. **Staff.** *Staff* is defined as the following:

    a. any individual employed by the Accelerated Learning Solutions, Inc. or any of its parents, affiliates, or subsidiaries ("ALS") or, to the extent consistent with applicable law, by the school for which ALS is the management Company or educational services provider ("School"), including but not limited to, any administrators, teachers, instructional and clerical support staff, student teachers, practicum students, fieldwork students, social work interns and school volunteers.

    b. employees of ALS's or a School's contractors or agencies and independent contractors.

    c. volunteers of non-ALS or non-School organizations.

2. **Student**. *Student* is defined as any individual enrolled in an ALS charter School.

II) General

The relationship of Staff to Student must be one of professional cooperation and respect. Staff must set appropriate boundaries with Students and conduct themselves in a manner that will maintain professional relationships with Students at all times.

III) Prohibited Conduct

Staff is prohibited from engaging in any of the following types of prohibited conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed.

1. engaging in any romantic or sexual behavior with Students, including but not limited to dating or pressure for dates, sexual jokes, teasing or remarks, flirting, sexual contact, inappropriate physical displays of affection, kissing, grabbing, rape, threats of physical harm, sexual assault, or sexually suggestive comments or gestures, by a Staff person toward a students, regardless of whether the relationship is consensual, or whether the Student has parental permission;

2. fostering, encouraging, or participating in inappropriate emotionally or socially intimate relationships with Students in which the relationship is outside the bounds of the reasonable, professional Staff-Student relationship and in which the relationship could reasonably cause a Student to view the Staff person as more than a teacher, administrator, or advisor, including but not limited to, soliciting, encouraging,

participating or consummating an inappropriate written, verbal, or physical relationship with a Student;

3. initiating or continuing communications with a Student for reasons unrelated to any school-related appropriate purpose, including oral or written communication; telephone calls; electronic communication such as texting, instant messaging, email, chat rooms, social media including Facebook, or other social networking sites; webcams; or photographs, including but not limited to, engaging in bullying or harassing behavior on the basis of race, gender, sex, national origin, age, religion or disability, sexual orientation or gender identity. Electronic and online communications with Students, including those through personal accounts, should be accessible to ALS supervisors and professional in content and tone;

4. socializing with students outside of class time for reasons unrelated to any School-related appropriate purpose;

5. committing any act of child abuse, including physical and verbal abuse;

6. providing tobacco, alcohol (regardless of age) or illegal/unauthorized drugs to a Student— either prescription or illegal (except for those provided in accordance with ALS's or the School's policy on medication administration).

IV) Reporting Procedures

Duty to Report. It is the responsibility of all ALS employees to promptly report any violation of this policy or any complaint alleging a violation of this policy to Human Resources and to the Principal. ALS will make a preliminary determination as to whether there is a basis to investigate the alleged violation. The Staff person alleged to have committed the violation shall be notified of the complaint and the investigation, and shall be given an opportunity to respond to the complaint.

V) Sanctions

1. **Discipline**. ALS will take appropriate disciplinary action, up to and including termination, against any Staff found to have violated this non-fraternization policy.

2. **Reporting of Possible Criminal Conduct.** Nothing herein shall be deemed to prohibit or to relieve any person or ALS from any obligation to report a violation of criminal statutes by a Staff person to the appropriate law enforcement agency. In all situations where the right to file a complaint with an appropriate law enforcement agency exists and the person files such complaint, the filing of a report with ALS's Human Resources Director is encouraged but not required.

3. Misrepresentation. In all proceedings pursuant to this policy, including the reporting of violations or responses, misrepresentation of factual information shall be a violation of this policy and shall subject such person to appropriate discipline.

4. **Reassignment or Removal from Workplace.** ALS may reassign or remove from the workplace any Staff person alleged to have violated this policy pending the final determination.

5. **Reports to Appropriate Agencies.** It is not the intention of this policy to prevent the filing of reports or complaints to appropriate governmental agencies. There shall be no retaliation against employees who submit a report to an appropriate governmental agency or ALS's Human Resources Director.

PERSONAL RELATIONSHIP POLICY

The Company strongly discourages dating or sexual relationships between employees who work at the same location or routinely interact within the course of their job duties and prohibits dating or sexual relationships among direct reporting relationships (supervisor/employee). Such relationships may compromise the objectivity or effectiveness of one or more employees and may raise issues of favoritism, conflicts of interest and affect the morale of the workplace. If a manager/supervisor chooses to pursue a dating/sexual relationship with an employee, he or she shall inform their supervisor and Human Resources immediately. The Company will then decide what, if any, actions are necessary to take in regard to assignments and jobs. Employees who disregard this policy will receive disciplinary actions up to and including employment termination. In addition, employees must comply with all anti-discrimination, harassment and retaliation policies of the Company.

ACCEPTANCE OF GIFTS CONFLICT OF INTEREST

Although the Company understands that students are prone to bring token gifts, employees should not accept any gifts from either students or their parents that are in excess of $25.00 in value. Employees should therefore exercise good judgment when accepting gifts from students. No one employed by the Company shall accept gifts, money, or special favors from vendors or other parties which have a financial or business association with the Company.

In addition, employees must not sell or solicit the sale of any item to students. This prohibition includes sale of cosmetics, vitamins, household goods, periodicals, etc. Employees should exercise good judgment when purchasing any items from students including, raffle tickets, paper goods, cookies, charitable pledges, etc.

When in doubt about the propriety of accepting a gift or purchasing an item, employees should contact their immediate supervisor or Principal.

MEDIA POLICY

MEDIA AND PRESS RELATIONS

In this fast-paced, information-oriented country, the Company and its staff and students will be in various forms of news media from time to time. Reporters are eager to cover all that is happening in our schools and in our business. That can be a big advantage in building community support for our educational system.

The key to working with the media is to try to make sure that coverage of the Company is balanced, fair, and accurate. That calls for preparedness and rapid response. To help the Company personnel be prepared to cooperate with media representatives and gain favorable media coverage, the Company has adopted the Company wide media policy stated below. Among other issues it covers (1) designation of spokespersons for the Company; (2) procedures governing media access to the Company facilities; (3) procedures for working with media personnel in emergencies; and (4) procedures for conducting interviews and recording visual images at the Company facilities.

POLICY

Dissemination of information to the news media is the primary responsibility of the office of the CEO. All media responses must be discussed with the office of the CEO. There are no exceptions. The office of the CEO will designate a spokesperson for each media inquiry or release of information. Employees are prohibited from speaking on behalf of the Company.

PROCEDURES

Company personnel must adhere to the following guidelines when working with the media:

Procedures for Handling Media Inquiries

- Ask for the reporter's name.
- Ask for the name of the reporter's newspaper, radio station, or television station.
- Ask when the reporter's deadline is.
- Get the reporter's contact information: phone number, email address and fax
- Ask the reporter what the inquiry is about and what information is needed so it can be gathered to meet their needs. Get as many questions from the reporter as possible.

- Media requests for Company records shall be submitted in writing to office the CEO.

Send the above information to your Principal who shall immediately make contact with the CEO.

ACCESS TO SCHOOLS AND FACILITIES

News reports and other communications representatives must initiate their requests to interview, film, videotape, and/or photograph students and/or the Company personnel on the Company property through the office of the CEO. The Principal is responsible for maintaining discipline and the safety of all persons in the school.

All media requests made to the Principal or other employees must be directed to the office of the CEO. The office of the CEO will contact the regional office prior to a media visit. If media appear on campus without notifying the office of the CEO, the Principal should notify the office of the CEO and regional office. No media representatives will be allowed in the school without approval of the CEO.

News representatives must first check into the Principal's office before proceeding to other areas of the school building. Reporters are considered visitors at the campus and are required to sign in at the administrative office. Media representatives will be escorted by the Principal or his/her designee while they are in the building. The Company may refuse access to media representatives on school property if their presence or behavior would be disruptive to the school environment.

ACCESS DURING CRISIS/EMERGENCY SITUATIONS

In handling crisis situations on campus, Principals should first contact emergency medical services personnel (if the situation is life threatening). Following that, the general order of notification, depending upon the circumstances surrounding the situation, is first, the corporate office, who will then contact any other office as necessary.

During crisis/emergency situations, media access to schools and facilities may be limited to ensure student and staff safety or to maintain order. However, an area may be designated on school property to conduct news briefings on the crisis or emergency situation. In these situations, normal access procedures for media and other visitors may be suspended in the interest of student and staff safety and an orderly emergency response.

INTERVIEW AND PHOTOGRAPHY (FILM AND VIDEOTAPE)

Interviews, filming, or videotaping on the Company property may not occur without prior approval from the office of the CEO.

Filming, videotaping, and photographing children in classrooms, on campus, or in school sponsored events are allowed only if there is a signed parental consent form or release form for each child who participates in such activities. Signed parental consent forms must be in the school files and accessible upon request. The filming, videotaping, and photographing of children for classroom instructional purposes or for a purpose related to a co-curricular or extracurricular activity do not require parental permission forms. Questions regarding this policy should be directed to Human Resources.

Company personnel must adhere to the following general guidelines when working with the news media:

- The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information. No information regarding specific students should be released to the media and press without the specific approval of the parent/guardian and the Principal.

- If there is no prior clearance from the office of the CEO, names of students should never be released under any circumstances without prior parental consent or the consent of the student if they are 18 years or age or older.

- All employees are required to comply with the Family Educational Privacy Act (FERPA) and with any state or school district mandates regarding student privacy

- Names of victims are not to be released; news media should be referred to the receiving hospital or police department for such information.

- Home addresses and telephone numbers of students, private citizens, and the Company employees are not to be released to the media.

- Media requests for the Company records shall be submitted in writing to the office of the CEO.

COMMON SENSE IS IMPORTANT

One final aspect of being prepared is simply to exercise common sense. In working with the media, you, as the Company employee, should always remain composed, courteous and thoroughly professional. Here are a few tips that will ensure good relations with the media representatives:

- Respect reporters' deadlines.

- Be truthful, accurate and keep it simple. Get right to the point, and keep your statements brief, especially for broadcast media.

- Be confident. Remember, you are a seasoned professional. If you are composed and straightforward, reporters will respect your authority and appreciate your cooperation.

- Let the corporate office help you. They have wide experience in the different news

media, and they work closely with media representatives.

- Do not put yourself in a position of looking evasive or hostile. If a reporter insists on an interview and begins filming immediately, please politely tell him/her you will be glad to comply with the request but the corporate policy requires you to contact the office of the CEO prior to granting an interview.

USE OF COMPANY COMMUNICATION SYSTEMS - COMPUTERS, COMPUTER FACILITIES AND COMPUTER RESOURCES

All communication systems used at the Company including, but not limited to, computer, telephone, cell phone, fax, voice mail, on-line computer services and e-mail are to be used for only conducting Company business during working time.

All Company communication systems and the information maintained on these systems are considered the sole property of the Company. The Company has the right, but not the duty, to intercept, monitor, copy, review and download any communications or files created or maintained on these systems. Employees should not have an expectation of privacy in anything created, stored, sent or received on the Company's communication systems.

By using the Company's communication systems, an employee knowingly and voluntarily consents to being monitored and acknowledges the Company's right to conduct such monitoring.

Employees are required to password protect confidential or proprietary information sent via e-mail. Employees may access only messages, files or programs, whether computerized or not, that they have permission to enter. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems or programs, voicemail messages, or other property of the Company, or improper use of information obtained by authorized means is prohibited.

Under no circumstances may an employee create or maintain a "personal" or "private" account, mailbox, program, folder or application on any Company device or part of the Company communication system. Such "personal" or "private" accounts include but are not limited to, Facebook, Twitter, Instagram and similar social networking sites.

Employees may not use personal laptop computers or other personal electronic equipment such as camera phones, camera PDA's, video equipment, cameras, handheld scanners, flash drives, and any other device capable of capturing or storing an image in its facilities. Employees may not install software on any Company owned computers or the network without first receiving authorization to do so. Employees are not permitted to open e-mail attachments from unknown senders or to send and/or receive mass e-mails or e-mails with file attachments requiring significant storage space including, but not limited to, audio, video and executable files.

Employees must use the authorized Company signature on all work-related e-mail correspondence.

Employees may not use Company's computers, computer facilities, computer resources, computer networks and telecommunications systems to violate the Company's Policy Prohibiting Discrimination and Harassment in the Workplace or any other Company policy.

The Company recognizes that, on occasion, employees may need to make and/or receive personal calls or send and/or receive personal e-mails during business hours. Employees are expected to do so during non-working time such as meal or break periods, unless expressly allowed by a supervisor in emergency situations. As noted above, however, any personal calls or e-mails made from or received to Company computers, phones (including Company issued or paid-for cell phones) or other communications devices are subject to inspection and/or monitoring at any time and thus such communications may not be considered private.

FERPA GUIDELINES

All data files created, transmitted, or stored on Company equipment are the property of the Company and are not protected by any right to privacy. The exception is personnel and student information protected by the Family Educational Rights and Privacy Act (FERPA) and state law, as applicable. No FERPA protected data shall be transmitted from a Company network, unless permitted by applicable law.

Audits will be performed on a periodic basis to insure compliance with this policy.

Inappropriate, unauthorized, and illegal use will result in the cancellation of the privilege to use Company Communication Systems and may result in disciplinary action. Use of Company Communication Systems to violate state, federal and local law will be reported to the appropriate law enforcement officials.

ELECTRONIC IMAGE POLICY

To safeguard students, staff and information, and to reduce the opportunities for illegal harassment, the Company regulates the use of electronic equipment used to capture images such as camera phones, camera PDAs, video equipment, cameras, handheld scanners, flash drives, and any other device capable of capturing or storing an image in its facilities.

At Company-sponsored events, employees, students and visitors may use cameras and similar equipment, as long as they do not disrupt the workplace, annoy others, or violate a Company policy. Employees are required to obtain written permission from the Company before taking or distributing any photographs or videos of any kind on Company premises. Employees must not use electronic equipment to create or convey offensive, harassing, vulgar, obscene, or threatening images or communications. Similarly, transmitting sexually oriented messages or images using camera phones is forbidden.

Taking photos or videos is strictly prohibited in restrooms, locker rooms (any area where employees expect privacy) and in records and areas where, student information, social security numbers, credit card or other sensitive personal information is kept.

Electronic equipment on the Company's premises or at Company-sponsored events may not be used to defame, embarrass, or disparage the Company, employees, students, vendors, or competitors.

Transmission of any Company information, logos, data, and photos of the premises or of any employees, contractors, subcontractors, or visitors is strictly forbidden.

Privileged or confidential material, such as, but not limited to, trade secrets or attorney-client communications, are not to be photocopied, scanned, photographed, or otherwise copied except by authorized personnel in the furtherance of Company business.

Ask permission of anyone you photograph at a Company function.

Ask permission of your supervisor and any person photographed to transmit or post any images.

At Company functions or special celebrations, the Company may designate an employee to capture the event on film. Employees and any guests will be asked for permission before their picture is taken, displayed, or transmitted.

Employees must report any violations of this policy.

Employee's belongings, including electronic equipment, briefcases, backpacks, satchels, jackets, and purses are subject to inspection to ensure compliance with this policy. Any images taken or present on Company property relating to Company business are considered Company property.

Any images found in violation of this policy are subject to confiscation.

Violation of this policy can result in discipline, up to and including termination of employment.

SOCIAL MEDIA POLICY

In the rapidly expanding world of electronic communication, social media can mean many things. Social media (including personal and professional websites, blogs, chat rooms and bulletin boards; social networks, such as Facebook, LinkedIn, Twitter, Instagram, and MySpace; video-sharing sites such as YouTube; and e-mail) are a common means of communication and self-expression. An employee will be held to the same standards in his or her use of social media as for any other public conduct. If an employee's use of social media violates applicable local, state or federal laws, or employee code of conduct or Company policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee will be subject to disciplinary action, up to and including termination.

Know and Follow the Rules

Carefully read these guidelines, the Personnel Policies Guide and the Discrimination & Harassment Policy, and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Your Identity Online

You are responsible for all communications and information you publish online. The Company may be liable for online activity that uses Company assets, a Company e-mail address or any e-mail address that can be traced back to the Company's domain, which generally is any internet address affiliated with the Company. Using your Company e-mail address may imply that you are acting on the Company's behalf. Because social media and networking activities are public, your Company e-mail address and Company- provided internet access should be used only to perform job-related activities, which may include professional networking but do not include personal social networking.

Outside the workplace, you have a right to participate in social media and networks using your personal e-mail address. However, information and communications that you publish on personal online sites should never be attributed to the Company or appear to be endorsed by the Company or be an official Company communication.

ALS respects the rights of all employees to use social media as a tool for self-expression. However, ALS has an interest in protecting its image, goodwill, and reputation in the community. For this reason, ALS expects employees to conduct themselves in a professional manner when using social media, social networking sites, blogs, and any other mediums of Internet communication. Employees should remember that ALS's Harassment in the Workplace Policy and Equal Employment Opportunity Policy must be followed when using blogs, social media, and social networking.

In furtherance of the interests outlined above, employees are strictly prohibited from engaging in the following activities:

- Using social media, social networking, blogs or any other form of online discussion forum during working hours or while on ALS property, except for purposes of authorized ALS business upon the express written permission of the Director/Principal.

- Posting any material online that is obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive or hateful toward ALS employees, clients, students, parents of students, or other facility visitors.

- Posting any pictures online or using the likeness of any ALS employee, student, vendor, or customer without that individual's express advance authorization.

- Engaging in online activity which may reflect negatively on ALS and/or its affiliates, employees, clients, current students, former students, or the parents of any current or former students, or contains any content prohibited by ALS's policies and procedures.

- Including information or photographs related to ALS business, ALS employees or children and families served by ALS on any Internet website including, but not limited to, Facebook, Twitter, LinkedIn, and Instagram.

Nothing in this Social Media Policy or this handbook shall be construed as restraining, interfering with, or limiting employees' ability to engage in communications protected under Section 7 of the National Labor Relations Act, or other applicable law. Violations of this policy may be subject to disciplinary action, up to and including termination.

If you have any specific questions about the scope of this Social Media Policy, consult with Human Resources.

If you choose to disclose your affiliation with the Company in a personal online communication, you must make it clear that you are not speaking on behalf of the Company.

Obey the law and ethics rules. Do not post any information or engage in any online activity that violates applicable local, state or federal laws, or employee code of conduct.

Retaliation is prohibited

The Company prohibits taking negative action against any associate for reporting a possible deviation from this policy or for cooperating in an investigation. Any associate who retaliates against another associate for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Engaging with current students on social media

Do not engage with current students on social media unless it is work-related (i.e. a social media outlet that has been established for the school or students such as a school Facebook page) and authorized by the school principal.

Using social media at work

Do not use any form of social media while on work time or on equipment we provide, unless it is work- related as authorized by your supervisor or consistent with the Company Equipment Policy. Do not use the Company email addresses to register on social networks, blogs or other online tools for personal use.

DISTRIBUTION AND REGULAR RETRIEVAL OF THE COMPANY COMMUNICATIONS

Voicemail

Voicemail is the Company's prime method of communicating urgent and vital information. Employees, therefore, should retrieve their voicemail messages at least three times a day: morning, some point mid-day, and prior to leaving work for the day. If you are unable to

retrieve your messages with the regularity required by this policy, please make arrangements for someone to check your voice mail box; in addition, please revise your outgoing message to let people know how long you will be unavailable and who to contact in your absence.

E-mail
E-mail is the Company's secondary method of communication. Employees are expected to retrieve their e-mail messages at least twice a day. Employees who, due to absence or other good cause, are unable to access their e-mail messages should: (1) make arrangements for someone to retrieve their e-mail messages; or (2) notify their supervisors of their inability to retrieve e-mails while on approved leave. While out on approved leave, employees should use the automated reply to let people know how long they will be unavailable and who to contact during their absence.

Cell Phone/Pagers
Employees who are provided Company-issued cell phones and pagers should have the cell phones and pagers with them and activated during work hours. If an employee cannot be contacted by either cell phone or pager during work hours, he or she must apprise his or her supervisor.

Personal Cell Phone Use
Employees may use their personal cell phones during their lunch period, only in the employee lounge and before or after school. Personal cell phones may not be used in the classrooms, corridors, offices or any other area of the building during the workday unless specifically outlined above.

Once a communication is sent by the Company to its employees by voicemail, e-mail, pager, or cell phone, the employee will be responsible for retrieving the communication and being apprised of its contents. An employee's failure to retrieve a message will not excuse any consequences which may result from the employee's lack of awareness or notice of the communication.

EMPLOYEE CODE OF CONDUCT

It is essential to the mission of the Company that employees conduct themselves professionally, both on and off the job. As an integral member of the Company, you are expected to accept certain responsibilities, adhere to acceptable professional principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that in your work you refrain from any behavior that might be harmful to you, your coworkers, your students and/or the Company, or that might be viewed unfavorably by the community in which you are employed.

Please keep in mind that your conduct reflects on the Company. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Employees are required to:

- comply with all policies contained within the personnel policies guide, operations manuals, and any other manual used in the course of an employee's job assignment or other procedural/policy manual.
- comply with any applicable state and federal regulations, statutes and guidelines.
- comply with all Company policies and federal laws regarding discrimination and harassment.
- treat each other, students, parents and all other visitors to the campus with dignity and respect.
- avoid conduct which could result in your arrest and/or subject you to criminal prosecution.
- report any criminal charges, arrests, incarcerations or convictions within the time frame specified in this Handbook.

Listed below are some of the standards of conduct of the Company. This list should not be viewed as being all-inclusive. Types of behavior and conduct that the Company expects includes, but is not limited to, the following:

1. Providing accurate and truthful information on Company employment forms or other Company records or documents;

2. Avoid engaging in unnecessary or unauthorized use of the Company's supplies for personal purposes;

3. Not engaging in fighting or using obscene, abusive, or threatening language or gestures;

4. Complying with a supervisor's reasonable, work-related instructions;

5. Not engaging in intentional misrepresentation of facts to a supervisor, other Company employees, or student's parent in the conduct of the Company's business;

6. Not attempting to encourage or coerce a student to withhold information from the student's parent;

7. Not attempting to influence any student regarding political or religious doctrine or beliefs on a campus or Company location;

8. Compliance with the Company's Guidelines for working with students;

9. In the spirit of teamwork, maintaining an effective working relationship, or maintaining good rapport, with parents, the community, or colleagues, where appropriate.

Any violation of this Code of Conduct is considered a violation of a workplace conduct rule and may subject you to disciplinary action, up to and including an unpaid suspension and/or termination of employment.

REPORTING CHILD ABUSE

As educational professionals, we have a responsibility to provide the children we teach with the opportunity to obtain the best education possible. However, our responsibility does not end there. We also have a legal responsibility to report any information that we receive that leads us to suspect that a child has been abused, neglected, or abandoned.

This policy is designed to provide guidelines for reporting suspected child abuse, neglect, and abandonment.

Florida Statutes require that all School personnel immediately (and within no more than 24 hours) report situations involving potential child abuse, neglect, or abandonment. The statute contains these definitions:

"Abuse": any willful act or threatened act that results in any physical, mental, or sexual abuse, injury or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired.

"Neglect": when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child's physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired.

"Abandonment": a situation in which the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the caregiver, while being able, has made no significant contribution to the child's care and maintenance or has failed to establish or maintain a substantial and positive relationship with the child, or both. For purposes of this subsection, "establish or maintain a substantial and positive relationship" includes, but is not limited to, frequent and regular contact with the child through frequent and regular visitation or frequent and regular communication to or with the child, and the exercise of parental rights and responsibilities..

If you know or suspect that a child:

(a) is abused, abandoned, or neglected by a parent, caregiver, or any other person responsible for the child's welfare,

(b) that a child is in need of supervision and care and has no parent, legal custodian or responsible adult relative immediately known and available to provide supervision and care,

(c) has been abused by an adult other than a parent, legal custodian caregiver or other person responsible for the child's welfare

(d) is the victim of sexual abuse or the victim of a known or suspected juvenile sexual offender,

You are responsible for reporting your knowledge or suspicion to the Florida Abuse Hotline. This Hotline accepts reports 24 hours a day, 7 days a week.

Reports to the Florida Abuse Hotline can be made in the following ways:

(a) report online at https://reportabuse.dcf.state.fl.us/

(b) call 1-800-962-2873

(c) Florida Relay 711 or TTY 800-453-5145

(d) fax your report to 800-914-0004

You must also bring the matter to the immediate attention of Human Resources.

Employees who report concerns of suspected abuse, abandonment, or neglect are expected to cooperate in any investigation by child protective services. In addition, under the provisions of Florida Stat. § 39.203, employees who, in good faith, report suspected child abuse, neglect, or abandonment are immune from civil or criminal liability for reporting such information and participating in any investigation. Other than the report itself and the communication of appropriate information to Human Resources, the information about the suspected child abuse, abandonment, or neglect should remain confidential for the protection of the child.

You should also understand that the failure to promptly report suspected abuse, abandonment, or neglect can result in criminal charges for a first-degree misdemeanor. In addition, an educator's teaching certificate may be suspended for knowingly failing to report child abuse, abandonment, or neglect. Finally, employees are reminded of their obligations to report employee misconduct that affects the health, safety, or welfare of children, in accordance with our **Employee Code of Conduct and Guidelines**. Failure to do so will result in disciplinary action and could result in the suspension of an educator's teaching certificate.

You will not be retaliated against or disciplined in any way for making a good faith report of abuse, neglect or abandonment. If you believe that any employee has retaliated against you for such good faith report, you must immediately report that concern to Human Resources. In addition, you should note that Florida's child abuse reporting law (Fla. Stat. 39.203) provides immunity to persons who report actual or suspected cases of child abuse in good faith.

You will not be retaliated against or disciplined in any way for making a good faith report of misconduct. If you believe that any employee has retaliated against you for such good faith report, you must immediately report that concern to one of the above individuals. In addition, you should note that Florida's child abuse reporting law (Fla. Stat. 39.203) provides immunity to persons who report actual or suspected cases of child abuse in good faith.

Employer References: Due to certain legal requirements, only Human Resources and

authorized management personnel of ALS are permitted to respond to requests for references from potential employers regarding a current or former employees. Only the employer is protected by a qualified privilege for disclosure of information about a current or former employee to a prospective employer.

ACKNOWLEDGEMENT

Important notice – Disclaimer

This employee handbook ("handbook") is a guide to general employment procedures and policies of accelerated learning solutions ("ALS"). I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook and to comply with them. The handbook is for information purposes only and is not a contract of employment. Any ALS procedure or policy, including any policy, procedure, or provision in or referred to in this handbook, may be modified, amended, or deleted by ALS at any time, with or without notice, except the employment at-will relationship. This edition of the ALS employee handbook supersedes and replaces all previous editions and any prior employee manuals.

This handbook does not and is not intended to address every possible employer/employee situation. Als reserves the right to take action or make a decision which is inconsistent with the provisions of this handbook to address unique situations, on a case-by-case basis, in ALS's sole discretion.

This handbook does not in any way alter the employment status of all ALS employees, which is "at-will." This means that either you or ALS can terminate the employment relationship at any time, for any or no reason, with or without cause, and with or without notice. No contrary statement by any ALS employee, supervisor, or agent shall have any force or effect, unless it is in writing, states that it is a "contract of employment," and is signed by vice president of operations of ALS.

Employee acknowledgment

I acknowledge receipt of the handbook and that i have read, understand, and will comply with policies contained in this handbook and will read and understand any revisions made to it. I understand the handbook is not an employment contract, and I know that my employment is "at-will" as defined above.

_____
Employee's Signature

_____
Employee's Name (please print)

_____
Date

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Application Number: _____

Time and Date: _____ / _____

Office Use Only

<<School Name>> HIGH SCHOOL

Tuition Free Public Charter School

Florida High School for Accelerated Learning is dedicated to helping at-risk students earn a standard high school diploma and prepare for post-secondary success.

Pursuant to Florida Statute 1002.31, enrollment in this school is open to students residing in any Florida school district who are not subject to a current expulsion or suspension unless the school has reached its enrollment capacity.

Enrollment Application

_____ _____

Student's Name (Last, First, Middle) **Date**

All students enrolled in School Name High School are students of Miami-Dade County Public Schools, subject to applicable policies and entitled to same rights.

Please check your preference on which session you would like to attend?

☐ **Morning Session: 7:00 a.m. – 12:00 p.m.** ☐ **Afternoon Session: 12:30 p.m. – 5:30 p.m.**

Please check how did you hear about us?

☐ Social Media ☐ My Current School ☐ Radio/Streaming Audio ☐ Brochure/Postcard
☐ FinishSchool Website ☐ Church ☐ Google Search/Google Ad ☐ Community Event
☐ YouTube ☐ School Sign ☐ Other: _____
☐ A Current or Former Student: _____

Student Workplace:
_____
Address:
_____
City, State, Zip Code:
_____
Phone Number:
_____
Permission Granted to be Contacted:
Yes _____ No_____

Do you volunteer?
Yes _____ No_____

Where: _____

Office Use Only:
___Date Packet Rec'd
___Entered STARS
___Birth Certificate/ Passport*
___Parent or Student Picture ID*
___Immunizations*
___Physical, as applicable*
___Proof of Address*

___Withdrawal Form
___Transcript
___Student Detail Report
___IEP ___504 Plan
___ESOL
___Health Insurance Card
___Map Quest

*Required

Student Registration Packet

PART 1: Demographic Information **Date:** _____

STUDENT INFORMATION

Last Name: _____ First Name: _____ Middle Name: _____

Date of Birth:_____ Student ID #:_____ Grade:_____

Race: _____ Gender: M or F

Student's Home Address:_____ Apt #:_____

City:_____ State: FL Zip Code:_____ Student Cell #:(_____)_____

Student's Email address: _____

Transferring from (home school):_____

Other schools attended outside of Miami-Dade Co: _____School District: _____

Native Language: _____

PARENT/GUARDIAN CONTACT INFORMATION

Last Name: _____ First Name: _____ Middle Name: _____

Relationship to Child:_____ Email address: _____

Address: _____ Apt. #_____ City: _____ State: ___ Zip: _____

Home #: (____) _____ Work #: (____)_____Cellular #: (___)_____

Last Name: _____ First Name: _____ Middle Name: _____

Relationship to Child:_____ Email address: _____

Address: _____ Apt. #_____ City: _____ State: ___ Zip: _____

Home #: (____) _____ Work #: (____)_____Cellular #: (___)_____

PARENTAL AUTHORIZATION

In addition to the guardian information, only the following persons will be authorized to drop off and pick up the student:

1. Name: _____Relationship:_____ Telephone: _____
2. Name: _____Relationship:_____ Telephone: _____
3. Name: _____Relationship:_____ Telephone: _____

Please list the name of any individual who is legally restrained or not authorized to contact the student:

1. Name(s): _____ Relationship: _____
2. Name(s): _____ Relationship: _____

CONSENT TO ENROLL

I do hereby grant permission for enrollment into School Name High School. I acknowledge that this enrollment is strictly voluntary and this enrollment has not been forced or mandated by the school or any official from Miami-Dade County Public Schools. I further understand that I may terminate enrollment at this school for enrollment into another Miami-Dade County Public school or school choice option so long as my child meets the requirements of compulsory education and is in good standing with the District's code of conduct (i.e. is not presently serving an expulsion). I attest that all the information given in the Student Enrollment Packet is accurate and truthful.

Parent/Guardian Signature: _____ **Student Signature (over age 18):**_____

I have reviewed the information on this page _____

(Please initial)

PART 2: Legal, Emergency & Medical Information Student Name:_____

MEDIA RELEASE

I do hereby grant permission for ALS Education, and School Name High School to reproduce, release and publish all media announcements, success stories to include academic and personal progress achieved, including photographs, interviews, audio/visual, or sound recordings of this student, while attending School Name High School.

Parent/Guardian Signature: _____ Student Signature (over age 18):_____

PERMISSION FOR EMERGENCY CARE

In the event of an accident or other emergency, when parent/guardian are unavailable, I hereby authorize a representative of the school In the event the physician is not available, I give permission for care and treatment to be performed by any licensed physician. The undersigned agrees to bear all costs incurred as a result of the foregoing.

Physician's Name: _____ Phone Number: _____

Is there any medical condition or illness we should be aware of: _____

Are you taking prescription medication (daily or occasionally)? Yes/ No If yes, name of the prescription: _____

How does this condition impact the student? _____

Parent/Legal Guardian Name (print): _____ Parent/Legal Guardian Name (signature): _____

Eligible Student's Name (print): _____ Eligible Student's Name (signature): _____

CONSENT FOR RELEASE OF RECORDS

I hereby grant consent for my child to enroll in School Name High School and do hereby grant permission to and direct the School District of Miami-Dade County to release any and all of this student's education records, including all academic, discipline, and health records to School Name High School. School Name High School is an educational alternative that emphasizes parental partnership in a voluntary placement for academic service to my child's progress and achievement in school. I also understand that as a parent I have the right to request a review of placement and request a review for evaluation for services offered in other School Name High School: advanced placement, vocational education, exceptional education, school-to-work offerings and alternative placements.

The school maintains all student education records in accordance with the Family Educational and Privacy Rights Act, 20 (U.S.C. § 1232g; 34 CFR Part 99) and releases such records only as provided therein. Certain information about School Name High School students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects in writing to the release of any or all directory information about the student. Directory information includes: a student's name, address, telephone number, date and place of birth, photograph, and participation in officially recognized activities and sports, weight and height of members of athletics teams, dates of attendance, awards received in school, and most recent school attended. The undersigned understands and acknowledges that any objection to release of directory information must be made in writing to the school within ten school days after the parent receives this notice.

Additionally, School Name High School may from time to time have approved visitors at school such as local community leaders or education officials who are not employees of School Name or ALS. During such visits, students are sometimes asked about their school experience and may choose to share information such as courses, credits, attendance, or other information from their dashboard. I agree that my child may participate in such visits including sharing student record information upon request.

Parent/Guardian Signature: Student Signature (over age 18):

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW *OF* STUDENT / PARENT HANDBOOK

We understand and consent to the responsibilities outlined in School Name High School *Student /Parent Handbook* and the *District Code of Student Conduct*. We also understand and agree that the student shall be held accountable for the behavior and consequences as outlined in the *Student /Parent Handbook* and *District Code of Student Conduct* at school and at school-sponsored and school-related activities (including school-sponsored travel) and for any school-related misconduct, regardless of time or locations.

We have received, read, and understand School Name High School *Student /Parent Handbook* and the *District Code of Student Conduct.*

Parent/Guardian Signature: _____ Student Signature (over age 18):_____

PART 3: Search Consent Form, Bus Policy and NCAA

Search Consent Form

It is the policy of School Name High School to prohibit the use, possession, concealment, transportation or distribution of illegal or unauthorized items, including but not limited to, illegal drugs, look-alike drugs and drug paraphernalia, tobacco, lighters, matches, alcoholic beverages, weapons, ammunition, and/or stolen property, while entering, on, or leaving school property or attending school-sponsored functions or events.

For the protection of the students, teachers and employees of School Name High School, students may be required to submit their person, personal effects, vehicles, belongings, and any other items to a search by school officials or other authorized representatives.

Your signature below constitutes your consent to the inspection of the student's person, personal effects, vehicle, and/or other belongings or items.

Parent/Guardian Signature: _____ Student Signature (over age 18):_____

Bus Policy Form

Eligible students that are enrolled in the school will be issued a bus pass upon and throughout the entire enrollment period. A student is eligible for transportation services/ bus passes who reside two or more miles from the school. Bus passes will be purchased from the local Transportation Authority for all eligible students.

The student will receive assistance, if needed, during the Orientation session to identify the closest bus stop to and the number of busses the student will have to ride to get to and from the school. The student will be solely responsible for his/her bus passes at all times. The school will not reissue bus passes due to loss, damage or inappropriate use.

Bus route (public transportation) times do not always align perfectly with school schedules. Students are expected to be present in class for the duration of their assigned session for a total of 5 hours. Students should remain on campus and in class while waiting for the next bus. If students choose to leave school prematurely, please be aware that excessive early dismissal can jeopardize academic progress and continuation in the program.

My student has permission to take public transportation to and / or from school: Yes / No

My student has permission to walk to and / or from school, if applicable: Yes / No

How will your student get to / from school? ☐ Bus Pass ☐ Bus Pass / Driver ☐ Bus Pass / Parent Pick Up

☐ Bus Pass / Rail ☐ Driver ☐ Parent Pick Up ☐ Parent Pick Up / Driver ☐ Walk – Ride a Bike

Parent/Guardian Signature: _____ Student Signature:_____

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

School Name HS is accredited by AdvancED Corporation Systems Accreditation, Southern Association of Colleges and Schools, and is currently seeking NCAA eligibility. This document is to notify the parent/ guardian and student that although School Name HS is in the process of applying for NCAA eligibility, the School does not currently have such status. Therefore, students that may seek Division I, Division II, or Division III scholarships may not be eligible at this time. Note: Failure to disclose student's intention to seek college athletic scholarship opportunities may negatively impact future athletic scholarship opportunities.

_____ Student WILL NOT be seeking college athletic scholarship opportunities.
_____ Student may be seeking college athletic scholarship opportunities.

By signing below I certify that I understand the NCAA eligibility implications and still wish to continue with the enrollment process.

Parent/Guardian Signature: _____ Student Signature:_____

Student Services Information Page **Student's Name:** _____

INTEREST IN COUNSELING AND/OR CASE MANAGEMENT SERVICES

Various service providers partner, including university master's level interns, with School Name High School to offer onsite and offsite services to students and families with specific needs. Criteria for services vary for each agency. **Please contact the Family Support Specialist at School Name High School to determine what services may be appropriate for your student**. Parents, guardians, students, or school staff may suggest counseling and/or case management services at any time during a student's enrollment.

Student's name: _____

Student DOB: ___/___/___

Is the student a parent or a parent to be? **YES/NO**

Is your child currently receiving counseling services? **YES/NO**

If "yes", what program: _____ Diagnosis/Medication: _____

If no, would you like to request counseling and/or case management services from one of our providers? **YES/NO**

Does the student have Medicaid? **YES/NO** If "yes", what is the Medicaid number: _____Plan Name: _____

Do you have an open case with DCF? **YES/NO** If "yes" Case Worker/Number: _____

Does the student have an open case with the Juvenile Justice system? **YES/NO**

Probation Officer: _____ Phone number: _____

PLEASE MARK ALL THAT APPLY TO YOUR CHILD'S PRESENT ISSUES/BEHAVIORS:

☐ Caregiver of Household Member	☐ Hallucinations And/or Delusions	☐ Stealing, Lying, Cheating
☐ Grief or Loss issues	☐ Eating Problems	☐ Self-Mutilation
☐ Poor Attention Span/Impulsivity Issues	☐ Sleeping Difficulties	☐ Easily Angered Or Irritable
☐Substance/Alcohol Abuse	☐ Fire Setting/Property Destruction	☐ Cruelty To Animals
☐ ADHD	☐ Family/Relationship Issues	☐ Withdrawn/Depressed
☐Pregnancy Or Parenting Needs	☐ Argumentative/Defiant	☐ Poor Anger Management
☐ Suicidal/Homicidal Threats Or Thoughts	☐ Deteriorating School Behavior	☐ Health Issues
☐ Gang Activity	☐ Sexual Abuse	☐ Family Issues
☐ Suicide/Homicidal Attempts	☐ Verbally/Physically Abusive	☐ Other Mental Health Issues
☐ Homelessness	☐ Anxiety	☐ Violence in Home or Community
☐ Sexual and Gender Identity	☐ ESE/IEP-behavioral health needs	☐ Current Foster Care/DJJ issues
Other concerns not mentioned (please specify below):		

I understand that submitting this form does not guarantee that services or providers will be available. However, I give permission for School Name High School to release my child's name and the information on this form to service providers. Service Providers may conduct an initial meeting with student to determine services needed and will contact the parent/guardian to explain the scope of their services and obtain verbal or written consent for treatment.

Parent/Guardian Signed: _____ Date: _____/_____/_____

Student Signed: _____ Date: _____/_____/_____

Contact Number: Home _____ Work _____ Other _____

I have reviewed the information on this page _____
(Please initial)

School Name High School

Your child is choosing to attend School Name High School and as such, is considered a student of MCPS. This school is designed to help students develop academic skills, increase attendance, and take responsibility for their own behavior and education while pursuing his/her diploma.

In order to ensure a smooth transition into School Name High School, it is important that you and your child review and understand the following information:

- ✓ All cell phones and any other personal electronic devices, including but not limited to music devices, hands-free devices, smart watches, portable games, touch screen devices, will be collected upon entry and held until dismissal. These items are not permitted in the classroom.
- ✓ Since the school is not responsible for loss or damage of these items including cell phones; therefore, it is our strong recommendation that they not be brought on campus.
- ✓ Students must complete a required orientation upon enrollment.
- ✓ When the School reaches capacity, students will be admitted based on the lottery policy regardless of race, gender religion or ethnic origin and our admission and dismissal procedures will be equitable for all students.
- ✓ The School operates in conjunction to the District's calendar. It is an expectation that all students attend school on a regular basis. Failure to attend school throughout the entire school year may result in the student being withdrawn or initiation of truancy procedures. Please refer to the attached School's calendar for further information.
- ✓ Students will wear appropriate attire, which is consistent to the District's dress code.
- ✓ Bus Passes will be offered to eligible students for public transportation.
- ✓ A parent/guardian (or emancipated student) must complete and sign all forms in the Enrollment Packet prior to attending class.
- ✓ Students will follow attendance procedures.
- ✓ To ensure safety to all, students will pass through a metal detector upon entry each day.
- ✓ Several School District required forms may need to be completed in addition to this packet.
- ✓ Upon enrollment, every student will be expected to agree to and sign an attendance and behavior contract which reinforces the discipline and dismissal procedures as per School guidelines.
- ✓ Some of our APEX courses may not be accepted by the NCAA with regard to Athletic Scholarships for Division I, II or III schools.
- ✓ Students enrolled in a FLVS course must be reviewed and approved by school.
- ✓ Parents are always welcome at the school – Appointment recommended.

I understand the statements above and have had an opportunity to ask questions about School Name High School.

Parent/Guardian Signature: _____ Date:_____

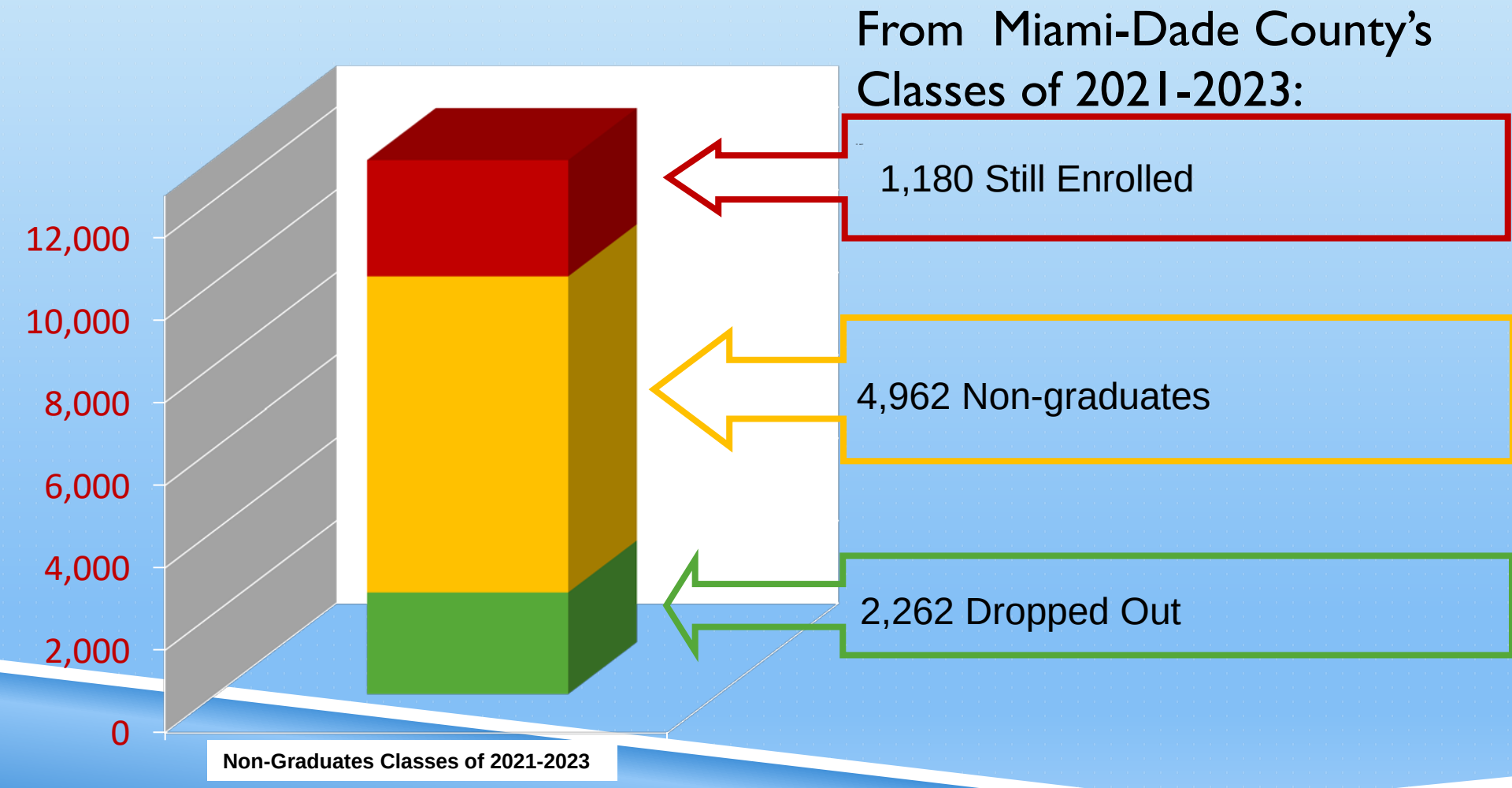
Student Signature: _____ Date:_____

WHY THERE IS A NEED FOR DROPOUT PREVENTION AND RECOVERY SCHOOLS IN MIAMI-DADE COUNTY

- 48% (24,599) MDCPS students in the 9th and 10th grades scored at Level I or II on FSA ELA Assessment in 2022-23.
- 65% (11,452) MDCPS students did not meet state standard on Algebra I EOC Assessment in 2022-23.
- 12,926 students from the Classes of 2021-2023 dropped out or did not graduate on time.
- 2,026 MDCPS students in the 9th, 10th, 11th and 12th grades repeated a grade in 2023-2024.

Source for cohort, graduates, dropouts and other non-graduates: FL DOE "PK-12 Advanced Reports", www.edstats.fldoe.org/AdvanceReports.html accessed April 2024. Source for grade repeating students: "Retentions Rates by District (by grade), 2022-23 [for 2023-24 grade repetition]," FLDOE website, accessed April 2024.

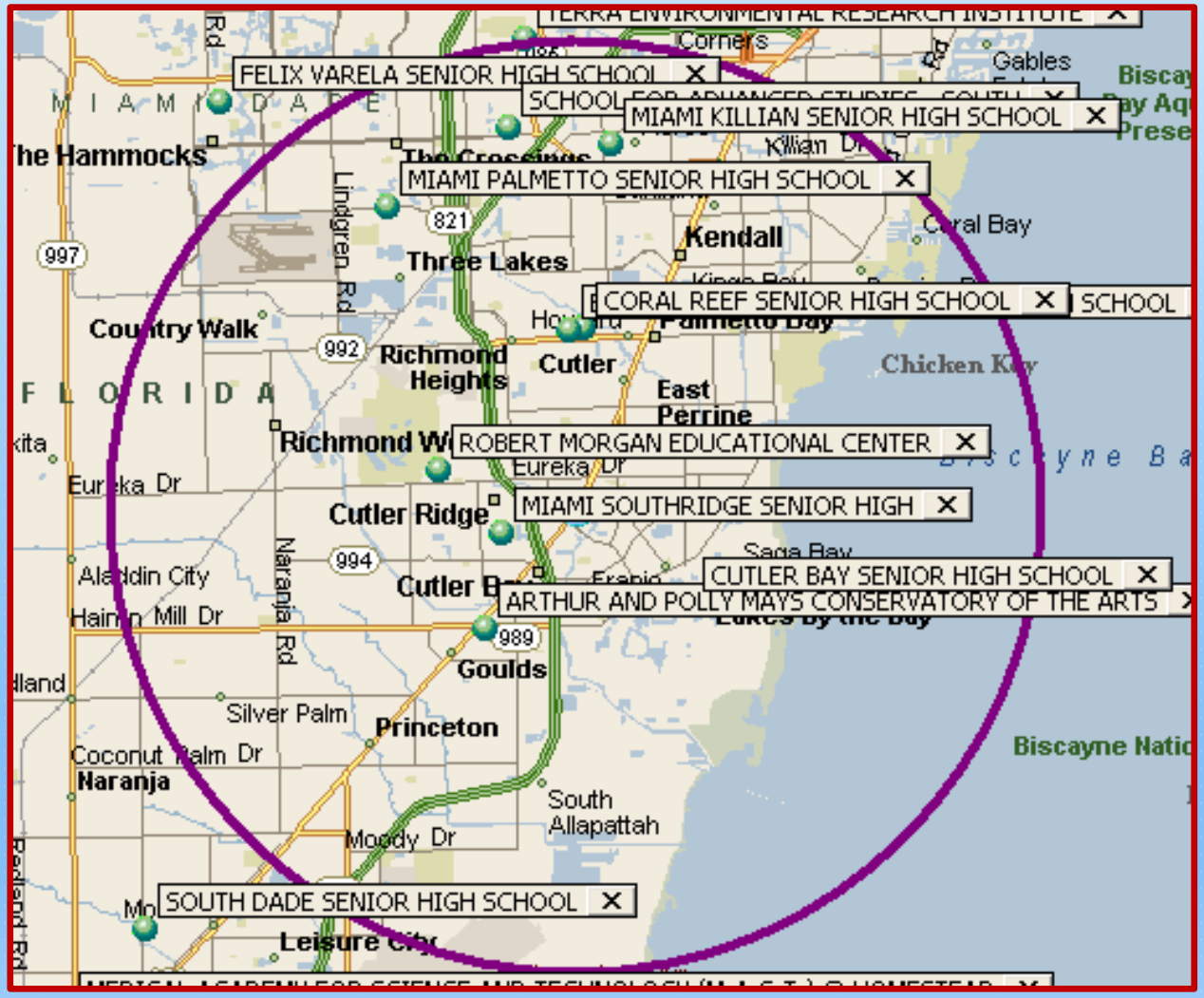
12,926 STUDENTS FROM THREE GRADUATING CLASSES NEED AN ALTERNATIVE TO ADULT EDUCATION OR TRADITIONAL CLASSROOMS



Source: FL DOE "PK-12 Advanced Reports", "www,edudata.fldoe.AdvancedReports.html" Accessed: April 2024

A School Located in the Cutler Bay Area of Miami-Dade County will Partner with nearby Senior High Schools

Proposed Target Search Area for New School



A School Located in the Cutler Bay Area of Miami-Dade County will Partner with nearby Middle Schools

Proposed Target Search Area for New School



Non-Graduates and At-Risk Students from the District High Schools in the Target Search Area

School Name	ELA Gr 9-10 Below Level 3: 2023	Alg 1 Gr 9-10 Below Level 3: 2023	Non-Grads: Classes of 2021-2023
Coral Reef Senior HS	272	95	12
Cutler Bay Senior HS	75	22	0
Miami Killian Senior HS	308	140	44
Miami Palmetto Senior HS	488	226	123
Miami Southridge Senior HS	705	290	40
	1,848	773	219

At-Risk Students from the District Middle Schools in the Target Search Area

School Name	ELA Gr 7-8 Below Level 3: 2023	Math Gr 7-8 Below Level 3:	Absent 21+ Days in 2022-
Air Base K8 Center For International Educ	39	21	35
Arvida Middle School	233	143	86
Caribbean K8 Center	119	94	166
Coconut Palm K8 Academy	164	150	317
Cutler Bay Middle	484	367	328
Devon Aire K8 Center	142	106	140
Frank Crawford Martin K8 Center	47	45	59
Herbert A. Ammons Middle Schl	116	44	33
Irving & Beatrice Peskoe K8 Center	93	59	133
Jorge Mas Canosa Middle School	505	307	252
Kenwood K8 Center	90	51	91
Leewood K8 Center	28	25	48
Palmetto Middle School	179	156	109
Richmond Heights Middle School	206	179	158
Southwood Middle School	234	202	160
Vineland K8 Center	39	30	54
	2,718	1,979	2,169

EVIDENCE OF FACILITY FUNDING SOURCES
(Not applicable)

The Florida Model Charter School application requires:

> **If the site is acquired:** Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

Since a facility has not yet been identified or acquired, this attachment is not applicable.

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DRAFT RENTAL AGREEMENT (Not applicable)

The Florida Model Charter School application requires:

> **If the site is acquired:** If renting an existing facility, provide draft lease agreement as Attachment V.

Since a facility has not yet been identified or acquired, this attachment is not applicable.

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Revenue Estimate Worksheet for Florida HS for Accelerated Learning - Cutler Bay Area Charter School

Based on the 2024-25 FEFP Second Calculation

School District: **Miami-Dade**

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0222
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.118	0.0000	$ -
111 Basic K-3 with ESE Services		1.118	0.0000	$ -
102 Basic 4-8		1.000	0.0000	$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	$ -
103 Basic 9-12	206.50	0.978	201.9570	$ 1,100,530
113 Basic 9-12 with ESE Services	45.50	0.978	44.4990	$ 242,490
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	98.00	1.192	116.8160	$ 636,569
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	350.00		363.2720	$ 1,979,589

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE 0.0000 Additional Base Funds $ -

Total Funded Weighted FTE 363.2720 Total Base Funding $ 1,979,589

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
	4-8	251	$ 1,200	$ -
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
45.50	9-12	251	$ 854	$ 38,857
	9-12	252	$ 3,238	$ -

		9-12	253	$ 6,833	$	-
Total FTE with ESE Services	45.50			Total ESE Guarantee	$	38,857

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ District's Total UFTE: 381,116.93 = 0.0918%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 363.27 ÷ District's Total WFTE: 418,984.94 = 0.0867%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ Scholarship UFTE: 328,943.18 = 0.1064%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ District's Total Non-Virtual UFTE: 379,965.66 = 0.0921%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 327,791.91 = 0.1068%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	123,587,631	x	0.0921%	$	113,824
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0918%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,134,693	x	0.1068%	$	39,660
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	19,978,966	x	0.1064%	$	21,258
8. Discretionary Local Effort (WFTE share)	(c)	403,993,446	x	0.0867%	$	350,262
9. Proration to Funds Available (WFTE share)	(c)	(2,801,438)	x	0.0867%	-$	2,429
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0918%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors				
PK - 3	0.0000		1.0222		950.92	=	0		
4-8	0.0000		1.0222		907.92	=	0		
9-12	363.2720		1.0222		910.12	=	337,961		
Total *	363.2720						Total Class Size Reduction Funds	$	337,961

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation	(h)					
Enter All Adjusted Fundable Riders	227.5		x	511	$	116,253
Enter All Adjusted ESE Riders			x	1,641	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation	(j)	Total	$ 2,995,235
15. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)	$	2,995,235
16. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)	$	-

NOTES:
(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Miami 6 Application Budget (1).xlsx
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Revenue Estimate Worksheet for Florida HS for Accelerated Learning - Cutler Bay Area Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Miami-Dade

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0222
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.118	0.0000	$ -
111 Basic K-3 with ESE Services		1.118	0.0000	$ -
102 Basic 4-8	20.65	1.000	20.6500	$ 112,529
112 Basic 4-8 with ESE Services	4.55	1.000	4.5500	$ 24,794
103 Basic 9-12	230.10	0.978	225.0378	$ 1,226,305
113 Basic 9-12 with ESE Services	50.70	0.978	49.5846	$ 270,203
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	9.80	1.192	11.6816	$ 63,657
130 ESOL *(Grade Level 9-12)*	109.20	1.192	130.1664	$ 709,319
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	425.00		441.6704	$ 2,406,807

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE 0.0000 Additional Base Funds $ -

Total Funded Weighted FTE 441.6704 Total Base Funding $ 2,406,807

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
4.55	4-8	251	$ 1,200	$ 5,460
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
50.70	9-12	251	$ 854	$ 43,298
	9-12	252	$ 3,238	$ -

		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	55.25			Total ESE Guarantee	$ 48,758

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ District's Total UFTE: 381,116.93 = 0.1115%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 441.67 ÷ District's Total WFTE: 418,984.94 = 0.1054%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ Scholarship UFTE: 328,943.18 = 0.1292%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ District's Total Non-Virtual UFTE: 379,965.66 = 0.1119%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 327,791.91 = 0.1297%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	123,587,631	x	0.1119%	$	138,295
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.1115%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,134,693	x	0.1297%	$	48,164
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	19,978,966	x	0.1292%	$	25,813
8. Discretionary Local Effort (WFTE share)	(c)	403,993,446	x	0.1054%	$	425,809
9. Proration to Funds Available (WFTE share)	(c)	(2,801,438)	x	0.1054%	-$	2,953
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1115%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0222		950.92	=	0	
4-8	36.8816		1.0222		907.92	=	34,229	
9-12	404.7888		1.0222		910.12	=	376,585	
Total *	441.6704					Total Class Size Reduction Funds	$	410,814

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation (h)

Enter All Adjusted Fundable Riders	276.25	x	511	$	141,164
Enter All Adjusted ESE Riders		x	1,641	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation (j)

Total	$	3,642,671

15. Total Less Salary Increase Allocation (for administrative fee calculation) (k) $ 3,642,671

16. Funding for the purpose of calculating the administrative fee for ESE charter schools. (l)
If you have more than a 75% ESE student population, please place a 1 in the following box: $ -

NOTES:
(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Miami 6 Application Budget (1).xlsx
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Revenue Estimate Worksheet for Florida HS for Accelerated Learning - Cutler Bay Area Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Miami-Dade

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0222
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.118	0.0000	$ -
111 Basic K-3 with ESE Services		1.118	0.0000	$ -
102 Basic 4-8	29.50	1.000	29.5000	$ 160,755
112 Basic 4-8 with ESE Services	6.50	1.000	6.5000	$ 35,421
103 Basic 9-12	265.50	0.978	259.6590	$ 1,414,967
113 Basic 9-12 with ESE Services	58.50	0.978	57.2130	$ 311,772
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	14.00	1.192	16.6880	$ 90,938
130 ESOL *(Grade Level 9-12)*	126.00	1.192	150.1920	$ 818,445
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	500.00		519.7520	$ 2,832,298

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE 0.0000 Additional Base Funds $ -

Total Funded Weighted FTE 519.7520 Total Base Funding $ 2,832,298

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
6.50	4-8	251	$ 1,200	$ 7,800
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
58.50	9-12	251	$ 854	$ 49,959
	9-12	252	$ 3,238	$ -

		9-12	253	$ 6,833	$ -
Total FTE with ESE Services	65.00			Total ESE Guarantee	$ 57,759

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total UFTE: 381,116.93 = 0.1312%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 519.75 ÷ District's Total WFTE: 418,984.94 = 0.1241%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ Scholarship UFTE: 328,943.18 = 0.1520%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total Non-Virtual UFTE: 379,965.66 = 0.1316%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 327,791.91 = 0.1525%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	123,587,631	x	0.1316%	$	162,641
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.1312%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,134,693	x	0.1525%	$	56,630
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	19,978,966	x	0.1520%	$	30,368
8. Discretionary Local Effort (WFTE share)	(c)	403,993,446	x	0.1241%	$	501,356
9. Proration to Funds Available (WFTE share)	(c)	(2,801,438)	x	0.1241%	-$	3,477
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1312%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0222		950.92	=	0	
4-8	52.6880		1.0222		907.92	=	48,898	
9-12	467.0640		1.0222		910.12	=	434,521	
Total *	519.7520					Total Class Size Reduction Funds	$	483,419

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation	(h)					
Enter All Adjusted Fundable Riders	325	x		511	$	166,075
Enter All Adjusted ESE Riders		x		1,641	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		$0.00	$0.00	$ -
Civilians on Federal Lands		$0.00	$0.00	$ -
Students with Disabilities			$0.00	$ -
Total				$ -

14. Food Service Allocation (j) Total $ 4,287,069

15. Total Less Salary Increase Allocation (for administrative fee calculation) (k) $ 4,287,069

16. Funding for the purpose of calculating the administrative fee for ESE charter schools. (l)
If you have more than a 75% ESE student population, please place a 1 in the following box: $ -

NOTES:
(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

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ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
OPERATING BUDGET
FISCAL YEARS 2026-2030

	Start-Up	FY26	FY27	FY28	FY29	FY30
October		350	425	500	500	500
February		350	425	500	500	500
PROJECTED AVERAGE ENROLLMENT		350	425	500	500	500
FUND BALANCE, BEGINNING	**$ -**	**$ 49,401**	**$ 123,640**	**$ 672,645**	**$ 1,608,815**	**$ 2,509,578**
REVENUES						
FEFP	-	2,995,235	3,642,671	4,287,069	4,287,069	4,287,069
Capital Outlay	-	166,950	202,725	238,500	238,500	238,500
E*Rate Federal Funding	-	-	45,000	45,000	45,000	45,000
Loan Proceeds	1,950,000	-	-	-	-	-
Contributions by Management Company	-	-	-	-	-	-
TOTAL REVENUES	1,950,000	3,162,185	3,890,396	4,570,569	4,570,569	4,570,569
EXPENDITURES						
INSTRUCTION						
Instructional (Classroom) Teachers	-	435,000	527,850	624,240	636,725	649,459
2 Hour Pay Differental	-	25,000	27,000	29,000	31,000	33,000
Specialty Teachers	-	110,000	112,200	114,444	116,733	119,068
Total Instruction Salaries	-	570,000	667,050	767,684	784,458	801,527
Payroll Taxes	-	45,117	52,825	60,807	62,090	63,396
Benefits	-	63,960	79,950	89,544	89,544	89,544
Workers Compensation	-	8,550	10,006	11,515	11,767	12,023
Total Instruction Benefits	-	117,627	142,781	161,866	163,401	164,963
ESE Consultants (Therapy Services)	-	18,000	22,000	25,000	29,000	29,000
Supplies	-	18,000	20,000	24,000	25,000	25,000
Textbooks	-	1,800	1,800	1,800	1,800	1,800
Equipment	250,000	50,000	5,000	5,000	5,000	5,000
Furniture	50,000	10,000	1,000	1,000	1,000	1,000
Software	-	61,250	74,375	87,500	87,500	87,500
Total Instruction Other	300,000	159,050	124,175	144,300	149,300	149,300
Total Instruction	300,000	846,677	934,006	1,073,850	1,097,159	1,115,790
PUPIL PERSONNEL SERVICES						
Salaries	8,250	153,000	156,060	159,181	162,365	165,612
Total Pupil Personnel Salaries	8,250	153,000	156,060	159,181	162,365	165,612
Payroll Taxes	820	12,366	12,128	12,366	12,610	12,858
Benefits	3,198	22,386	22,834	23,281	23,729	24,177
Workers Compensation	124	2,295	2,341	2,388	2,435	2,484
Total Pupil Personnel Taxes and Benefits	4,142	37,047	37,302	38,036	38,775	39,519
Total Pupil Personnel Services	12,392	190,047	193,362	197,217	201,139	205,132
INSTRUCTIONAL MEDIA SERVICES						
Instructional Networks	80,000	-	-	-	-	-
Computer Learning Labs	30,000	-	-	-	-	-
Hardware Maintenance	2,000	31,500	38,250	45,000	45,000	45,000
Total Instructional Media Services	112,000	31,500	38,250	45,000	45,000	45,000
STAFF TRAINING						
Contracted Services	9,000	9,000	9,000	9,000	9,000	9,000
BOARD						
Legal Fees	10,000	10,000	10,000	10,000	10,000	10,000
Contracted Services - ESP (Mgmt Fees)	-	437,605	532,229	626,391	626,391	626,391
Contracted Services - Accounting & Audit	-	12,000	24,000	24,000	24,000	24,000
Insurance	-	7,000	7,000	7,000	7,000	7,000
District Administration Fee (3%)	-	132,646	152,135	171,483	171,483	171,483
Total Board	10,000	599,251	725,364	838,874	838,874	838,874
SCHOOL ADMINISTRATION						
Principal / Director	25,000	100,000	102,000	104,040	106,121	108,243

ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
OPERATING BUDGET
FISCAL YEARS 2026-2030

	Start-Up	FY26	FY27	FY28	FY29	FY30
Asst Principal	18,750	75,000	76,500	78,030	79,591	81,182
Executive Assistant	10,000	40,000	40,800	41,616	42,448	43,297
Total Administration Salaries	53,750	215,000	219,300	223,686	228,160	232,723
Payroll Taxes	4,254	17,015	17,343	17,679	18,021	18,370
Benefits	4,797	19,188	19,572	19,956	20,339	20,723
Workers Compensation	806	3,225	3,290	3,355	3,422	3,491
Total Administration Taxes and Benefits	9,857	39,428	40,205	40,990	41,783	42,584
Travel	5,000	8,000	8,000	8,000	8,000	8,000
Equipment Rental	600	2,400	2,400	2,400	2,400	2,400
Marketing	20,000	10,000	5,000	5,000	5,000	5,000
Supplies	8,000	20,000	20,000	20,000	20,000	20,000
Equipment	30,000	-	-	-	-	-
Furniture	40,000	-	-	-	-	-
Total Administration Other	103,600	40,400	35,400	35,400	35,400	35,400
Total School Administration	167,207	294,828	294,905	300,076	305,343	310,707
FACILITIES ACQUISITION						
Rents	87,500	350,000	350,000	350,000	350,000	350,000
Leasehold Improvements	1,200,000	-	-	-	-	-
Total Facilities Acquisition	1,287,500	350,000	350,000	350,000	350,000	350,000
TRANSPORTATION						
Contracted Services	-	93,275	113,263	133,250	133,250	133,250
PLANT OPERATIONS						
Security	-	40,000	40,800	41,616	42,448	43,297
Total Plant Operations Salaries	-	40,000	40,800	41,616	42,448	43,297
Payroll Taxes	-	3,249	3,310	3,373	3,436	3,501
Benefits	-	6,396	6,396	6,396	6,396	6,396
Workers Compensation	-	600	612	624	637	649
Total Plant Operations Benefits	-	10,245	10,318	10,393	10,469	10,547
Insurance	-	24,000	24,000	24,000	24,000	24,000
Contract Security	-	96,000	96,000	96,000	96,000	96,000
Telephone	-	48,000	48,000	48,000	48,000	48,000
Utilities	2,500	36,000	39,000	42,000	44,000	44,000
Supplies	-	5,000	5,000	5,000	5,000	5,000
Total Plant Operations Other	2,500	209,000	212,000	215,000	217,000	217,000
Total Plant Operations	2,500	259,245	263,118	267,009	269,917	270,844
PLANT MAINTENANCE						
Contracted Services	-	26,000	32,000	32,000	32,000	32,000
DEBT SERVICE						
Interest	-	49,367	39,064	28,447	17,507	6,234
Principal Payments	-	338,756	349,060	359,677	370,617	381,890
TOTAL EXPENDITURES	**1,900,599**	**3,087,946**	**3,341,391**	**3,634,399**	**3,669,806**	**3,698,720**
EXCESS REVENUES OVER EXPENDITURES	**49,401**	**74,239**	**549,005**	**936,170**	**900,763**	**871,849**
FUND BALANCE, ENDING	**$ 49,401**	**$ 123,640**	**$ 672,645**	**$ 1,608,815**	**$ 2,509,578**	**$ 3,381,427**

ATTACHMENT X ASSUMPTIONS
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGET ASSUMPTIONS
FOR THE FISCAL YEARS 2026-2030

REVENUES	
FEFP	Per FLDOE Worksheets attached (approx. $8,557 per student). Subsequent years adjusted for number of students only.
Contribution by Management Company	N/A
Capital Outlay	$477 per student. Funding is applicable in first 3 years because of system accreditation.
EXPENDITURES	
INSTRUCTION	
Classroom Teachers	Based on student / teacher ratio in compliance with CSR. Beginning average teacher salary of $55,000 is determined by reference to teacher salaries at nearby schools with annual 2.0% raises each year. ESOL accredited teachers are included in the calculation based on ratio of 1 per session./ ESOL Instructional Assistant starting salary $50,000)
Specialty Teachers	1 ESE Teacher @ $43,000 + 1 Reading Teacher @ $43,000 (1 for each session)
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
ESE Consultants	Estimated amount of additional contracted therapy costs for ESE students needed
Supplies	Estimated based off of spending trend at other Miami schools
Textbooks	Estimated amount
Furniture	Estimated costs per quotes for student furnishing for administrative stations
Software	$175 per student
PUPIL PERSONNEL SERVICES	
Salaries	Average beginning salaries: Family Support Specialist @ $50,000 + Career Coach @ $43,000 + Enrollment Specialist @ $40,000 + Data Specialist @ $45,000 with annual 2.0% raises each year
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
INSTRUCTIONAL MEDIA SERVICES	
Instructional Networks	Based on quotes for purchasing and installing Network Equipment
Computer Learning Labs	Estimated costs per quotes for computer equipment for student work stations
Hardware Maintenance	Estimated amount based on approximately $90 per student
STAFF TRAINING	
Contracted Services	Estimated amount
BOARD	
Legal Fees	Estimated amount for board attorney
Contracted Services - ESP	13% of net FEFP for management agreement and 3% of net FEFP for educational services agreement
Contracted Services - Accounting & Audit	For Board Accountant and year end audit fees (no audit occurs during 1st year of operations)
Insurance	Estimated amount based on similar charter schools
District Administration Fee	Net 3% District Administration Fee (net of 2% Excess Capital Outlay Fee for schools with over 250 enrollment)
SCHOOL ADMINISTRATION	
Principal / Director	Principal / Director @ $100,000 with annual 2.0% raises each year
Asst Principal	Asst Principal @ $75,000 with annual 2.0% raises each year
Executive Assistant	Exec Asst @ $40,000 with annual 2.0% raises each year
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes
Workers Compensation	1.5% of gross salaries
Travel	Estimated amount
Equipment Rental	$200 per month for copier lease - estimated
Marketing	Estimated amount
Supplies	Estimated amount
Equipment	Estimated costs per quotes for computer equipment for administrative stations
Furniture	Estimated costs per quotes for student furnishing for administrative stations

ATTACHMENT X ASSUMPTIONS
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGET ASSUMPTIONS
FOR THE FISCAL YEARS 2026-2030

FACILITIES ACQUISITION	
Rents	Estimated amount based on current rents in area; approx $350,000 per year including CAM
Leasehold improvements	Based on previous experience for leasehold improvements
TRANSPORTATION	
Contracted Services	$2 / student / day / 65% participation ($2 @ 65% @ 205 days)
PLANT OPERATIONS	
Security	1 Security @ $40,000 with annual 2.0% raises each year
Payroll Taxes	FICA: 7.65% - SUTA 2.7%
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
Insurance	Estimated amount
Telephone	Includes internet and necessary cell phone services/ comprable with costs at other Miami schools
Utilities	Based on market estimates/ increases with student enrollment
Supplies	Estimated amount
PLANT MAINTENANCE	
Contracted Services	$2,166 / month with an increase in Year 2 for additional classrooms needed
DEBT SERVICE	
Principal & Interest	Debt Service on Line of Credit provided by ALS assuming interest rate of 3.0% on average balance

ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGETED ENROLLMENT / TEACHER RATIOS - INSTRUCTIONAL AND SPECIALTY
FISCAL YEARS 2026-2030

	Enroll	Ratio	Sessions	Classrooms	Teachers
FY 26					
Oct teachers	350	25	2	7.00	**7.00**
Feb teachers	350	25	2	7.00	**7.00**
Avg teachers	350	25	2	7.00	**7.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 27					
Oct teachers	425	25	2	8.50	**8.50**
Feb teachers	425	25	2	8.50	**8.50**
Avg teachers	425	25	2	8.50	**8.50**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 28					
Oct teachers	500	25	2	10.00	**10.00**
Feb teachers	500	25	2	10.00	**10.00**
Avg teachers	500	25	2	10.00	**10.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 29					
Oct teachers	500	25	2	10.00	**10.00**
Feb teachers	500	25	2	10.00	**10.00**
Avg teachers	500	25	2	10.00	**10.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 30					
Oct teachers	500	25	2	10.00	**10.00**
Feb teachers	500	25	2	10.00	**10.00**
Avg teachers	500	25	2	**10.00**	**10.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**

ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGETED STAFFING AND SALARIES
FISCAL YEARS 2026-2030

Name	Positions - FY26	Expected Salary	Salary	Positions - FY27	Expected Salary	Salary	Positions - FY28	Expected Salary	Salary	Positions - FY29	Expected Salary	Salary	Positions - FY30	Expected Salary	Salary
Classroom Teachers	7.00	$ 55,000	$ 385,000	8.50	$ 56,100	$ 476,850	10.00	$ 57,222	$ 572,220	10.00	$ 58,366	$ 583,664	10.00	$ 59,534	$ 595,338
ESOL Instructional Assistant	1	50,000	50,000	1	51,000	51,000	1	52,020	52,020	1	53,060	53,060	1	54,122	54,122
Instructional	**8.00**		**435,000**	**9.50**		**527,850**	**11.00**		**624,240**	**11.00**		**636,725**	**11.00**		**649,459**
ESE Teacher	1.00	55,000	55,000	1.00	56,100	56,100	1.00	57,222	57,222	1.00	58,366	58,366	1.00	59,534	59,534
Reading Teacher	1.00	55,000	55,000	1.00	56,100	56,100	1.00	57,222	57,222	1.00	58,366	58,366	1.00	59,534	59,534
Specialty	**2.00**		**110,000**	**3.00**		**112,200**	**3.00**		**114,444**	**3.00**		**116,733**	**3.00**		**119,068**
Family Support Specialist	0.50	50,000	25,000	0.50	51,000	25,500	0.50	52,020	26,010	0.50	53,060	26,530	0.50	54,122	27,061
Career Coach	1.00	43,000	43,000	1.00	43,860	43,860	1.00	44,737	44,737	1.00	45,632	45,632	1.00	46,545	46,545
Enrollment Specialist (3 months in start up)	1.00	40,000	40,000	1.00	40,800	40,800	1.00	41,616	41,616	1.00	42,448	42,448	1.00	43,297	43,297
Data Specialist	1.00	45,000	45,000	1.00	45,900	45,900	1.00	46,818	46,818	1.00	47,754	47,754	1.00	48,709	48,709
Pupil Personnel	**3.50**		**153,000**	**3.50**		**156,060**	**3.50**		**159,181**	**3.50**		**162,365**	**3.50**		**165,612**
Principal (3 months in start up)	1.00	100,000	100,000	1.00	102,000	102,000	1.00	104,040	104,040	1.00	106,121	106,121	1.00	108,243	108,243
Asst Principal (3 months in start up)	1.00	75,000	75,000	1.00	76,500	76,500	1.00	78,030	78,030	1.00	79,591	79,591	1.00	81,182	81,182
Administrators	**2.00**		**175,000**	**2.00**		**178,500**	**2.00**		**182,070**	**2.00**		**185,711**	**2.00**		**189,426**
Executive Asst (3 months in start up)	1.00	40,000	40,000	1.00	40,800	40,800	1.00	41,616	41,616	1.00	42,448	42,448	1.00	43,297	43,297
Admin Support	**1.00**		**40,000**	**1.00**		**40,800**	**1.00**		**41,616**	**1.00**		**42,448**	**1.00**		**43,297**
Security	1.00	40,000	40,000	1.00	40,800	40,800	1.00	41,616	41,616	1.00	42,448	42,448	1.00	43,297	43,297
Security	**1.00**		**40,000**	**1.00**		**40,800**	**1.00**		**41,616**	**1.00**		**42,448**	**1.00**		**43,297**
Total	**17.50**		**$ 953,000**	**20.00**		**$ 1,056,210**	**21.50**		**$ 1,163,167**	**21.50**		**$ 1,186,431**	**21.50**		**$ 1,210,159**
				Increase	2.0%			2.0%			2.0%			2.0%	

ATTACHMENT Y

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BALANCE SHEET - GOVERNMENTAL FUNDS

ASSETS	
Cash and Cash equivalents	$49,401
TOTAL ASSETS	$49,401
FUND BALANCE	
Unassigned fund balance	$49,401
TOTAL FUND BALANCE	$49,401

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
OPERATING BUDGET
START-UP PERIOD ENDING JUNE 30, 2025

	Start-Up
FUND BALANCE, BEGINNING	**$ -**
REVENUES	
FEFP	-
Capital Outlay	-
E*Rate Federal Funding	-
Loan Proceeds	1,950,000
Contributions by Management Company	-
TOTAL REVENUES	1,950,000
EXPENDITURES	
INSTRUCTION	
Instructional (Classroom) Teachers	-
Specialty Teachers	-
Total Instruction Salaries	-
Payroll Taxes	-
Benefits	-
Workers Compensation	-
Total Instruction Benefits	-
ESE Consultants (Therapy Services)	-
Supplies	-
Textbooks	-
Equipment	250,000
Furniture	50,000
Software	-
Total Instruction Other	300,000
Total Instruction	300,000
PUPIL PERSONNEL SERVICES	
Salaries	8,250
Total Pupil Personnel Salaries	8,250
Payroll Taxes	820
Benefits	3,198
Workers Compensation	124
Total Pupil Personnel Taxes and Benefits	4,142
Total Pupil Personnel Services	12,392
INSTRUCTIONAL MEDIA SERVICES	
Instructional Networks	80,000
Computer Learning Labs	30,000
Hardware Maintenance	2,000
Total Instructional Media Services	112,000
STAFF TRAINING	
Contracted Services	9,000
BOARD	
Legal Fees	10,000
Contracted Services - ESP (Mgmt Fees)	-
Contracted Services - Accounting & Audit	-
Insurance	-
District Administration Fee (3%)	-
Total Board	10,000
SCHOOL ADMINISTRATION	
Principal / Director	25,000
Asst Principal	18,750
Executive Assistant	10,000
Total Administration Salaries	53,750
Payroll Taxes	4,254

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
OPERATING BUDGET
START-UP PERIOD ENDING JUNE 30, 2025

	Start-Up
Benefits	4,797
Workers Compensation	806
Total Administration Taxes and Benefits	9,857
Travel	5,000
Equipment Rental	600
Marketing	20,000
Supplies	8,000
Equipment	30,000
Furniture	40,000
Total Administration Other	103,600
Total School Administration	167,207
FACILITIES ACQUISITION	
Rents	87,500
Leasehold Improvements	1,200,000
Total Facilities Acquisition	1,287,500
TRANSPORTATION	
Contracted Services	-
PLANT OPERATIONS	
Security	-
Total Plant Operations Salaries	-
Payroll Taxes	-
Benefits	-
Workers Compensation	-
Total Plant Operations Benefits	-
Insurance	-
Telephone	-
Utilities	2,500
Supplies	-
Total Plant Operations Other	2,500
Total Plant Operations	2,500
PLANT MAINTENANCE	
Contracted Services	-
DEBT SERVICE	
Interest	-
Principal Payments	
TOTAL EXPENDITURES	**1,900,599**
EXCESS REVENUES OVER EXPENDITURES	**49,401**
FUND BALANCE, ENDING	**$ 49,401**

ATTACHMENT Y ASSUMPTIONS
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
START UP BUDGET ASSUMPTIONS
FOR PERIOD PRIOR TO 2025-2026 SCHOOL YEAR (EXPECTED TO BE FEBRUARY THROUGH JUNE 30, 2025)

REVENUES	
Long Term Loan Proceeds	Based on unsecured Line of Credit provided by ALS assuming 3.0% on average balance
Contribution by Management Company	N/A
EXPENDITURES	
INSTRUCTION	
Equipment	Estimated costs per quotes for computer equipment for 175 student stations and networking equipment
Furniture	Estimated costs per quotes for student furnishing for 175 stations
PUPIL PERSONNEL SERVICES	
Salaries	Enrollment Specialist @ $40,000 for 3 months
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
INSTRUCTIONAL MEDIA SERVICES	
Instructional Networks	Based on quotes for purchasing and installing Network Equipment
Computer Learning Labs	Estimated costs per quotes for computer equipment for student work stations
Hardware Maintenance	Estimated amount
STAFF TRAINING	
Contracted Services	Estimated amount
BOARD	
Legal	Estimated Legal Start Up Costs
SCHOOL ADMINISTRATION	
Principal / Director	Principal / Director @ $100,000 for 3 months
Asst Principal	Asst Principal @ $75,000 for 3 months
Executive Assistant	Exec Asst @ $40,000 for 3 months
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee.
Workers Compensation	1.5% of gross salaries
Travel	Estimated amount
Equipment Rental	$200 per month for copier lease - estimated
Marketing	Estimated amount
Supplies	Estimated amount
Equipment	Estimated costs per quotes for computer equipment for administrative stations
Furniture	Estimated costs per quotes for student furnishing for administrative stations
FACILITIES ACQUISITION	
Rents	Estimated amount based on current rents in area during construction period
Leasehold improvements	Based on previous experience for leasehold improvements
Utilities	Deposits and temporary utilities needed for construction - estimated

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGETED START-UP MONTHLY CASH FLOW
FOR THE PERIOD EXPECTED TO BE FEBRUARY 1, 2025 THROUGH JUNE 30, 2025

	Total	Apr	May	Jun
CASH BALANCE, BEGINNING	**-**	**-**	**1,413,968**	**983,935**
REVENUES - Cash inflows				
Loan Proceeds	$ 1,950,000	$ 1,950,000	$ -	$ -
TOTAL REVENUES	**1,950,000**	**1,950,000**	**-**	**-**
EXPENDITURES - Cash outflows				
INSTRUCTION				
Equipment	250,000	-	-	250,000
Furniture	50,000	-	-	50,000
Total Instruction Other	300,000	-	-	300,000
Total Instruction	300,000	-	-	300,000
PUPIL PERSONNEL SERVICES				
Salaries	8,250	2,750	2,750	2,750
Total Pupil Personnel Salaries	8,250	2,750	2,750	2,750
Payroll Taxes	820	273	273	273
Benefits	3,198	1,066	1,066	1,066
Workers Compensation	124	41	41	41
Total Pupil Personnel Taxes and Benefits	4,142	1,381	1,381	1,381
Total Pupil Personnel Services	12,392	4,131	4,131	4,131
INSTRUCTIONAL MEDIA SERVICES				
Instructional Networks	80,000	80,000	-	-
Comptuer Learning Labs	30,000	-	-	30,000
Hardware Maintenance	2,000	-	-	2,000
	112,000	80,000	-	32,000
STAFF TRAINING				
Contracted Services	9,000	3,000	3,000	3,000
BOARD				
Legal	10,000	4,000	3,000	3,000
Total Board	10,000	4,000	3,000	3,000
SCHOOL ADMINISTRATION				
Principal / Director	25,000	8,333	8,333	8,333
Asst Principal	18,750	6,250	6,250	6,250
Admin Support	10,000	3,333	3,333	3,333
Total Administration Salaries	53,750	17,917	17,917	17,917
Payroll Taxes	4,254	1,418	1,418	1,418
Benefits	4,797	1,599	1,599	1,599
Workers Compensation	806	269	269	269
Total Administration Taxes and Benefits	9,857	3,286	3,286	3,286
Travel	5,000	1,666	1,667	1,667
Equipment Rental	600	200	200	200
Marketing	20,000	-	5,000	15,000
Supplies	8,000	2,666	2,667	2,667
Equipment	30,000	30,000	-	-
Furniture	40,000	-	-	40,000
Total Administration Other	103,600	34,532	9,534	59,534
Total School Administration	167,207	55,734	30,736	80,736
FACILITIES ACQUISITION				
Rents	87,500	29,167	29,167	29,167
Leasehold Improvements	1,200,000	360,000	360,000	480,000
Total Facilities Acquisition	618,000	389,167	389,167	509,167
Site Acquisition and Management Costs	-	-	-	-
Utilities	2,500	-	-	2,500
Total Plant Operations Other	2,500	-	-	2,500
Total Plant Operations	2,500	-	-	2,500
TOTAL EXPENDITURES	**1,900,599**	**536,032**	**430,034**	**934,534**
Change in Cash Flows	**49,401**	**1,413,968**	**(430,034)**	**(934,534)**
CASH BALANCE, ENDING	**$ 49,401**	**$ 1,413,968**	**$ 983,935**	**$ 49,401**

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGETED MONTHLY OPERATING CASH FLOW
FOR THE FISCAL YEAR ENDING 2026

	FY26	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
October	350	350	350	350	350	350	350	350	350	350	350	350	350
February	350	350	350	350	350	350	350	350	350	350	350	350	350
PROJECTED AVERAGE ENROLLMENT	350	350	350	350	350	350	350	350	350	350	350	350	350
CASH BALANCE, BEGINNING	**$ 49,401**	**$ 49,401**	**$ (14,138)**	**$ (15,881)**	**$ (22,624)**	**$ (24,367)**	**$ (26,109)**	**$ (27,852)**	**$ (34,595)**	**$ (36,338)**	**$ (38,081)**	**$ 15,826**	**$ 69,733**
REVENUES - Cash inflows													
FEFP	2,995,235	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603
Capital Outlay	166,950	-	-	-	-	-	-	-	-	-	55,650	55,650	55,650
E*Rate Federal Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	0	-	-	-	-	-	-	-	-	-	-	-	-
Contributions by Management Company	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	3,162,185	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	305,253	305,253	305,253
EXPENDITURES - Cash outflows													
INSTRUCTION													
Instructional (Classroom) Teachers	435,000	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250
2 Hour Pay Differental	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Specialty Teachers	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167
Total Instruction Salaries	570,000	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500
Payroll Taxes	45,117	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760
Benefits	63,960	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330
Workers Compensation	8,550	713	713	713	713	713	713	713	713	713	713	713	713
Total Instruction Benefits	117,627	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802
ESE Consultants (Therapy Services)	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Supplies	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Textbooks	1,800	1,800	-	-	-	-	-	-	-	-	-	-	-
Equipment	50,000	50,000	-	-	-	-	-	-	-	-	-	-	-
Furniture	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-
Software	61,250	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104
Total Instruction Other	159,050	69,904	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104
Total Instruction	846,677	127,206	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406
PUPIL PERSONNEL SERVICES													
Salaries	153,000	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750
Total Pupil Personnel Salaries	153,000	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750
Payroll Taxes	12,366	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031
Benefits	22,386	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866
Workers Compensation	2,295	191	191	191	191	191	191	191	191	191	191	191	191
Total Pupil Personnel Taxes and Benefits	37,047	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087
Total Pupil Personnel Services	190,047	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837
INSTRUCTIONAL MEDIA SERVICES													
Instructional Networks	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-
Hardware Maintenance	31,500	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
Total Instructional Media Services	31,500	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
STAFF TRAINING													
Contracted Services	9,000	750	750	750	750	750	750	750	750	750	750	750	750
BOARD													
Legal Fees	10,000	833	833	833	833	833	833	833	833	833	833	833	833
Contracted Services - ESP	437,605	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467
Contracted Services - Accounting & Audit	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Insurance	7,000	583	583	583	583	583	583	583	583	583	583	583	583
District Administration Fee	132,646	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054
Total Board	599,251	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - CUTLER BAY AREA
BUDGETED MONTHLY OPERATING CASH FLOW
FOR THE FISCAL YEAR ENDING 2026

	FY26	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
SCHOOL ADMINISTRATION													
Principal / Director	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Asst Principal	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Executive Assistant	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Total Administration Salaries	215,000	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917
Payroll Taxes	17,015	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418
Benefits	19,188	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599
Workers Compensation	3,225	269	269	269	269	269	269	269	269	269	269	269	269
Total Administration Taxes and Benefits	39,428	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286
Travel	8,000	667	667	667	667	667	667	667	667	667	667	667	667
Equipment Rental	2,400	200	200	200	200	200	200	200	200	200	200	200	200
Marketing	10,000	-	-	5,000	-	-	-	5,000	-	-	-	-	-
Supplies	20,000	1,663	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture	0	-	-	-	-	-	-	-	-	-	-	-	-
Total Administration Other	40,400	2,530	2,534	7,534	2,534	2,534	2,534	7,534	2,534	2,534	2,534	2,534	2,534
Total School Administration	294,828	23,732	23,736	28,736	23,736	23,736	23,736	28,736	23,736	23,736	23,736	23,736	23,736
FACILITIES ACQUISITION													
Rents	350,000	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
Leasehold Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Facilities Acquisition	350,000	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
TRANSPORTATION													
Contracted Services	93,275	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773
PLANT OPERATIONS													
Security	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Total Plant Operations Salaries	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Payroll Taxes	3,249	271	271	271	271	271	271	271	271	271	271	271	271
Benefits	6,396	533	533	533	533	533	533	533	533	533	533	533	533
Workers Compensation	600	50	50	50	50	50	50	50	50	50	50	50	50
Total Plant Operations Benefits	10,245	854	854	854	854	854	854	854	854	854	854	854	854
Insurance	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Contract Security	96,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Telephone	48,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Utilities	36,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Supplies	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Total Plant Operations Other	209,000	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417
Total Plant Operations	259,245	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604
PLANT MAINTENANCE													
Contracted Services	26,000	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167
DEBT SERVICE													
Interest	49,367	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114
Repayment on Line of Credit	338,756	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230
TOTAL EXPENDITURES	3,087,945	313,142	251,346	256,346	251,346	251,346	251,346	256,346	251,346	251,346	251,346	251,346	251,346
EXCESS REVENUES OVER EXPENDITURES	74,240	(63,539)	(1,743)	(6,743)	(1,743)	(1,743)	(1,743)	(6,743)	(1,743)	(1,743)	53,907	53,907	53,907
CHANGE IN ACCOUNTS PAYABLE BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN CASH	74,240	(63,539)	(1,743)	(6,743)	(1,743)	(1,743)	(1,743)	(6,743)	(1,743)	(1,743)	53,907	53,907	53,907
CASH BALANCE, ENDING	**$ 123,641**	**$ (14,138)**	**$ (15,881)**	**$ (22,624)**	**$ (24,367)**	**$ (26,109)**	**$ (27,852)**	**$ (34,595)**	**$ (36,338)**	**$ (38,081)**	**$ 15,826**	**$ 69,733**	**$ 123,640**

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August 2, 2024

Mr. Dick DeRenzo, Chair
Florida High School for Accelerated Learning – Miami Campus, Inc.
3555 NW 7th Street
Miami, FL 33125

Dear Mr, DiRenzo,

This letter confirms that Accelerated Learning Solutions, LLC. (ALS) will provide financial support to Florida High School for Accelerated Learning – Miami Campus, Inc. (the "Board") for the establishment and operations of the proposed school in accordance with the management agreement by and between ALS and the Board (the "Agreement"), provided: (1) the School's application is approved by The School Board of Miami-Dade County; and (2) ALS and the Board execute the Agreements.

Pursuant to the Agreement, ALS may advance certain administrative start-up funds to the Board including funds necessary to procure insurance, provide Board training, and pay Board legal and accounting expenses (collectively, the "Charter Organization Expenses"). Charter Organization Expenses that are advanced by ALS shall be repaid to ALS, without interest, by the Board.

We understand the Board has the financial capabilities to provide its own funding for much of the renovation and remodeling of the proposed facility. If needed, ALS will loan the Board (or assist the Board in finding an external financing source for) the funds necessary to finance tenant improvements and equipment ("fixed asset purchases"); and other start-up and working capital needs of each School (collectively, the "Operational Expenses"). The loan will be repaid when the school is cash flow positive on a schedule mutually agreed upon between the Board and ALS.

We look forward to working with you over the next several months to develop the School.

Best Regards,

Angela Whitford-Narine
Chief Executive Officer

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COMMISSIONER'S LETTER OF VERIFICATION OF HIGH-PERFORMING STATUS
(Not applicable)

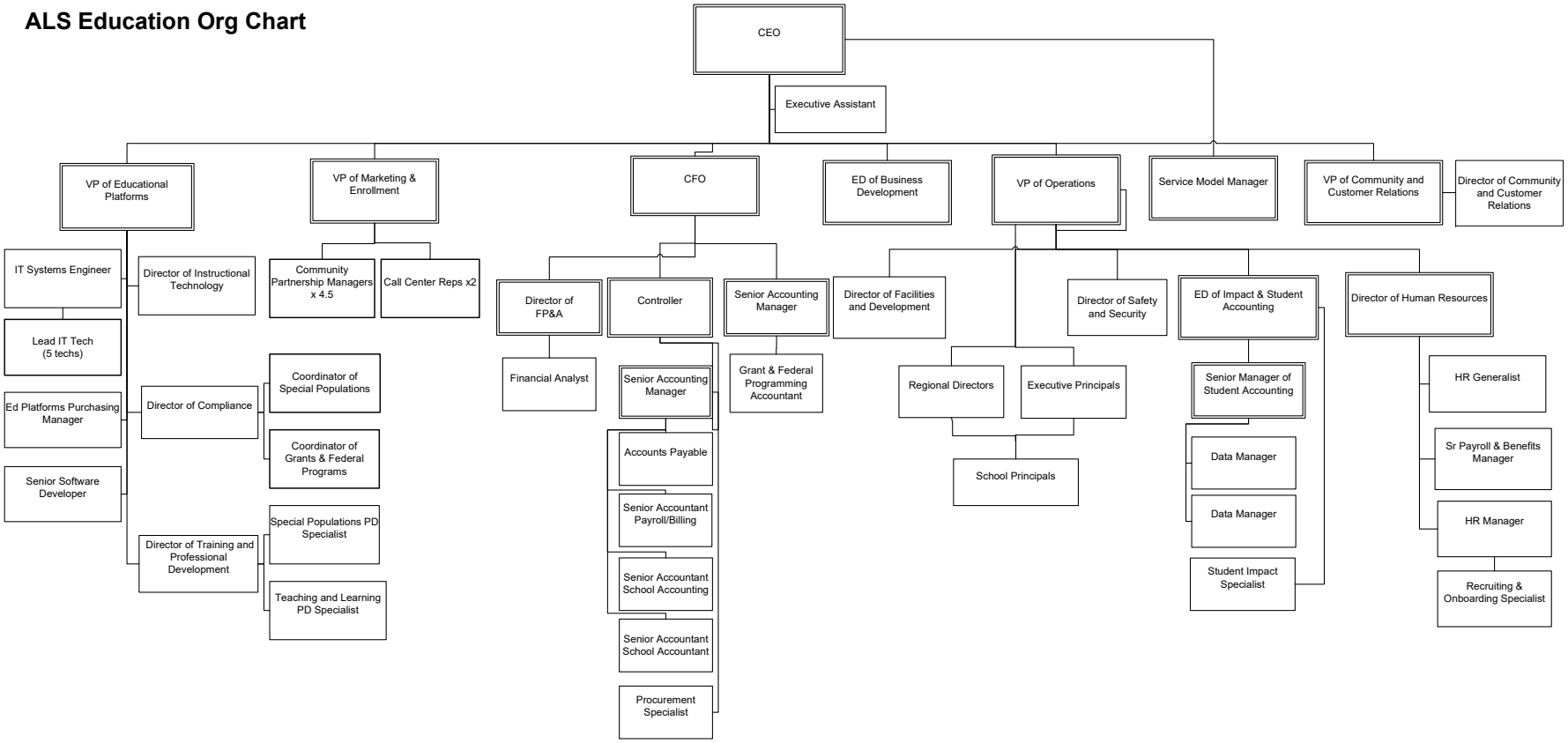
The Florida Model Charter School application requires:

> **If the applicant is submitting as a High-Performing Replication:**
> Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.

The proposed school is not applying as a high-performing replication, so this attachment is not applicable.

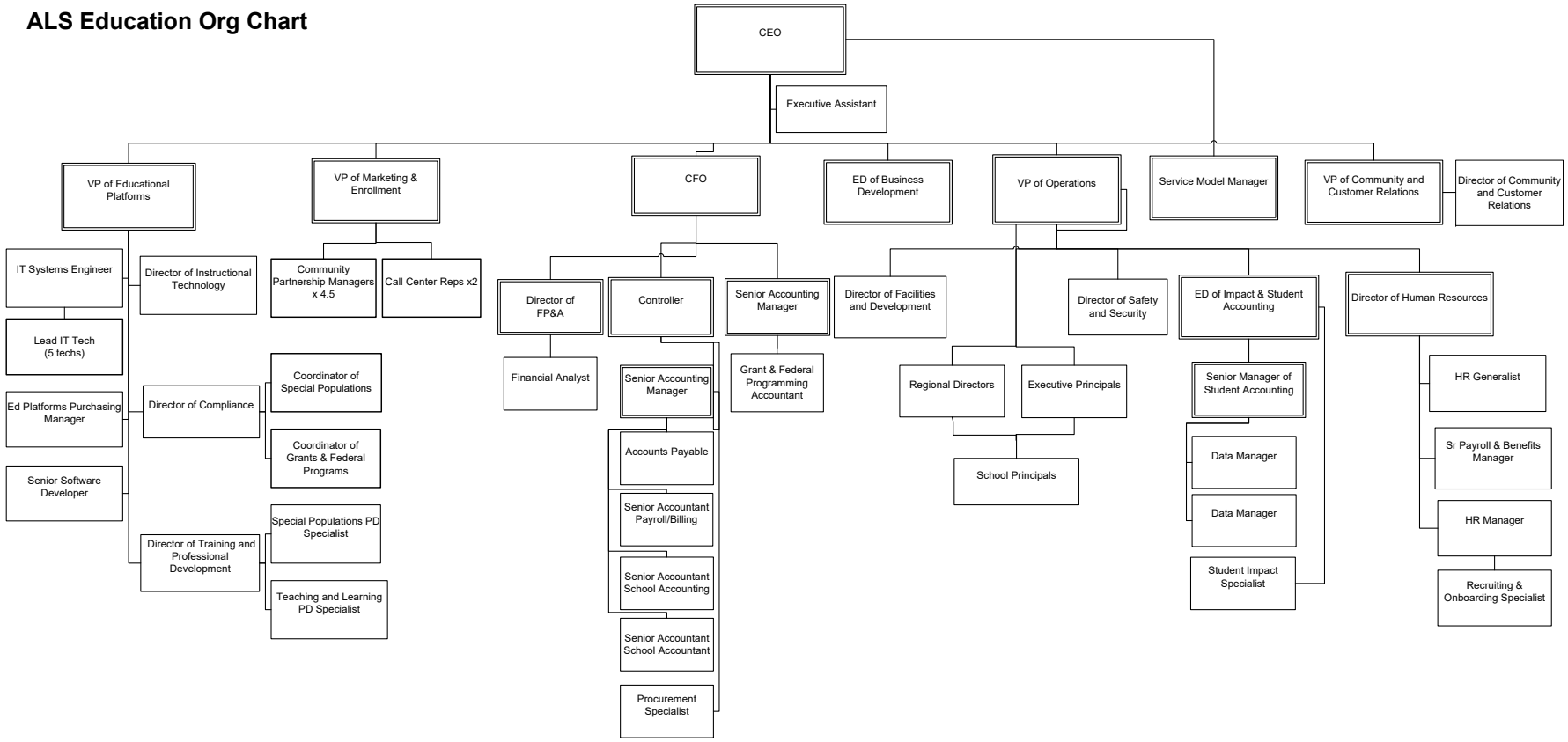
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ALS Education Org Chart



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ALS Education Org Chart



Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Florida High School for Accelerated Learning - Miami Campus, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year) 2023-24				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	Active	550	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	Kendall Greens High School	7516	Active	536	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
				*Learning gains were not calculated in 2022-23 because there was only one year of the Florida Assessment of Student Thinking (FAST) assessment results available. Accordingly, School Improvement Ratings were not calculated.				

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

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Florida High School for Accelerated Learning - Miami Campus, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1 (2022-23)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	547 / 27.2%	SIR not calculated*	$ 4,336,753.00	92.00%	No
Miami-Dade	Kendall Greens High School	7516	511 / 29.6%	SIR not calculated*	$ 857,622.00	19.00%	No

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
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August 2015

Florida High School for Accelerated Learning - Miami Campus, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2 (2021-22)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	554 / 71.8%	Commendable	$ 3,002,527.00	79.48%	No
Miami-Dade	Kendall Greens High School	7516	387 / 71.3%	Maintaining	$ (3,162,794.00)	-135.91%	No
			*Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a school Improvement rating assigned for 2021.				

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Florida High School for Accelerated Learning - Miami Campus, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3 (2020-21)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	512 / 43.8%	Commendable	4,651,953.00	112.91%	No
Miami-Dade	Kendall Greens High School	7516	n/a	School Not Yet Open	n/a	n/a	n/a

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
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August 2015

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			Year -4 (2019-20)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	545 / 24.3%	SIR Not Assigned	3,361,354.00	95.32%	No
Miami-Dade	Kendall Greens High School	7516	n/a	School Not Yet Open	n/a	n/a	n/a

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year) 2023-24				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	Active	550 / 8.9%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	Kendall Greens High School	7516	Active	536 / 15.4%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	North Gardens High School	7068	Active	502 / 12.5%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	North Park High School	7069	Active	566 / 13.6%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Hillsborough	Seminole Heights Charter High School	6646	Active	349 / 58.0%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Hillsborough	West University Charter High School	6659	Active	497 / 59.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Lee	Coronado High School	4251	Active	343 / 39.7%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Lee	Island Park High School	4274	Active	320 / 23.9%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Lee	North Nicholas High School	4242	Active	346/ 29.4%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Aloma High School	0120	Active	475 / 1.2%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Chancery High School	0085	Active	459 / 0.8%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Econ River High School	1002	Active	335 / 0%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Sheeler High School	0084	Active	346 / 1.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Sunshine High School	0202	Active	398 / 0%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Quantum High School	3401	Active	426 / 96.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Worthington High School	3421	Active	481 / 93.4%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Seminole	Elevation High School	9263	Active	233 / 67.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Brevard	Riverside Charter High School	6521	Active	183/ 58.8%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	Doral Park	7675	Active	115 / 52.2%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education

			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1 (2022-23)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	547 / 27.2%	SIR not calculated*	$ 4,336,753.00	92.00%	No
Miami-Dade	Kendall Greens High School	7516	511 / 29.6%	SIR not calculated*	$ 857,622.00	19.00%	No
Miami-Dade	North Gardens High School	7068	462 / 27.3%	SIR not calculated*	$ 3,085,615.00	76.20%	No
Miami-Dade	North Park High School	7069	548 / 29.8%	SIR not calculated*	$ 4,604,081.00	90.82%	No
Hillsborough	Seminole Heights Charter High School	6646	239 / 87.3%	SIR not calculated*	$ 385,031.00	19.06%	No
Hillsborough	West University Charter High School	6659	464 / 80.4%	SIR not calculated*	$ 1,545,513.00	39.99%	No
Lee	Coronado High School	4251	318 / 32.7%	SIR not calculated*	$ (31,036.00)	-1.09%	No
Lee	Island Park High School	4274	334 / 18.0%	SIR not calculated*	$ (84,931.00)	-2.89%	No
Lee	North Nicholas High School	4242	338 / 26.9%	SIR not calculated*	$ (48,813.00)	-1.57%	No
Orange	Aloma High School	0120	448 / 1.3%	SIR not calculated*	$ 228,534.00	5.20%	No
Orange	Chancery High School	0085	478 / 1.3%	SIR not calculated*	$ 331,024.00	6.99%	No
Orange	Econ River High School	1002	327 / 0.9%	SIR not calculated*	$ 205,139.00	6.03%	No
Orange	Sheeler High School	0084	365 / 4.4%	SIR not calculated*	$ 403,576.00	11.20%	No
Orange	Sunshine High School	0202	431 / 0.2%	SIR not calculated*	$ 305,069.00	6.78%	No
Palm Beach	Quantum High School	3401	404 / 26.2%	SIR not calculated*	$ 2,090,890.00	52.08%	No
Palm Beach	Worthington High School	3421	362 / 24.6%	SIR not calculated*	$ 1,884,930.00	51.71%	No
Seminole	Elevation High School	9263	244 / 69.3%	SIR not calculated*	$ 19,119.00	0.87%	No
Brevard	Riverside Charter High School	6521	n/a	School Not Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Open	n/a	n/a	n/a

*Learning gains were not calculated in 2022-23 because there was only one year of the Florida Assessment of Student Thinking (FAST) assessment results available. Accordingly, School Improvement Ratings were not calculated.

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

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			Year -2 (2021-22)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	554 / 71.8%	Commendable	$ 3,002,527.00	79.48%	No
Miami-Dade	Kendall Greens High School	7516	387 / 71.3%	Maintaining	$ (3,162,794.00)	-135.91%	No
Miami-Dade	North Gardens High School	7068	511 / 69.5%	Commendable	$ 2,941,629.00	71.65%	No
Miami-Dade	North Park High School	7069	561 / 68.6%	Commendable	$ 6,082,766.00	157.24%	No
Hillsborough	Seminole Heights Charter High School	6646	255 / 81.6%	Maintaining	$ 574,638.00	35.38%	No
Hillsborough	West University Charter High School	6659	426 / 81.2%	Maintaining	$ 1,201,817.00	38.62%	No
Lee	Coronado High School	4251	382 / 5.5%	Maintaining	$ 200,266.00	8.01%	No
Lee	Island Park High School	4274	332 / 3.9%	Maintaining	$ (33,444.00)	-1.44%	No
Lee	North Nicholas High School	4242	368 / 8.2%	Commendable	$ 186,698.00	8.10%	No
Orange	Aloma High School	0120	409 / 1.7%	Commendable	$ 160,781.00	5.68%	No
Orange	Chancery High School	0085	427 / 0.9%	Commendable	$ 259,058.00	8.60%	No
Orange	Econ River High School	1002	324 / 0.9%	Commendable	$ 16,045.00	0.71%	No
Orange	Sheeler High School	0084	345 / 1.7%	Commendable	$ 174,882.00	7.42%	No
Orange	Sunshine High School	0202	446 / 2.5%	Commendable	$ 125,517.00	3.95%	No
Palm Beach	Quantum High School	3401	393 / 51.9%	Commendable	$ 1,598,450.00	57.35%	No
Palm Beach	Worthington High School	3421	362 / 47.5%	Commendable	$ 1,690,852.00	60.37%	No
Seminole	Elevation High School	9263	219 / 65.3%	Commendable	$ (7,590.00)	-0.48%	No
Brevard	Riverside Charter High School	6521	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

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August 2015

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			Year -3 (2020-21)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	512 / 43.8%	Commendable	4,651,953.00	112.91%	No
Miami-Dade	Kendall Greens High School	7516	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	North Gardens High School	7068	335 / 41.8%	School did not opt-	1,895,755.00	67.55%	No
Miami-Dade	North Park High School	7069	504 / 42.1%	Commendable	4,518,121.00	121.11%	No
Hillsborough	Seminole Heights Charter High School	6646	214 / 30.8%	School did not opt-	719,072.00	72.80%	No
Hillsborough	West University Charter High School	6659	307 / 36.2%	School did not opt-	587,266.00	26.91%	No
Lee	Coronado High School	4251	271 / 2.6%	School did not opt-	161,041.00	7.28%	No
Lee	Island Park High School	4274	265 / 0.0%	School did not opt-	161,422.00	6.26%	No
Lee	North Nicholas High School	4242	261 / 2.3%	School did not opt-	162,061.00	7.13%	No
Orange	Aloma High School	0120	379 / 1.1%	School did not opt-	178,971.00	5.88%	No
Orange	Chancery High School	0085	409 / 0.5%	School did not opt-	227,776.00	6.79%	No
Orange	Econ River High School	1002	284 / 0.7%	School did not opt-	144,938.00	5.72%	No
Orange	Sheeler High School	0084	298 / 0.0%	School did not opt-	151,301.00	6.43%	No
Orange	Sunshine High School	0202	403 / 0.5%	School did not opt-	166,308.00	5.15%	No
Palm Beach	Quantum High School	3401	285 / 39.3%	School did not opt-	1,077,276.00	48.52%	No
Palm Beach	Worthington High School	3421	257 / 48.6%	School did not opt-	785,339.00	36.88%	No
Seminole	Elevation High School	9263	n/a	School Not Yet Open	n/a	n/a	n/a
Brevard	Riverside Charter High School	6521	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a
			*Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a school Improvement rating assigned for 2021.				

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4 (2019-20)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	545 / 24.3%	SIR Not Assigned	3,361,354.00	95.32%	No
Miami-Dade	Kendall Greens High School	7516	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	North Gardens High School	7068	384 / 27.4%	SIR Not Assigned	1,334,997.00	46.01%	No
Miami-Dade	North Park High School	7069	517 / 28.3%	SIR Not Assigned	3,206,022.00	82.71%	No
Hillsborough	Seminole Heights Charter High School	6646	248.5 / 65.0%	SIR Not Assigned	651,876.00	36.09%	No
Hillsborough	West University Charter High School	6659	271.5 / 74.4%	SIR Not Assigned	251,797.00	13.99%	No
Lee	Coronado High School	4251	261 / 20.8%	SIR Not Assigned	143,882.00	7.53%	No
Lee	Island Park High School	4274	309.5 / 2.1%	SIR Not Assigned	106,792.00	4.78%	No
Lee	North Nicholas High School	4242	260.5 / 5.0%	SIR Not Assigned	137,358.00	7.20%	No
Orange	Aloma High School	0120	414.5 / 0.2%	SIR Not Assigned	168,329.00	5.15%	No
Orange	Chancery High School	0085	414 / 1.3%	SIR Not Assigned	131,893.00	4.04%	No
Orange	Econ River High School	1002	269.5 / 2.1%	SIR Not Assigned	97,712.00	4.60%	No
Orange	Sheeler High School	0084	292 / 0.3%	SIR Not Assigned	194,296.00	8.50%	No
Orange	Sunshine High School	0202	345.5 / 0.3%	SIR Not Assigned	81,463.00	2.98%	No
Palm Beach	Quantum High School	3401	311 / 20.3%	SIR Not Assigned	687,917.00	28.24%	No
Palm Beach	Worthington High School	3421	228.5 / 28.7%	SIR Not Assigned	428,927.00	23.93%	No
Seminole	Elevation High School	9263	n/a	School Not Yet Open	n/a	n/a	n/a
Brevard	Riverside Charter High School	6521	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of _____, 20__, by and between ALS Education, LLC, a Delaware corporation (the "Company"), and Florida High School for Accelerated Learning - Miami Campus, Inc., d/b/a Florida High School for Accelerated Learning – Cutler Bay Area,[1] a Florida not-for-profit corporation (the "School").

W I T N E S S E T H:

WHEREAS, the School's application to operate a charter school in Miami-Dade County, Florida, was approved by the School Board of Miami-Dade County ("District") at its meeting on _____, 20__, pursuant to a Charter School Contract to be finalized, and as it may be amended throughout its term (the "Contract") between the School and ("District");

WHEREAS, the School does not currently possess all of the requisite knowledge, skills and experience to form and operate a charter school;

WHEREAS, the School desires the Company to provide certain management oversight and other similar consulting services necessary for the School to organize and operate the School in accordance with the Contract; and

WHEREAS, the Company desires to provide the aforementioned services.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Statement of Mission and Purpose; Services and Deliverables.

(a) Mission and Purpose. The mission of the School is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. The parties acknowledge and agree that the statement (herein referred to as the "Statement of Mission and Purpose") reflects the overall principles and philosophy upon which the School is being developed and that all services to be provided and all obligations of the parties hereunder are to be in accordance with these overriding principles. The parties agree that Statement of Mission and Purpose may be revised from time to time, but such revisions shall not represent a material change to the overriding principles of the purpose of the School as follows:

(i) The School has developed a philosophy of recognizing and rewarding each student as an individual. The educational program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

(ii) The goal of the School is to provide a school program and educational opportunities for students who might not be best suited for traditional schools and to

[1] Change name (globally) to board approved neighborhood name if fictious name has been registered with FL SOS prior to execution.

maximize the development and learning opportunities for these students leading to a high school diploma. These students include, but are not necessarily limited to:

(1) Students who have dropped out of their school of last attendance or who are perilously close to doing so;

(2) Students in need of more intensive remedial support and individualized academic programming than can be offered in a traditional high school environment; and

(3) Students with other family requirements and/or commitments that may prevent attendance at regularly scheduled programs at traditional local schools.

(4) Students facing social and/or emotional challenges that have served as obstacles to personal and academic success.

(iii) The School must demonstrate achievement of, or annual progress toward, the performance targets defined in the Charter.

(iv) The School must demonstrate curriculum alignment with the standards of the State of Florida.

(v) All material requirements of the Contract and applicable requirements of local, state and federal laws relating to the School must be met, and any areas identified as not in compliance must be cured within a reasonable time frame.

(vi) All audits relating to the demonstration of these requirements must be successfully completed, given allowance for appropriate time for documentation, reporting, and analysis.

(b) Services of the Company. In accordance with the foregoing, the Company, among other things, shall provide the School the following services:

(i) School Facility.

(1) Identify the demographics of the population of students to which the School may appeal for identification of appropriate locations for the facility;

(2) Identify necessary components of and possible locations for the School's facility within the target area that the School identified in the Application;

(3) When a potential School facility is located, negotiate the lease or purchase of the School facility and perform appropriate due diligence for such facility;

(4) Assist in procuring capital improvements, variances, zoning and other legal requirements necessary for the School's facility;

(5) Work with the property owner, local governments, and contactors to make reasonable improvements in the School's facility as needed for the School's operations and the safety, health and welfare of the School's students; and

(6) Facilitate building maintenance, cleaning and health and safety protocol.

(ii) Furniture, Fixtures and Equipment.

(1) Research, investigate and evaluate possible manufacturers and equipment that can assist the School to achieve its mission, educational goals and performance objectives;

(2) When possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer and competitors;

(3) Negotiate the terms of the purchase or lease by the School, at the School's expense, of all furniture, computers, software, equipment and other personal property necessary for the operation of the School; and

(4) At the School's expense, consummate the purchase or lease of the equipment and, from the time of the purchase or lease and thereafter, manage and maintain the equipment in proper working order.

(5) Maintain, as necessary, all inventories of personal property of the School.

(6) provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available.

(iii) Management and Management Consulting Services.

(1) Perform day-to-day management of the School, in accordance with the Statement of Mission and Purpose of the School and the Contract, subject at all times to the governance of the School;

(2) Assist in preparation of the budget and financial reports for submission to the School for approval illustrating, among other things, actual results and how those results align with the projected budgets and explaining variances;

(3) Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or required by the Contract;

(4) Provide all data information management services;

(5) Draft operations manuals, forms and management procedures pertaining to the operations and management of the School, as the same are from time to time developed by the Company and as approved or requested by the School;

(6) Assist in identifying and applying for grants; and

(7) Assist in the application process for grant funding (as applicable) and the administration and disbursement of any grant funding obtained in compliance with the specific terms and conditions of such grants and participating in any audits related thereto;

(8) Coordinate with other advisors engaged by the School, including, but not limited to, legal and financial advisors.

(iv) Technology Support Services.

(1) Research, investigate and evaluate possible manufacturers and technology that can assist the School to achieve its Statement of Mission and Purpose and the performance objectives as stated in the Contract;

(2) When possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer and any competitors;

(3) Negotiate the terms of the purchase or lease of all furniture, computers, software, equipment and other personal property reasonably necessary for the operation of the School;

(4) Consummate the purchase or lease of the equipment at the School's expense, and, from the time of the purchase or lease and at all times thereafter, manage and maintain the equipment in proper working order;

(5) Fully integrate the purchased technology with the School's curriculum;

(6) Perform initial and ongoing staff and teacher training with respect to the technology;

(7) Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available;

(8) Perform such other technology support services as requested by the School and mutually agreed upon.

(v) Operational Support Services.

(1) Advise and train staff and teachers on admissions and expulsion procedures, including utilization of forms and systems;

(2) Consult and advise in implementing accounting and bookkeeping systems and preparing for annual audits as required by the District or any other governmental entity having jurisdiction over the School;

(3) Perform quality data tracking, including but not limited to, school and student level outcome data such as attendance, academic performance, etc.;

(4) Provide periodic reports on student performance, and whether educational goals and measurements are being achieved as required by the Contract;

(5) Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available;

(6) Assist in completion of compliance reporting as required by the Contract

(vi) Insurance and Financial Services.

(1) Evaluate appropriate types and levels of insurance coverage for the operations of the School taking into account the activities of the School and the Company and the types and levels of insurance maintained by similarly situated schools;

(2) Obtain quotes for such insurance from reputable providers and assist the School in purchasing and maintaining, at the School's expense, adequate insurance coverage; and

(3) Pursuant to the School's request, assist in the procurement of accounting and auditing services for the School and assist such accountant and auditor in the performance of their respective functions.

(vii) Student Recruitment: The Company shall assist the School in the recruitment and enrollment of students subject to the School's general recruitment and admission policies. Students shall be recruited and selected in accordance with the procedures set forth in the Contract and in compliance with all applicable federal, state and local law.

2. Ownership of Certain Items. The School and the Company agree that any equipment, products, services or other items purchased with discounts provided through the E-rate program (as administered by the Universal Service Administrative Company ("USAC")), shall be owned by and in the name of the School. The School hereby grants to the Company the full authority to submit requests for any E-rate eligible services under said program on behalf of the School.

3. Term. The term of this Agreement shall commence on the date of full execution of this Agreement and shall continue for a term that is concurrent with the term of the Contract, as it may be extended from time to time, allowed unofficially to continue beyond its expiration date, or renewed either under the same or a new contract that allows the School to continue to operate,

unless this Agreement is terminated sooner pursuant to the terms herein. In the event the Contract is not approved, terminated or not renewed, the School and the Company may enter into another agreement to address services the Company may provide associated with issues involving closing the School, appealing any District decisions related to termination or non-renewal, or other services not addressed in this Agreement.

4. Contract. The School's Board of Directors ("Board"), individually and collectively, agree that they shall govern the School and be responsible for its operation in accordance with the Contract and applicable law. To assist the Board and the School in carrying out the terms of the Contract, the Company shall provide the School and the Board the educational model and any and all functions, equipment, supplies, facilities, services and labor relating to the provision of education, management and day-to-day operation of the School, all in strict accordance with the material terms and conditions of the Contract, applicable law, and in keeping with the Statement of Mission and Purpose.

5. Payment of School Expenses. During the term of this Agreement, the School shall be responsible for the payment of all School Expenses. For purposes of this Section 5, "School Expenses" shall mean: directors' and officers' insurance, legal fees for representation of the Board, general accounting, audit and tax preparation fees, and approved costs related to the School's corporate formation and qualification for tax-exempt status.

6. Responsibility. In connection with the services provided by the Company hereunder, the Company shall:

(a) provide all information and written reports reasonably requested by the School or any member of the Board and consistent with the Statement of Mission and Purpose, including periodic reports on student performance, copies of all reports and other materials provided to any oversight entity and evidence of compliance with the terms of the Contract;

(b) meet with the Board with such frequency as the Board shall reasonably request; and

(c) provide members of the Board and their representatives with access at all times during business hours to inspect all School facilities, to review and audit all books and records relating to the School and the Company's performance hereunder, and to meet with and interview any employees of the Company (including teachers) associated directly with the School.

7. Subcontracts. The Company reserves the right to subcontract any of the services it agrees to provide to the School; provided, however, that the Company shall not have the right to subcontract its responsibility to perform the day-to-day management of the School under this Agreement. Even in the event that the Company subcontracts any of its services, the Company shall remain primarily responsible to the School for all services contemplated herein.

8. Rules and Procedures. The Company shall propose and the School shall adopt reasonable rules, regulations and procedures applicable to the School, and the Company shall be required by the School to enforce such rules, regulations and procedures at all times.

9. Authority. The Company shall have the authority and power necessary to undertake its responsibilities described in this Agreement, subject at all times to the oversight of the Board.

10. Obligation of the School. The School shall pay the Company all direct, indirect or third-party costs incurred by the Company in connection with providing the services outlined in Section 1(b), at the Company's actual costs. Nothing herein shall affect or impact any fees and costs to be paid by the School to the Company pursuant to any other agreements or applicable law. The School shall work with the Company to develop policies, rules, regulations, procedures, curriculum and budgets which the Company shall implement and follow in satisfying its obligations under the Contract and applicable law. The School shall not take action that is inconsistent with the Contract or applicable law, and agrees to perform its obligations under the Contract and applicable law in a timely manner. The School shall take appropriate action in a timely manner to cure any violations of the Contract or applicable law, including appropriate action as to an individual member of the Board who violates the Contract or applicable law, consistent with its Bylaws. Each party agrees that if it shall commit or threaten to commit a breach of any of the covenants and agreements contained in this Section 10, then the other party shall have the right to seek all appropriate injunctive and other equitable remedies therefor, in addition to any other rights and remedies that may be available at law, it being acknowledged and agreed that any such breach would cause irreparable injury to the other party and that money damages would not provide an adequate remedy therefor.

11. Fees.

(a) Continuing Fee. The School shall also pay a monthly continuing fee (the "Monthly Fee") to the Company equal to the following percentage of the School's Qualified Gross Revenues:

Year 1	13% of Qualified Gross Revenues
Year 2	12% of Qualified Gross Revenues
Year 3 and beyond	11% of Qualified Gross Revenues

"Qualified Gross Revenues" shall mean revenues and income received by the School from the following sources: Basic State Funding, DPIA Funding, Special Education Funding, DPIA Class Size Funding, DPIA Safety Funding, and income sources provided by state, federal and local law and/or obtained through the Company's efforts, which are not specifically excluded herein and/or which are not otherwise provided for below. Qualified Gross Revenue does not include student fees or PTA/PTO income, which shall be retained 100% by the School. Qualified Gross Revenue also does not include any state or federal funding that is meant to be a dollar for dollar reimbursement for expenditures made by the School or the Company, such as Lunch Program Revenues, which funding shall be paid 100% to the party incurring such expenditures for expenditures previously made. The Monthly Fee shall be calculated by the Company and invoiced to the School monthly, within fifteen (15) days of the end of each month, and shall be due and payable in full within fifteen (15) days of the School's receipt of said invoice. For Company fees and expenses incurred pursuant to this Agreement, the School may advance such fees and expenses provided that documentation for the fees and expenses are provided to the School for ratification. All distributions by the School to the Company not specifically contemplated by this Section 11 shall require the prior written approval of a designated member of the Board.

(b) Payment of Costs. Unless otherwise specified by the Company, all fees, costs and expenses payable hereunder shall, be made via electronic funds transfer. The Company shall provide the School at least two (2) business days' notice of a request for an electronic funds transfer as provided for herein. The School shall cooperate with the Company to set up and establish necessary accounts and procedures. This Section 11 shall survive any

expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

12. Additional Programs. The services provided by the Company and the School under this Agreement consist of the delivery of the Educational Model as defined in the charter application. The School and the Company may decide that the Company may provide additional programs which are not inconsistent with the Contract or state or federal law. Any revenues collected from such programs will go directly to the School and shall be subject to the fees set forth in Section 11.

13. Termination by the School. The School may terminate this Agreement in the event:

(a) the Contract is not awarded or is terminated;

(b) the Company materially breaches this Agreement and the Company does not cure said material breach before the later of (x) ninety (90) days of its receipt of written notice from the School identifying in reasonable detail the facts giving rise to the alleged breach, or (y) the end of the then current academic semester, unless the breach cannot be reasonably cured within the applicable cure period in which case the Company shall promptly undertake and continue efforts to cure said material breach within a reasonable time; or

(c) Notwithstanding the foregoing, in the event that a material breach creates an imminent danger to the lives of students, parents or others, said breach must be cured immediately upon written notice from the School.

14. Termination by the Company. The Company may, at its option, terminate this Agreement upon the occurrence of any of the following events:

(a) Excluding the first year of operation, if any academic year results in operating deficits, provided that any notice of termination delivered to the School after school opens for the education of students for any school year shall not be effective until the beginning of the next succeeding school year;

(b) The School fails to pay any fees due to the Company within fourteen (14) days of receiving written notice that such fees are due;

(c) The School is in material default under any other condition, term or provisions of this Agreement or the Contract, which default remains uncured for a cure period ending on the later of (i) thirty (30) days from the time that the School receives written notice of said default, or (ii) the end of the then current academic semester, unless the default cannot be reasonably cured within said cure period, in which case the School shall promptly undertake or continue efforts to cure said material default within a reasonable time;

(d) Any material reduction in state or federal funding for the School's students, provided that any notice of termination delivered to the School after school opens for the education of students for any school year shall not be effective until the next succeeding academic year; or

(e) Any Company facility that is instrumental to the implementation of the Educational Model or the day-to-day operations of the School is damaged so that, in the Company's reasonable discretion, providing, maintaining or continuing School operations would

be unfeasible, uneconomical or impractical, provided that notice of termination is delivered by the Company to the School promptly within sixty (60) days after the occurrence of the event(s) giving rise to such right of termination.

In the event that the School or the Company elects to terminate this Agreement for any of the aforementioned reasons, except failure to pay and the School continues to pay the Company the fees due the Company hereunder, then the Company shall continue to perform its obligations hereunder, notwithstanding such notice of termination, until the end of the then current academic year. In the event that the School fails to continue to pay the fees owed to the Company hereunder, the Company may terminate the Agreement after the expiration of the 14-day period after notice of payment due is delivered to the School. Each party agrees that if it shall commit or threaten to commit a breach of any of the covenants and agreements contained in Section 13 or 14, then the other party shall have the right to seek all appropriate injunctive and other equitable remedies therefor, in addition to any other rights and remedies that may be available at law, it being acknowledged and agreed that any such breach would cause irreparable injury to the other party and that money damages would not provide an adequate remedy therefor. This Section shall survive any expiration or termination of this Agreement.

15. Duties Upon Termination.

(a) Upon termination of this Agreement for any reason whatsoever, the School shall immediately pay to the Company and/or any of the Company's affiliates any monies owing to such person or entity. Furthermore, subject to applicable law, unless the School exercises its rights under paragraph (b) below, the School shall return to the Company any of the Company's proprietary materials relating to the Educational Model, the Company's methods of instruction or operation and personal property provided by the Company hereunder. The Company shall assist the School in any transition of management and operations, including, but not limited to, (i) the orderly transition of all student records and other School property, equipment and material (if any), (ii) sending notices to students as reasonably requested by the School, and (iii) at the School's option, delivering student records directly to the students. This Section shall survive any expiration or termination of this Agreement. If this Agreement is cancelled due to closure of the School, all assets purchased with public funds will revert to the ownership of the District as provided pursuant to section 1002.33(8)(d) of the Florida Statutes.

(b) Upon termination of this Agreement for any reason, the School shall have the right at its sole option, exercisable by written notice to the Company delivered within 30 days of the final date of termination, to (i) have all personal property leases relating to operation of the School that are in the name of the Company assigned to and assumed by the School, to the extent permitted by the terms thereof, applicable law, and to the extent that such a right can be negotiated into any leases, and (ii) purchase all personal property owned by the Company and used exclusively or primarily in connection with the operation of the School (other than materials related to the Company's proprietary Educational Model). The purchase price for any such owned assets acquired under clause (ii) above shall be the "remaining costs basis" of such assets (as that term is defined below) at the time of purchase. This Section 15(b) shall survive any expiration or termination of this Agreement.

For purposes of this Agreement, the "remaining cost basis" of such personal property shall be calculated based upon the straight-line method of depreciation over the life of such property, as established by the following property classifications: computers and software, three (3) years; furniture, fixtures and textbooks, five (5) years; buildings or leasehold improvements, twenty (20)

years. Depreciation will begin on the date that each item of personal property was acquired by the Company. In the event that School elects purchases the personal property, it must purchase all of said personal property and must also exercise the School's option to assume the lease of the School facility and vice versa. For the avoidance of doubt, notwithstanding any other provision contained herein, the Company's proprietary Educational Model is not included in "personal property" available for purchase under this Agreement.

(c) All financial, educational and student records of the School are School property and such records are subject to the Freedom of Information Act and applicable law. In addition, all School financial records shall be made available to the School's independent auditor.

16. License. As contained herein, the Company developed and owns proprietary rights to the Florida High School for Accelerated Learning Model ("Model"). During the term of this Agreement, the Company hereby grants the School a limited, non-exclusive license to use the Model and the name "Florida High School for Accelerated Learning" (the "name") in connection with its operation of the School. At such time as this Agreement is terminated or otherwise expires, the license granted herein shall automatically terminate and the School shall (a) immediately cease use of the name and Model; (b) immediately begin doing business by some name other than the name(s), which new name shall not consist in any variation or manner of the words "Accelerated" or "Learning" used in combination with each other; and (c) notify the District, the Florida Department of Education and any other oversight entity of the name change, including but not limited to the Secretary of State. This Section 16 shall survive any expiration or termination of this Agreement. Each party agrees that if it shall commit or threaten to commit a breach of any of the covenants and agreements contained in this Section 16, then the other party shall have the right to seek all appropriate injunctive and other equitable remedies therefor, in addition to any other rights and remedies that may be available at law, it being acknowledged and agreed that any such breach would cause irreparable injury to the other party and that money damages would not provide an adequate remedy therefor.

17. Relationship of the Parties. The parties hereto acknowledge that their relationship is that of independent contractors. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties.

18. No Third-Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and their affiliates and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person.

19. Notices. Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is also sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to: ALS Education, LLC
5850 T.G Lee Blvd.
Suite 345Orlando, FL 32822
Attention: Angela Whitford-Narine, CEO

with a copy to:	Wick Phillips 3131 McKinney Avenue, Suite 100 Dallas, Texas 75038 Attn: Chris Kirkpatrick
If to the School, to:	Florida High School for Accelerated Learning–Miami Campus, Inc. d/b/a Florida High School for Accelerated Learning – Cutler Bay Area 3555 NW 7th Street Miami, FL 33125 Attn: Chair of the Board of Directors
with a copy to:	John Hearn, Esq. 1001 NW 119th Avenue Coral Springs, Florida 33071

20. Severability. The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

21. Waiver and Delay. No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

22. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any jurisdiction's conflict of laws provisions.

23. Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, no consent is required for an assignment in connection with a sale of all or substantially all of the assets of the Company or a transfer to a controlled affiliate. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

24. Independent Activity. All of the parties to this Agreement understand that the business of the Company is to operate and manage charter schools throughout the State of Florida. As such, the parties agree that the Company and its affiliates may manage, operate or otherwise provide service to other charter schools in the State of Florida and elsewhere even though such charter schools may be considered competitive with the School. All of the parties to this Agreement understand that members of the Board may serve as members of the boards of directors of other charter schools, and agree that such Board members may serve on other charter schools' board of directors provided: 1) that all of the Board members make up such other charter schools' boards of directors and 2) that such other charter schools are managed by the Company or its affiliate.

25. Representations and Warranties of the Company. The Company hereby represents and warrants to the School as follows:

(a) The Company is duly organized, validly existing and in good standing under the laws of the State of Delaware and qualified to do business in the State of Florida and has the authority to carry on its business as now being conducted and the authority to execute, deliver and perform this Agreement.

(b) The Company has taken all actions necessary to authorize the execution, delivery and performance of this Agreement, and this Agreement is a valid and binding obligation of the Company enforceable against it in accordance with its terms, except as may be limited by federal and state laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

(c) The Company has made, obtained and performed all registrations, filings, approvals, authorizations, consents, licenses or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

(d) The Company has the financial ability to perform all of its duties and obligations under this Agreement.

26. Arbitration.

(a) In the event of any dispute between the parties hereto, the parties shall settle said dispute through binding arbitration administered by the American Arbitration Association under the Commercial Arbitration Rules to occur in the County in which the School is located or where the parties may mutually agree (unless otherwise required by any applicable insurance policy or contract). The applicable statute of limitations is tolled until the conclusion of the arbitration process. Either party may simultaneously seek equitable or injunctive relief from a court of competent jurisdiction if such party reasonably believes that any delay in seeking such relief is likely to cause irreparable harm. In the event arbitration is the applicable form of dispute resolution, each party shall appoint one arbitrator with experience in charter schools and then the two previously selected arbitrators shall agree upon a third.

(b) The parties shall have the right of limited pre-hearing discovery, in accordance with the U.S. Federal Rules of Civil Procedure, as then in effect, for a period not to exceed sixty (60) days or as allowed by the arbitrators.

(c) As soon as the discovery is concluded, but in any event within thirty (30) days thereafter, the arbitrators shall hold a hearing in accordance with the aforesaid AAA rules. Thereafter, the arbitrators shall promptly render a written decision, together with a written opinion setting forth in reasonable detail the grounds for such decision. Any award by the arbitrators in connection with such decision shall also provide that the prevailing party shall recover its reasonable attorneys' fees and other costs incurred in the proceedings, in addition to any other relief which may be granted.

(d) Judgment may be entered in any court of competent jurisdiction to enforce the award entered by the arbitrators.

27. Right to Jury Trial. Notwithstanding the parties' obligation to submit disputes arising under this Agreement to binding arbitration, in the event that a court of competent jurisdiction or an applicable insurer determines, or a relevant law shall provide, that a particular

claim is not subject to the arbitration provisions of Section 26 hereof, then the parties agree to the following provision:

> THE PARTIES HEREBY EXPRESSLY COVENANT AND AGREE TO WAIVE THE RIGHT TO TRIAL BY JURY IN CONNECTION WITH ANY LITIGATION OR JUDICIAL PROCEEDING RELATING TO, DIRECTLY OR INDIRECTLY, OR CONCERNING THIS AGREEMENT OR THE CONDUCT, OMISSION, ACTION, OBLIGATION, DUTY, RIGHT, BENEFIT, PRIVILEGE, OR LIABILITY OF A PARTY HEREUNDER TO THE FULLEST EXTENT PERMITTED BY LAW. THIS WAIVER OF RIGHT TO TRIAL BY JURY IS SEPARATELY GIVEN AND IS KNOWINGLY, INTENTIONALLY AND VOLUNTARILY MADE BY THE PARTIES. THE PARTIES HAVE HAD AN OPPORTUNITY TO SEEK LEGAL COUNSEL CONCERNING THIS WAIVER. THIS WAIVER IS INTENDED TO AND DOES ENCOMPASS EACH INSTANCE AND EACH ISSUE AS TO WHICH THE RIGHT TO A JURY TRIAL WOULD OTHERWISE ACCRUE. THIS PROVISION IS A MATERIAL INDUCEMENT OF THE PARTIES ENTERING INTO THE AGREEMENT. THIS WAIVER SHALL APPLY TO THIS AGREEMENT AND ANY FUTURE AGREEMENTS, SUPPLEMENTS OR MODIFICATIONS OF THIS AGREEMENT. THIS PROVISION SHALL SURVIVE ANY TERMINATION OR CANCELLATION OF THIS AGREEMENT.

28. Force Majeure. Neither party shall be liable for failure to perform all or part of this Agreement by reason of Act of God, plague, pandemic, epidemic, outbreaks of infectious diseases or any other public health crisis, including quarantine or other employee restrictions, labor dispute, act of terrorism, non-delivery, negligence, or inadequate performance by contractors, including but not limited to the District, breakdown of facilities, fire, flood, legal enactment, federal, state or local governmental order, rule or regulation prohibiting or interfering with or making prohibitively costly, Company's ability to fulfill its obligations, or any other cause beyond their respective reasonable control.

29. Change in Law. In the event that there shall be a change in federal or state law (or in the application or interpretation thereof), the adoption of new legislation or regulations applicable to this Agreement; or the initiation of an enforcement action with respect to legislation, regulations or instructions applicable to this Agreement; any of which affects the continuing viability or legality of this Agreement or the tax exempt status of School, then either party may by notice propose an amendment to conform this Agreement to existing laws and the parties shall negotiate in good faith to adopt such amendment. To the maximum extent possible, any such amendment shall preserve the underlying economic and financial arrangements between the parties hereunder. In the event it is not possible to amend this Agreement to preserve in all material respects the underlying economic and financial arrangements between the parties, this Agreement may be terminated by either party upon sixty (60) days prior written notice to the other, unless a sooner termination is required by law.

30. Amendment. This Agreement may not be modified or amended except by a writing signed by each party hereto.

31. Counterparts. This Agreement may be executed in any number of counterparts, each of which, when executed, shall be deemed to be an original and all of which together will be deemed to be one and the same instrument. The individual signing on behalf of the named Party personally warrants and represents that he or she is the duly authorized agent of that Party with the authority to execute this Agreement on behalf of the Party.

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:

Florida High School for Accelerated Learning - Miami Campus, Inc. d/b/a Florida High School for Accelerated Learning – Cutler Bay Area

By:_____

Title:_____

Approved as to Form

_____
School's Attorney

COMPANY:

ALS Education, LLC

By:_____

Title:_____

School Dashboard Sample

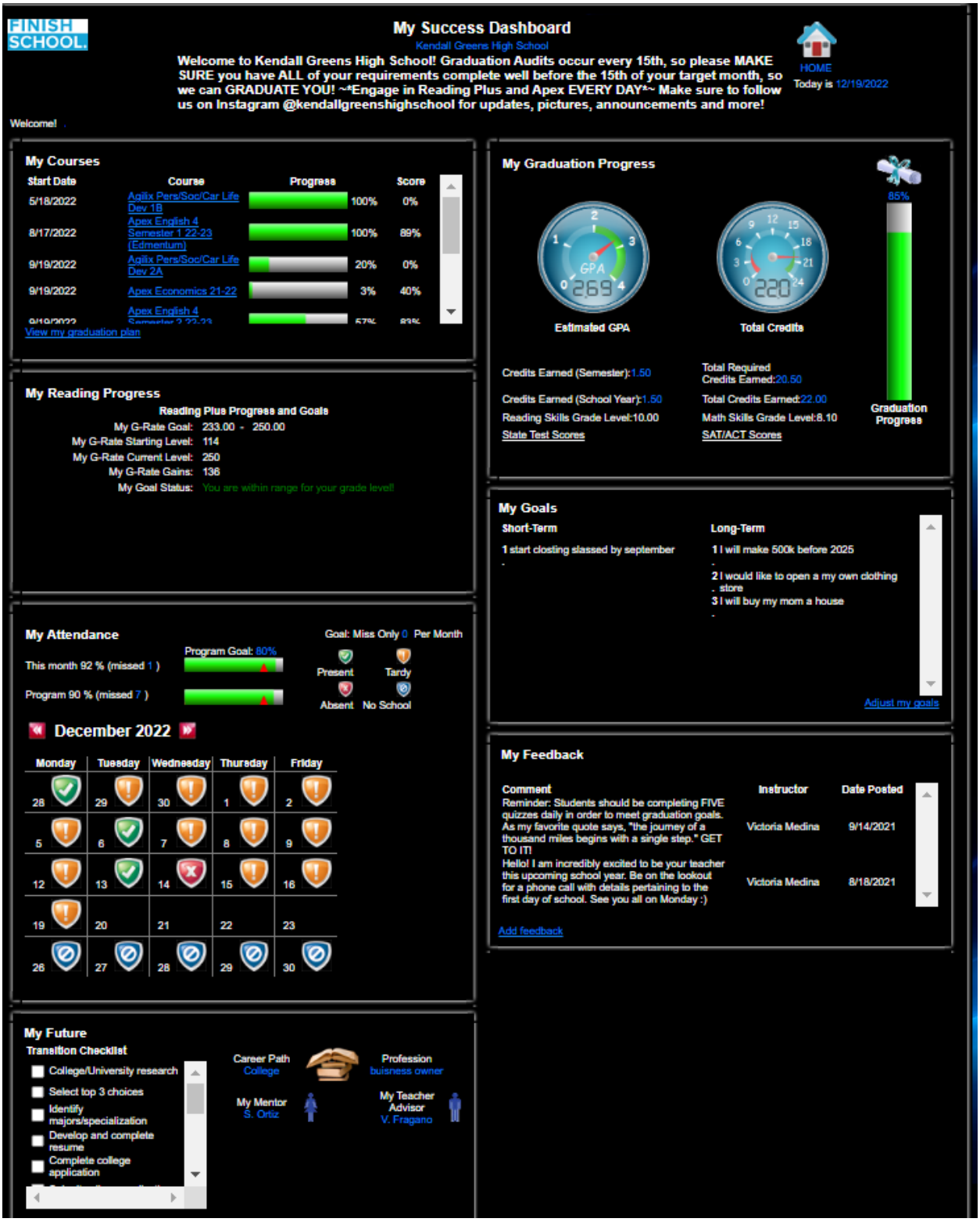
Enrollment		Attendance %		Retention Withdrawn / Served %			Referral / Retention Indicators		
Upcoming FTE Goal	500	Goal	85.0	YTD	48 / 579	91.7	Sending School	Excellence High School	133
Actual	516	YTD	88.4	Last YTD	45 / 489	90.8		Sample High School	108
VAR	16	VAR	3.4	VAR	3	0.9	Referral Reason	Different Learning Environment	323
Last YTD	435	Last YTD	85.6					Failing Grades	231
Reading Plus Active	416	Month	85.6				Withdrawal Reason	Enrolled in GED Program	13
		Today	80.8	80.8				Private School	9

Courses Passed		Credit Earn Rate		Credits Earned YTD			
YTD	1819	Student AVG	4.34	English	160.00	30 Days	265.00
Last YTD	1389			Math	137.00	60 Days	528.50
VAR	430			Science	68.50	90 Days	768.50
Month	133			Social Studies	100.50	120 Days	909.50
LY-Month	161			Electives	398.00	180 Days	909.50
				Other	45.50	180+	0.00
				YTD	909.50		
				Last YTD	694.50		
				Student Average	1.90		

Reading Plus Monitoring		
Level M	70 / 13.31%	
3 Levels of Gains or More	178 / 33.84%	
1 - 2 Levels of Gains	131 / 24.90%	

	Graduates		Post-Secondary				
	Eligible	110	YTD	29	College	23	
	YTD	37	Last YTD	13	Technical	1	
					Military	3	
					Work	2	
					Other	0	

HIGH SCHOOL DASHBOARD



FINISH SCHOOL.

My Success Dashboard

Middle School

Please use the link provided to complete the student survey: https://www.surveymonkey.com/r/FallStudent2022

HOME

Today is 12/12/2022

Welcome! [redacted]

My Courses

Start Date	Course	Progress	Score
4/19/2021	M/J Per, Car, Sch 1	In Progress	0%
4/19/2021	M/J Reading 2	In Progress	0%
6/1/2022	M/J Apex Language Arts 3 Semester 1 21-22	43%	90%
11/17/2022	M/J Apex Grade 8 Mathematics Semester 2 19-20	3%	80%

View my graduation plan

My Middle School Promotion Progress



MS Courses Passed: 3

MS Courses Required: 12

View My Middle School Tracker Report

25%

MS Promotion Progress

My Reading Progress

Reading Plus Progress and Goals

My G-Rate Goal: 206.00 - 214.00

My G-Rate Starting Level: 50

My G-Rate Current Level: 108

My G-Rate Gains: 58

My Goal Status: You are below range for your grade level.

My High School Progress





0%

Graduation Progress

Estimated GPA

Credits Earned (Semester):0.00

Credits Earned (School Year):0.00

Reading Skills Grade Level:3.00

State Test Scores

Total Credits

Total Required Credits Earned:0.00

Total Credits Earned:0.00

Math Skills Grade Level:1.40

SAT/ACT Scores

My Attendance

This month 62 % (missed 3)

Program 82 % (missed 12)

Program Goal: 80%

Goal: Miss Only 0 Per Month

Present Tardy Absent No School

December 2022

Monday	Tuesday	Wednesday	Thursday	Friday
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

My Goals

Short-Term

1 Isaac will continue to improve his insight on self-regulation, and
- when he feels he is escalating emotionally, will ask to see a designated staff member to de-escalate in 4 out of 5 occurrences, based on advisory teacher monitoring.

2 I will finish Physical Science by November 15, 2022.

Long-Term

1 I will graduate middle school by the end of the 2022-2023 school
- year.

Adjust my goals

My Future

Transition Checklist

Career Path Undecided

Profession Undecided

My Mentor Kathy Peers

My Teacher Advisor De Leon, Elysa

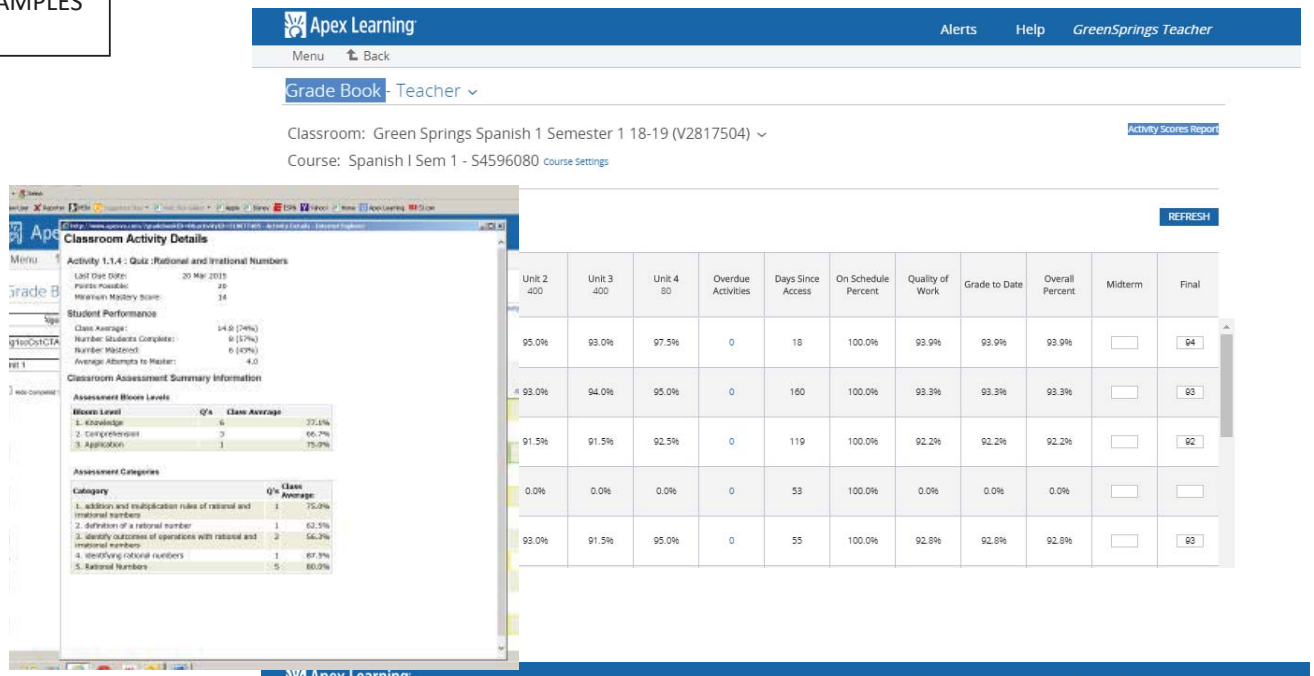
Change my Career Path / Profession

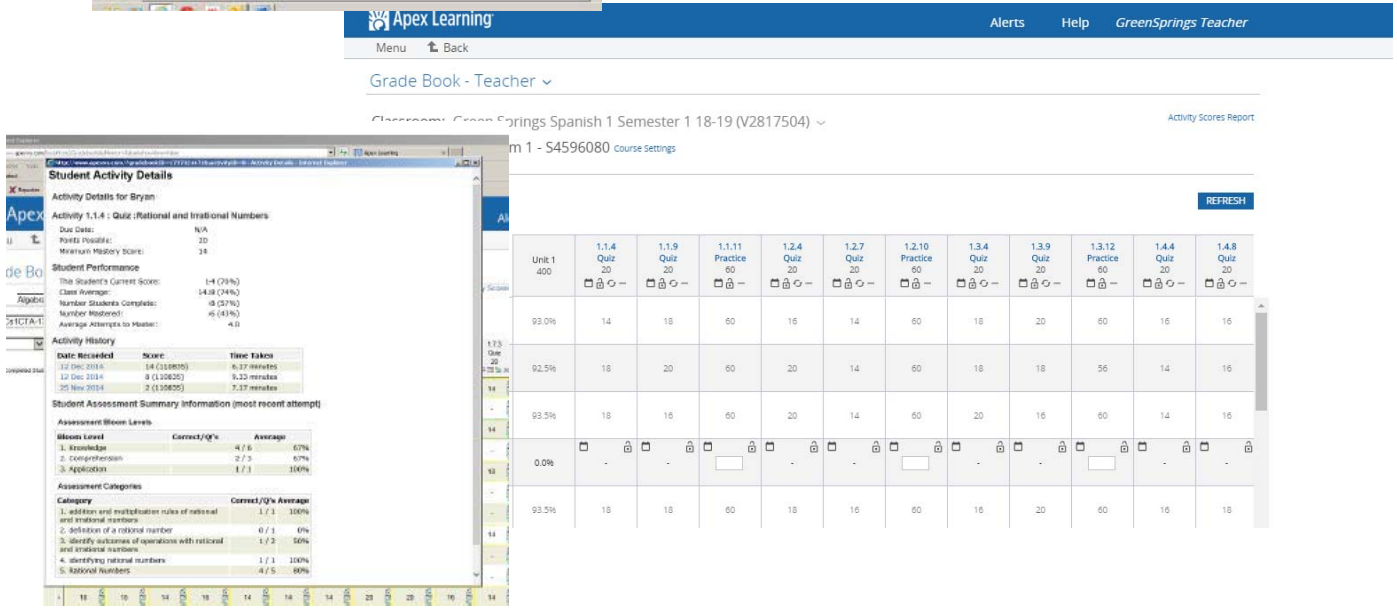
My Feedback

Comment	Instructor	Date Posted
Isaac, you are demonstrating very commendable on task work.	Kathy Peers	8/16/2022

Add feedback

GRADEBOOK SAMPLES





_____High School
GRADUATION CHECKLIST

Student Name: _____ Student #_____
Student Email Address:_____ Student Phone Number: _____
Advisory Teacher: _____ Assigned Session:_____

Task	Responsible Party	Initials & Date
1. Reviewed GP/AP for Required Courses • 24 Credits with required courses • 2.0 GPA	Advisory Teacher	
2. Confirmed submission of all final course completions (includes Personal/Social/Career)	Advisory Teacher	
3. Submitted Course Completion forms and documentation for Personal/Social courses, if applicable	Career Coach	
4. Notified, mentor, tutor, service provider of Graduation Candidacy (if applicable)	Family Support Specialist	
5. Called parents and alerted them that student is in final review as possible graduate	Advisory Teacher	
6. Met with student for transition planning • Postsecondary Transition Plan Completed and status entered in STARS • My Success Dashboard Updated • Student Exit Essay Completed – **OR** – submitted Google Review • Obtained updated address, phone numbers, email address	Career Coach	
7. Entered all outstanding course completions in STARS	Assistant Principal	
8. Ordered initial transcript	Data / Enrollment Specialist	
9. Reviewed transcript and GP/AP to confirm completion of all graduation requirements • 24 credits with required courses • Passed FAST or FSA ELA and Algebra exams (depending on cohort) • Completed all required state EOCs • Give final course completions to Data Specialist • Note in GP/AP if student will be given Certificate of Completion + any other notes	Assistant Principal	

Original: Academic File Copy: Student
Assistant Principal: File completed checklist and Postsecondary Transition Plan in student's academic file.

Task	Responsible Party	Initials & Date
10. Entered all outstanding course completions in district system and order/download transcript	Data or Enrollment Specialist	
11. Advised Principal of student graduation status (has or has not met requirements) and request withdrawal approval of student from Principal	Data or Enrollment Specialist	
12. Withdrew student from MIS and STARS effective last day of attendance	Data or Enrollment Specialist	
13. Ordered final district transcripts reflecting graduation date	Data or Enrollment Specialist	
14. Called and/or wrote letter to parents to congratulate student's official completion and provided details re: graduation practice and ceremony and any other event (e.g., senior luncheon)	Principal or Principal Designee	
15. Ensured PPS data is complete in STARS	AP Data Specialist	
16. Filed Graduation Checklist and Postsecondary Transition Plan in Student's Academic file	AP	
17. Ensured student has no outstanding obligations	Data Specialist	
18. Obtained Height and Weight of student for Cap and Gown	Career Coach	

Updated 12/19/2022

Original: Academic File **Copy:** Student
Assistant Principal: File completed checklist and Postsecondary Transition Plan in student's academic file.

MARKETING EXAMPLES



NORTH NICHOLAS HIGH SCHOOL

Our School | Admissions | Students | Resources | Contact

SUCCESS STORIES



Here are just a few of our students' stories. Ready to write your chapter? Get started today!



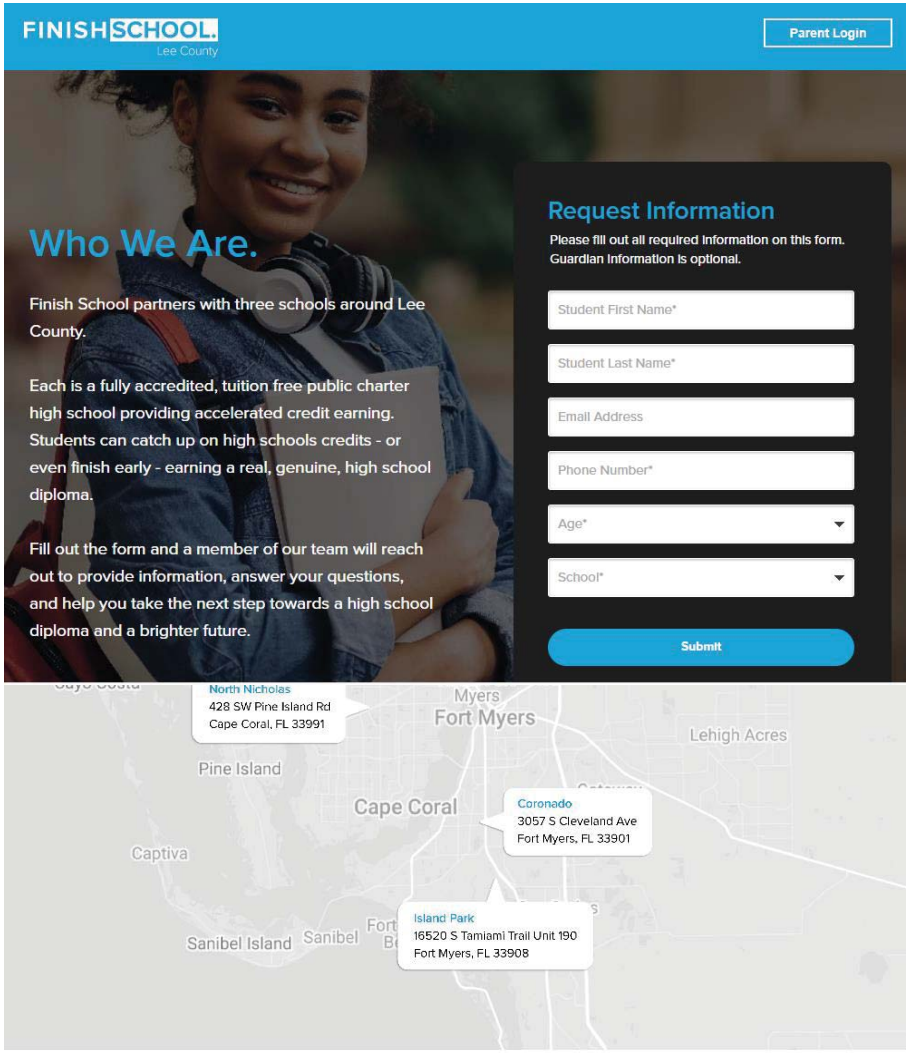
Makena

"**If I could talk to my younger self**," Makena imagines, "I would have told her: 'You should have listened when you started falling behind sophomore year and were told about North Nicholas. You could have caught up then in a year and graduated on time.' If my younger self had listened, I would have graduated on time. But, everything happens for a reason, and I'm so glad I came here. **I just wish I would've come here sooner.**"

Read Makena's full story here

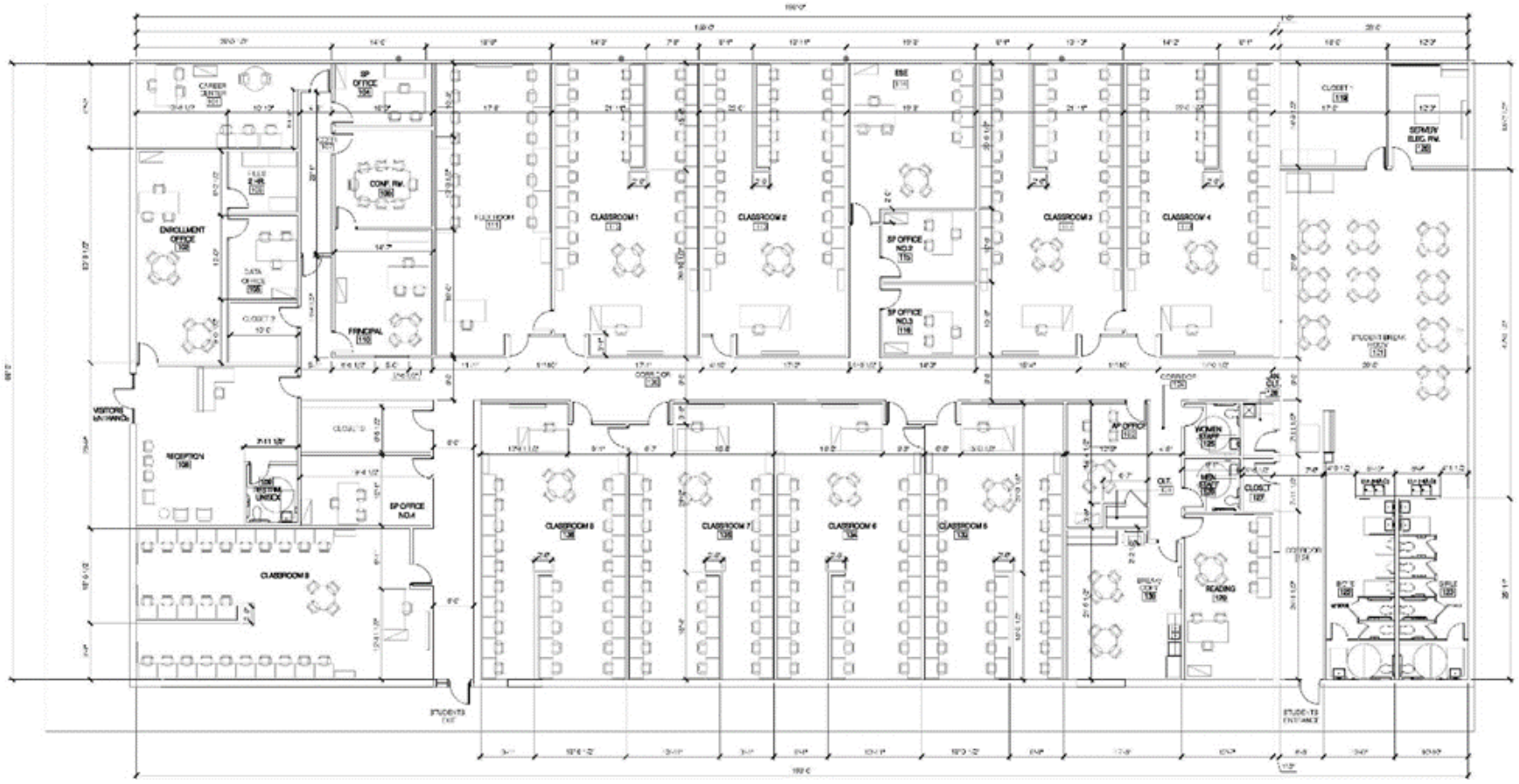


Graduation - 2022



A diploma is more than a piece of paper. It's your ticket to a better future.

SAMPLE FACILITY LAYOUT



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Exhibit B

Dear Charter School Applicant:

MDCPS will be using electronic mail (E-mail) to communicate with applicants during the charter application process. This includes, but is not limited to:

- Requests from our office for information;
- Invites to the Application Review Committee Meeting (ARC);
- Communications regarding board item presentation to The School Board of Miami Dade County;
- Distribution of evaluation tools;
- Information regarding the status of the application review; and
- If an application is recommended for denial all notices will be communicated through e-mail.

In order to ensure that we have accurate E-mail information, all applicants must submit this Charter Application Consent Form. The form provides notice of the use of E-mail as the primary source of communication.

Please provide us with the following information:

Name of the individual that will serve as primary contact: Danny Fernandez

Title / affiliation with the school: Regional Director, ALS Education

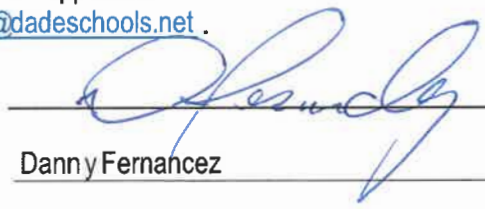
Address: 4692 NW 183rd Street

City, State Zip Code: Miami, FL 33055

Telephone Number: (305) 202-1285

E-mail: Danny.Fernandez@als-education.com

This information must be signed and delivered to our office with the submittal of the application. Provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net .

Signature: 

Print Name: Danny Fernandez Date: 08/02/2024

Relationship to Applicant: Regional Director, ALS Education

Thank you in advance for providing us with this important information

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Exhibit C

Charter School Compliance and Support

Charter School Receipt/Waiver
2022 Application Cycle

This receipt serves to confirm that a charter school application has been submitted by:

Florida High School for Accelerated Learning - Miami Campus, Inc.
(Name of submitting organization/individual)

on behalf of: Florida High School for Accelerated Learning - Cutler Bay Area
(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would open on the year indicated in the charter application as the first year of operation.

INDIVIDUAL SUBMITTING APPLICATION:

Danny Fernandez
Name

Regional Director, ALS Education
Title/Affiliation

(305) 202-1285
Telephone number(s)

Danny.Fernandez@als-education.com
E-mail

ACCORDING TO SECTION 1002.33, F.S., A DISTRICT SCHOOL BOARD MUST APPROVE OR DENY AN APPLICATION NO LATER THAN 90 CALENDAR DAYS AFTER THE APPLICATION IS RECEIVED. SINCE SCHOOL BOARD MEETINGS ARE SCHEDULED FAR IN ADVANCE OF THE APPLICATION DEADLINE, AND TO ALLOW THE MAXIMUM AMOUNT OF TIME POSSIBLE FOR A THOROUGH REVIEW, APPLICATIONS SUBMITTED TO THE SCHOOL BOARD FOR CONSIDERATION WILL BE PRESENTED AT THE **MAY 2022 SCHOOL BOARD MEETING OR THEREAFTER TIME PERMITING,** THEREBY EXTENDING THE REVIEW PERIOD TO OVER 90 DAYS.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSCS Staff Member's Name	Signature	Date
Danny Fernandez Authorized Signature of Applicant	Signature	Date

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CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: GREEN SPRINGS NORTH GARDENS - NORTH PARK - KENDALL GREENS - DORAL PARK

NAME OF THE GOVERNING BOARD MEMBER: A. RICHARD DIRENZO

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

KHMER EDUCATION FOUNDATION

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: GREEN SPRINGS - NORTH GARDENS - KENDALL GREENS - NORTH PARK - DORAL PARK

Title/Prefix: ☐ Mrs. ☑ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: ALBERT (First) RICHARD (Middle) DIRENZO (Last)

Home Address: 9127 NW 1ST AVENUE (Street Number)

MIAMI SHORES (City) FL (State) 33150 (Zip Code)

Home Phone: 305-757-0831 Work Phone: _____

Fax Number: _____ Cellular Number: 786-271-3698

Email Address: ANGLICANSMOKER@GMAIL.COM

Member's Employment: RETIRED (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

I DO NOT HAVE CHILDREN

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☒ Associate's Degree ☐ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☒ Community Service	☐ Education	☐ Finance
☐ Fund Raising	☐ Law	☒ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☒ Other (please specify): SCHOLARSHIPS - MUSIC APPRECIATION	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒

Revised 6/20/16

9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☒
13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☒
14. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

Revised 6/20/16

3. ARJ I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;

20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and
29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature: C. Richard D'Rozario

Date: 12/6/2023

Revised 6/20/16

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: Green Springs, Doral Park, Kendall Greens, North Gardens and North Park High Schools

NAME OF THE GOVERNING BOARD MEMBER: Paul Haralson

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: _____

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Paul (First) — (Middle) Haralson (Last)

Home Address: 205 County Road 401 (Street Number)

Cuchara (City) CO (State) 81055 (Zip Code)

Home Phone: — Work Phone: 305-757-4200

Fax Number: — Cellular Number: 305-992-1827

Email Address: pharalson@haralsonlawfirm.com

Member's Employment: Haralson Law Firm (Employer Name) President (Title/Position)

Employer Address: 15550 New Barn Road, Suite 104 (Street Number)

Miami Lakes (City) FL (State) 33014 (Zip Code)

Spouse's Name: Cynthia (First) R (Middle) Haralson (Last)

Spouse's Employment: La Veta Schools RE-2 (Employer Name) Preschool Director + Lead Teacher (Title/Position)

Employer Address: 200 Stadium Drive (Street Number)

La Veta (City) CO (State) 81055 (Zip Code)

Will your child(ren) attend this charter school? no If no, why not? They are grown.

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:
☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☑ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☐ Finance
☐ Fund Raising	☑ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑

Revised 6/20/16

9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12. Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☑
13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☑
14. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☑

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

Revised 6/20/16

3. PH I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;

7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunityof being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the schooll's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's 'nnual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));
14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));

20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and
29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/13/23

Date

Revised 6/20/16

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: North Gardens, North Park, Doral Park, Kendall Greens, Green Springs

NAME OF THE GOVERNING BOARD MEMBER: Kyle Mullan

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

[redacted]

[redacted]

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: North Gardens, North Park, Doral Park, Kendall Greens, Green Springs

Title/Prefix: ☐ Mrs. ☑ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Kyle (First) P (Middle) Mullan (Last)

Home Address: 500 NE 29th Street # 803 (Street Number)

Miami (City) FL (State) 33137 (Zip Code)

Home Phone: 904 962 6448 Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: kmullan@cushmanschool.org

Member's Employment: The Cushman School (Employer Name) Educator (Title/Position)

Employer Address: 592 NE 60th Street (Street Number)

Miami (City) FL (State) 33137 (Zip Code)

Spouse's Name: Alexandra (First) E (Middle) Sevilla (Last)

Spouse's Employment: The Cushman School (Employer Name) Educator (Title/Position)

Employer Address: 592 NE 60th Street (Street Number)

Miami (City) FL (State) 33137 (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

N/A

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☑ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☑ Community Service	☑ Education	☐ Finance
☐ Fund Raising	☐ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑

Revised 6/20/16

9.	Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11.	Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12.	Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☑
13.	Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☑
14.	To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☑

Criminal Background History

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Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

Revised 6/20/16

3. KM I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
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2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;

7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or “F” under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunityof being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the schooll’s academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's ’nnual budget and its independent fiscal audit; the school’s grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));
14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor’s ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school’s student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));

20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and
29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12-12-23

Date

Revised 6/20/16

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: Doral Park, No. Gardens, Doral Park, Kendall Greens + Green Springs HS's

NAME OF THE GOVERNING BOARD MEMBER: Elisa Robles

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County
Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: _____

Title/Prefix: ☐ Mrs. ☐ Mr. ☑ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Elisa (First) _____ (Middle) Robles (Last)

Home Address: 4111 W 8 Ave (Street Number)

Hialeah (City) FL (State) 33012 (Zip Code)

Home Phone: — Work Phone: 786-476-3300

Fax Number: _____ Cellular Number: 305-992-7881

Email Address: Elisarobles09@Gmail.com

Member's Employment: FirstBank FL (Employer Name) VP/Branch Manager (Title/Position)

Employer Address: 1325 W 49st (Street Number)

Hialeah (City) FL (State) 33012 (Zip Code)

Spouse's Name: — (First) _____ (Middle) _____ (Last)

Spouse's Employment: — (Employer Name) _____ (Title/Position)

Employer Address: — (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

N/A

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:

☐ High School/GED ☑ Associate's Degree ☐ Master's Degree

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☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☐ Finance
☐ Fund Raising	☐ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5.	Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6.	Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7.	Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8.	Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑

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9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12. Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☑
13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☑
14. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☑

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

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3. _____ I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

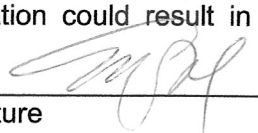
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
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My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12-12-2023

Date

Revised 6/20/16

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EXHIBIT E - MDCPS BUDGET FORMS (50%) (Page 1 of 3)

MIAMI DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL OPERATIONS
APPLICATION BUDGET TEMPLATE

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Cutler Bay Area	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment
ENROLLMENT										
K - 5										
6 - 8	-	-	35	18	50	25	50	25	50	25
9 - 12	350	175	390	195	450	225	450	225	450	225
Total Enrollment	350	175	425	213	500	250	500	250	500	250
REVENUES										
State Sources	$ 3,162,185.00	$ 1,581,092.50	$ 3,845,396.00	$ 1,922,698.00	$ 4,525,569.00	$ 2,262,784.50	$ 4,525,569.00	$ 2,262,784.50	$ 4,525,569.00	$ 2,262,784.50
Federal Sources			$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00
Local Sources										
Other Sources - Management Company Contributions		$ 365,000.00		$ 50,000.00		$ 79,000.00		$ 79,000.00		$ 79,000.00
Other Sources - Loan Proceeds	$ -									
Total Revenues	$ 3,162,185.00	$ 1,946,092.50	$ 3,890,396.00	$ 2,017,698.00	$ 4,570,569.00	$ 2,386,784.50	$ 4,570,569.00	$ 2,386,784.50	$ 4,570,569.00	$ 2,386,784.50
EXPENDITURES										
Instruction										
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	$ 570,000.00	$ 278,000.00	$ 667,050.00	$ 283,560.00	$ 767,684.00	$ 289,231.20	$ 767,684.00	$ 295,015.82	$ 767,684.00	$ 300,916.14
Fringe Benefits	$ 117,627.00	$ 69,500.00	$ 142,780.58	$ 70,890.00	$ 161,866.09	$ 72,307.80	$ 161,866.09	$ 73,753.96	$ 161,866.09	$ 75,229.04
Contracted Professional Services (includes Therapists & other contracted instructional services)	$ 18,000.00	$ 9,000.00	$ 22,000.00	$ 11,000.00	$ 25,000.00	$ 12,500.00	$ 25,000.00	$ 12,500.00	$ 25,000.00	$ 12,500.00
Classroom Supplies & Equipment	$ 18,000.00	$ 9,000.00	$ 22,000.00	$ 10,000.00	$ 25,000.00	$ 12,000.00	$ 25,000.00	$ 12,000.00	$ 25,000.00	$ 12,000.00
Teacher Supplies	$ 10,000.00	$ -	$ 1,000.00	$ -	$ 1,000.00	$ -	$ 1,000.00	$ -	$ 1,000.00	$ -
Textbooks	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00
Student Activities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Computer - Equipment & Repairs for Instruction	$ 50,000.00	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -
Software for Instruction	$ 61,250.00	$ 32,322.50	$ 74,375.00	$ 37,437.50	$ 87,500.00	$ 40,925.00	$ 87,500.00	$ 40,925.00	$ 87,500.00	$ 40,925.00
Sub-Total Instruction	*$ 846,677.00*	*$ 399,622.50*	*$ 936,005.58*	*$ 414,687.50*	*$ 1,074,850.09*	*$ 428,764.00*	*$ 1,074,850.09*	*$ 435,994.78*	*$ 1,074,850.09*	*$ 443,370.18*
Pupil Personnel Services										
Salaries (includes counselor, school nurse, health assistant)	$ 153,000.00	$ 153,000.00	$ 156,060.00	$ 156,060.00	$ 159,181.20	$ 159,181.20	$ 159,181.20	$ 159,181.20	$ 159,181.20	$ 159,181.20
Fringe Benefits	$ 37,047.00	$ 37,047.00	$ 37,302.21	$ 37,302.21	$ 38,035.52	$ 38,035.52	$ 38,035.52	$ 38,035.52	$ 38,035.52	$ 38,035.52
Contracted Professional Services (counseling and psychological, contracted nurse services)										
Sub-Total Pupil Personnel Services	*$ 190,047.00*	*$ 190,047.00*	*$ 193,362.21*	*$ 193,362.21*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*
Media Services										
Salaries (includes Librarian)										
Fringe Benefits										
Library Books										
Audio Visual Materials										
Sub-Total Media Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Curriculum Development										
Salaries (includes Curriculum Specialist)										
Fringe Benefits										
Curriculum										
Development Supplies										
Student Activities										
Sub-Total Curriculum Development	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Staff Development										
Workshops	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
Travel	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Professional Services	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
Sub-Total Staff Development	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*

MIAMI DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL OPERATIONS
APPLICATION BUDGET TEMPLATE

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Cutler Bay Area	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment
Instruction Related Technology										
Salaries (includes Technology Personnel)										
Fringe Benefits										
Instructional Networks	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hardware Maintenance	$ 31,500.00	$ 20,000.00	$ 38,250.00	$ 38,250.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00
Computer Learning Labs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Instruction Related Technology	*$ 31,500.00*	*$ 20,000.00*	*$ 38,250.00*	*$ 38,250.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*
Board										
Professional Services (Legal)	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
Insurance	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Board	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*
General Administration										
Management Fees	$ 437,605.00	$ 218,802.50	$ 532,229.06	$ 266,114.53	$ 626,391.09	$ 313,195.54	$ 626,391.09	$ 313,195.54	$ 626,391.09	$ 313,195.54
Administrative Fee	$ 132,646.00	$ 66,323.00	$ 152,135.08	$ 76,067.54	$ 171,482.76	$ 85,741.38	$ 171,482.76	$ 85,741.38	$ 171,482.76	$ 85,741.38
Sub-Total General Administration	*$ 570,251.00*	*$ 285,125.50*	*$ 684,364.15*	*$ 342,182.07*	*$ 797,873.85*	*$ 398,936.92*	*$ 797,873.85*	*$ 398,936.92*	*$ 797,873.85*	*$ 398,936.92*
School Administration										
Salaries (includes Principal, Secretary & other Office Personnel)	$ 215,000.00	$ 215,000.00	$ 219,300.00	$ 183,600.00	$ 223,686.00	$ 186,904.80	$ 223,686.00	$ 186,904.80	$ 223,686.00	$ 186,904.80
Fringe Benefits	$ 32,932.50	$ 32,932.50	$ 40,204.71	$ 33,261.90	$ 40,989.79	$ 33,564.29	$ 40,989.79	$ 33,564.29	$ 40,989.79	$ 33,564.29
Equipment Rental / Lease	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00
Travel	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
Advertising and Promotion	$ 10,000.00	$ 10,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
License Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Uniforms	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Postage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Printing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Office Supplies	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00
Office Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Computer Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total School Administration	*$ 288,332.50*	*$ 288,332.50*	*$ 294,904.71*	*$ 252,261.90*	*$ 300,075.79*	*$ 255,869.09*	*$ 300,075.79*	*$ 255,869.09*	*$ 300,075.79*	*$ 255,869.09*
Facilities Acquisition & Construction										
Building Lease / Rent	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00
Remodeling & Renovations										
Purchase of Buildings & Fixed Equipment										
Land										
Sub-Total Facilities Acquisition & Construction	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*
Fiscal Services										
Salaries (Accounting & Bookkeeping Personnel)										
Professional Services (payroll, accounting, auditing)	$ 12,000.00	$ 12,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00
Sub-Total Fiscal Services	*$ 12,000.00*	*$ 12,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*
Food Services										
Salaries (Food Service Workers)										
Fringe Benefits										
Food										
Materials & Supplies										
Equipment Rental / Lease										
Inspection fees										

EXHIBIT E - MDCPS BUDGET FORMS (50%) (Page 3 of 3)

MIAMI DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL OPERATIONS
APPLICATION BUDGET TEMPLATE

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Cutler Bay Area	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment
Sub-Total Food Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Pupil Transportation Services										
Salaries (Drivers & Transportation workers)										
Fringe Benefits										
Contracted Transportation Services	$ 93,275.00	$ 46,637.50	$ 113,262.50	$ 56,631.25	$ 133,250.00	$ 66,625.00	$ 133,250.00	$ 66,625.00	$ 133,250.00	$ 66,625.00
Insurance										
Buses										
Repairs & Maintenance										
Fuel										
Sub-Total Pupil Transportation Services	*$ 93,275.00*	*$ 46,637.50*	*$ 113,262.50*	*$ 56,631.25*	*$ 133,250.00*	*$ 66,625.00*	*$ 133,250.00*	*$ 66,625.00*	*$ 133,250.00*	*$ 66,625.00*
Operation of Plant										
Salaries (Custodian, crossing guards, security)	$ 40,000.00	$ 40,000.00	$ 40,800.00	$ 40,800.00	$ 41,616.00	$ 41,616.00	$ 41,616.00	$ 41,616.00	$ 41,616.00	$ 41,616.00
Fringe benefits	$ 10,245.00	$ 10,245.00	$ 10,318.20	$ 10,318.20	$ 10,392.86	$ 10,392.86	$ 10,392.86	$ 10,392.86	$ 10,392.86	$ 10,392.86
Purchased Service (Custodial, fire and alarm, pest control etc)	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00
Lawn Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pest Control	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00
Security Services	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00
Property Insurance	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00
Telephone Services	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00
Water & Sewer	$ 12,000.00	$ 11,000.00	$ 14,000.00	$ 11,000.00	$ 16,000.00	$ 11,000.00	$ 16,000.00	$ 11,000.00	$ 16,000.00	$ 11,000.00
Electricity	$ 20,400.00	$ 19,400.00	$ 21,400.00	$ 19,400.00	$ 22,400.00	$ 19,400.00	$ 22,400.00	$ 19,400.00	$ 22,400.00	$ 19,400.00
Custodial Supplies & Equipment	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Sub-Total Operation of Plant	*$ 277,245.00*	*$ 275,245.00*	*$ 281,118.20*	*$ 276,118.20*	*$ 285,008.86*	*$ 277,008.86*	*$ 285,008.86*	*$ 277,008.86*	*$ 285,008.86*	*$ 277,008.86*
Maintenance of Plant										
Repairs & Maintenance	$ 6,000.00	$ 6,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00
Supplies	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00
Sub-Total Maintenance of Plant	*$ 8,000.00*	*$ 8,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*
Administrative Technology Services										
Internal Technology Support										
Technology Personnel										
Systems Operation										
Systems Planning & Analysis										
Sub-Total Administrative Technology Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
After Care Programs										
After Care Salary										
Fringe Benefits										
Sub-Total After Care Programs	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Debt Service										
Redemption of Principal	*$ 338,756.00*	*$ -*	*$ 349,060.00*	*$ -*	*$ 359,677.00*	*$ 300,000.00*	*$ 359,677.00*	*$ 300,000.00*	*$ 359,677.00*	*$ 300,000.00*
Interest	*$ 49,366.00*	*$ -*	*$ 39,064.00*	*$ -*	*$ 28,447.00*	*$ -*	*$ 28,447.00*	*$ -*	*$ 28,447.00*	*$ -*
Sub-Total Debt Service	*$ 388,122.00*	*$ -*	*$ 388,124.00*	*$ -*	*$ 388,124.00*	*$ 300,000.00*	*$ 388,124.00*	*$ 300,000.00*	*$ 388,124.00*	*$ 300,000.00*
Total Expenditures	*$ 3,081,449.50*	*$ 1,901,010.00*	*$ 3,343,391.34*	*$ 1,987,493.13*	*$ 3,635,399.31*	*$ 2,383,420.60*	*$ 3,635,399.31*	*$ 2,390,651.38*	*$ 3,635,399.31*	*$ 2,398,026.77*
Excess of Revenues over Expenditures	$ 80,735.50	$ 45,082.50	$ 547,004.66	$ 30,204.87	$ 935,169.69	$ 3,363.90	$ 935,169.69	$ (3,866.88)	$ 935,169.69	$ (11,242.27)

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Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami Campus, Inc.	
Name of School:	Florida High School for Accelerated Learning – Cutler Bay Area	
Grade Levels:	7th -12th	
Date Technical Review Completed: September 20, 2024		**Date of Review by ARC: October 17, 2024**
High Performing Replication: No		**WL # TBD**
High Performing System Replication: NA		

The Miami Dade County Public School District

CHARTER SCHOOL MODEL APPLICATION

REVIEW PROCESS

2024 Application Cycle

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami Campus, Inc.	
Name of School:	Florida High School for Accelerated Learning -Cutler Bay Area	
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High Performing System Replication: NA		

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling the Assessment: Dahlia Gonzalez Date: October 17, 2024

Title: District Director, Charter School Compliance and Support

Rule 6A-6.0786
Form IEPC-M2
Effective December 2019

Charter School Application Evaluation Instrument

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STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Mission, Guiding Principles and Purpose	Target Population and Student Body	Educational Program Design	Curriculum Plan	Student Performance, Assessment and Evaluation	Exceptional Students	English Language Learners
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14
	School Culture and Discipline	Supplemental Programming	Governance	Management and Staffing	Human Resources and Employment	Professional Development	Student Recruitment and Enrollment
Meets	✓	✓	✓	✓		✓	✓
Partially Meets					✓		
Does Not Meet							
	SECTION 15	SECTION 16	SECTION 17	SECTION 18	SECTION 19	SECTION 20	SECTION 21
	Parent and Community Involvement	Facilities	Transportation	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 22	Addendum A	Addendum A1	Addendum B	Form IEPC-M1A		
	Start-Up Plan	Replications	High Performing Replications	Education Service Providers	Applicant's Historical Performance	Board Member Information and Disclosure Forms	
Meets	✓	✓			✓	✓	
Partially Meets				✓			
Does Not Meet							
Not Applicable			✓				

Charter School Application Evaluation Instrument

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High Performing System Replication: NA	

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami Campus, Inc.
Name of School:	Florida High School for Accelerated Learning -Cutler Bay Area
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High Performing System Replication: NA	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):
s. 1002.33(10)

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami Campus, Inc.
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High Performing System Replication: NA	

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):
s. 1002.33(7)(a)2.

Evaluation Criteria:
A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s): s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Charter School Application Evaluation Instrument

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High Performing System Replication: NA	

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s): s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria: A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing System Replication: NA	

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s): s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
• School's projection for ESE student enrollment is projected at 13%. MDCPS is at a 12.5%. P52 • The application states that the "School level LEA will ensure that the student GEN Ed teachers, ESE Teachers and other service provider have access to and are informed of the student. (services, responsibilities, status, ETC)". This will level of support will ensure that students are successful. P53	
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami Campus, Inc.
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Grade Levels:	**7th -12th**
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High Performing Replication: No	**WL # TBD**
High Performing System Replication: NA	

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s): s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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High Performing System Replication: NA	

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):
s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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High Performing System Replication: NA	

II. Organizational Plan

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

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s): s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s): s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference

Concerns and Additional Questions	Reference
• "Your employment at ALS is at the will of ALS and subject to termination at any time, with or without cause or notice." This does not align to state statute s.1012.33, F.S. Of concern is that employees who have an employment contract have certain rights granted through state statute. [Employee Handbook]	

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High Performing System Replication: NA	

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

III. Business Plan

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

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s): s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

17. <u>Transportation</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

18. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced-price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

19. <u>School Safety and Security</u>

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

20. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)16.

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA		

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s): s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☒	☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☐	☐	☐	☒

Strengths	Reference
Concerns and Additional Questions	**Reference**

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Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s): s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☐	☒	☐	☐

Strengths	Reference

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High Performing System Replication: NA		

Concerns and Additional Questions	**Reference**
• There does not seem to be a termination option for the governing board if they just want to sever the relationship with the ESP. The management agreement does afford that option to the ESP but the same is not given to the governing board. (ESP Agreement/p8) • There are concerns regarding employees being that of the ESP and clarification is needed. The arm's length relationship between the ESP and the board is not clearly defined.	

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High Performing System Replication: NA	

Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

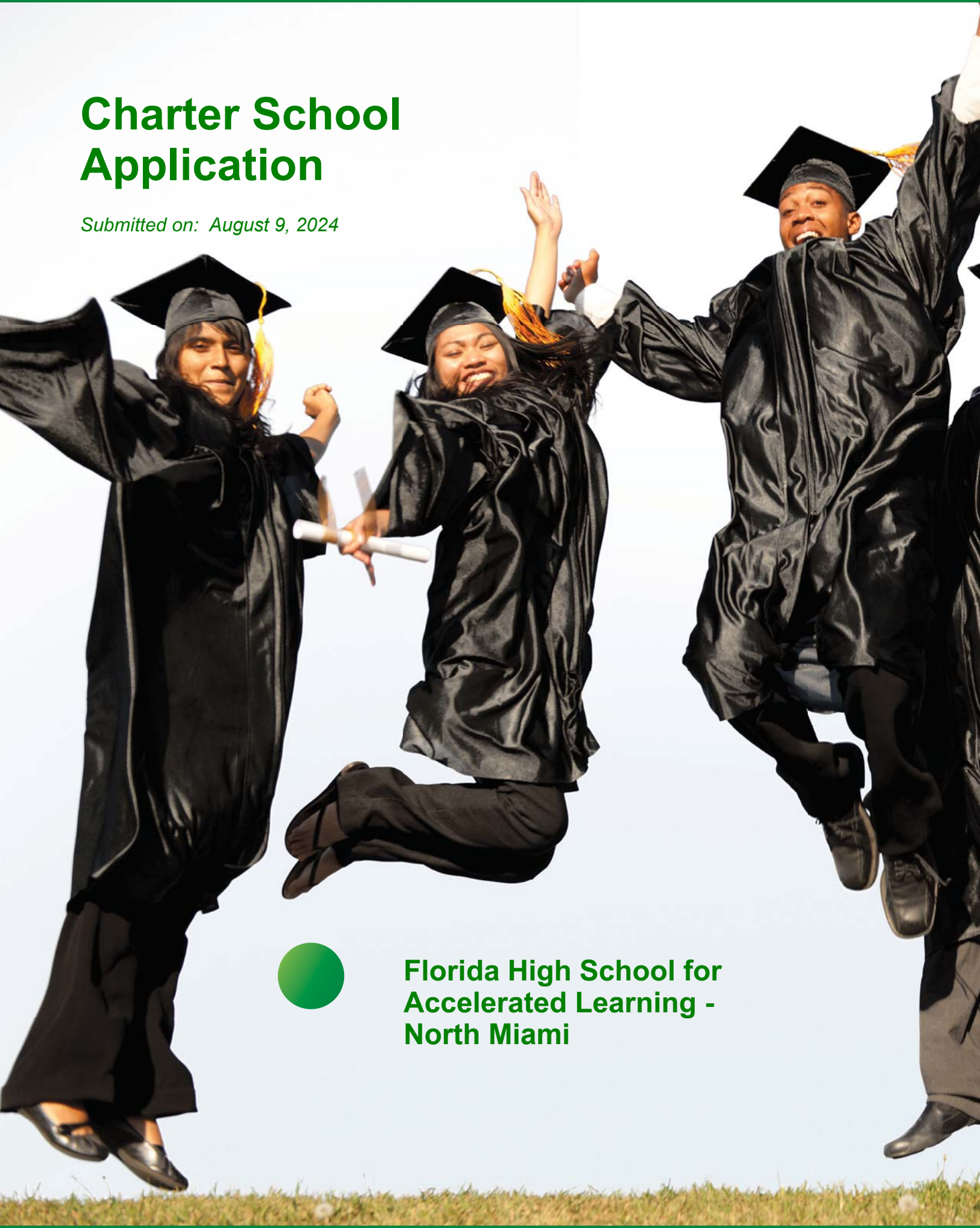
Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☒	☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

Charter School Application

Submitted on: August 9, 2024



Florida High School for Accelerated Learning - North Miami

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Florida High School for Accelerated Learning – North Miami
(School name will be changed to reflect school neighborhood once facility is selected)

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.

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

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

NAME OF CONTACT PERSON: Danny Fernandez

TITLE/RELATIONSHIP TO NON-PROFIT: Regional Director, ALS Education

MAILING ADDRESS: 4692 NW 183rd Street, Miami, FL 33055

PRIMARY TELEPHONE: (305) 202-1285 **ALTERNATE TELEPHONE:** (786) 528-6308

E-MAIL ADDRESS: Danny.Fernandez@als-education.com

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

Full Name	Current Job Title & Employer	Role with Proposed School
Albert Richard "Dick" DiRenzo	Chairman, Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.	Board Chair
Angela Whitford-Narine	CEO, ALS	Leadership and Oversight of School Operations/Organizational Support
Mark Ornstein	Vice President of Operations, ALS	Supervision of School Leadership
Danny Fernandez	Regional Director, ALS	Supervision of School Principal and oversight of contractual accountability
Emily Booker	Executive Director of Business Development, ALS	None
Greg Engeman	Executive Vice President, Organizational Relationships, ALS	Charter Board Support
Jeff Dilley	Chief Financial Officer, ALS	Oversight of Financial Management
David Zeiler	Executive Vice President of Educational Platforms, ALS	Leadership and oversight, development and delivery of curriculum and instructional programs
Drew Hill	Vice President of Marketing and Enrollment, ALS	Development and execution of marketing and enrollment plans

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

Do any of the following describe your organization, or the school proposed in this application?
_____Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

_____Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
_____Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
_____Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
__X__ Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*
Name of ESP: ALS Education, LLC
__X__ Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*
_____Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. *(Applicant must complete Addendum A1.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? ____ Yes ___X__ No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? _____Yes ___X__ No *If yes, complete the table below (add lines as necessary).*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? __X__ Yes _____No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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

_____ Regional Director, ALS
Signature *Title*

Danny Fernandez 08/02/24
Printed Name *Date*

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EXECUTIVE SUMMARY

MEET A STUDENT

Kevin is 17.5 years old and not on track to graduate with his cohort group because he has only earned enough credits to be classified as a 10th grader. Kevin's mother is a single parent and is working two jobs to support her family; yet she still finds her income below the poverty line. Kevin has three younger siblings and he is expected to help with childcare and hold a part-time job to contribute to the household income. These family responsibilities distracted him from focusing on his schoolwork and prevented him from regular attendance at his neighborhood school. He found himself falling farther and farther behind his peers.

Enrollment in a non-traditional high school is helping Kevin get back on track. The scheduling flexibility has allowed him to stay in school while also balancing family commitments. Not only is he optimistic about finishing high school and graduating, but the small school model with post-secondary planning supports also exposed him to opportunities for his future so he now knows that he CAN graduate and move on to a successful career.

Kevin is the type of student our proposed school intends to serve: students in need of a high school graduation option that takes their unique needs into consideration and provides a supportive environment where they can focus on their learning.

Proposed Plan for the School

Our plan is to replicate the successful model currently being implemented in other schools operated by this Board in Miami-Dade County: Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools.

School's Mission and Vision

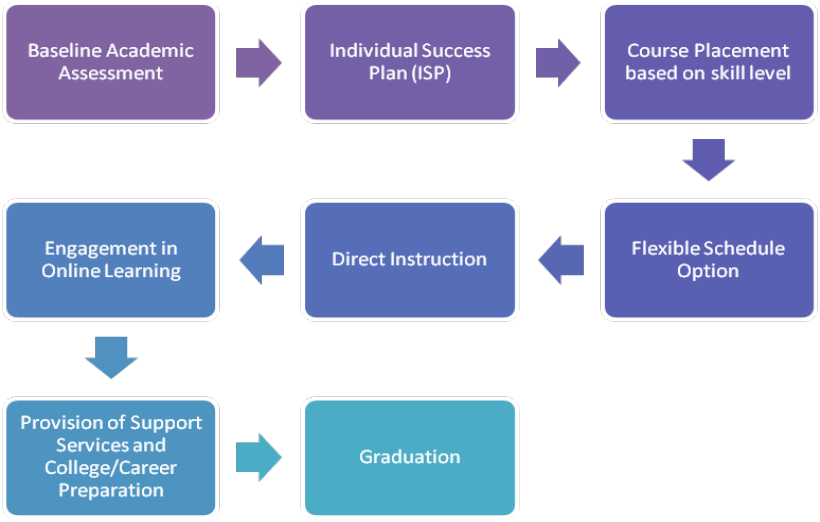
The mission of the Florida High School for Accelerated Learning – North Miami (FHSAL or referred to as "the School") is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. The vision of School is to provide students with an innovative, non-traditional educational alternative leading to high school graduation. This vision is based on the philosophy that all students deserve a quality education, opportunities to succeed in school, and preparation for postsecondary success.

Anticipated Student Population

Our dropout prevention and recovery program (DPRP) model provides an innovative option for students who have fallen behind and are at-risk of not graduating or not graduating on time as well as students who have already dropped out. The instructional and support model of the School have been designed to respond to the unique needs of the target population.

Education Plan and School Design

The following graphic outlines the key features of the School's model. Each of these features is described in detail in Section 3 of the application.



School Culture

The school culture will be based on caring, respect and results. The tone of the school will reflect respect and care from all administrators and staff members for all students, regardless of their circumstances. Students will be recognized regularly for meeting expectations and demonstrating success. Both schoolwide and classroom celebratory events will highlight students and their work. Teachers will make regular contact with parents to communicate and praise student progress. A student incentive program will also be implemented to reward students when they pass courses, pass state exams, demonstrate good attendance, demonstrate growth in their reading and math skills, and when they exhibit leadership or citizenship skills that represent the values of the School.

Community Partnerships

Community support is anticipated from a number of community organizations, many of which are already working in other ALS-managed schools in this community operated by the same management company. Examples of the support to be provided include wrap-around social services and mental health support, college and career fairs, community resource fairs, internships, etc.

Capacity to Open and Operate School

The members of the applicant Board, in conjunction with its Education Service Provider (ESP, Accelerated Learning Solutions (ALS), successfully opened three charter schools in Miami-Dade County in 2011: Green Springs, North Gardens and North Park High Schools. These were followed by the opening of Kendall Greens High School in 2022 and Doral Park High School in 2023. As described more fully in the application narrative, we believe there is additional need in the county to serve at-risk students who do not currently have an alternative option that meets their needs. We believe our track record of academic, organizational and financial success provides evidence of our capacity to open and operate another school.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – NORTH MIAMI

(School name will be changed to reflect school neighborhood once facility is selected)

I. EDUCATIONAL PLAN

1. MISSION, GUIDING PRINCIPLES AND PURPOSE

1.A. PROVIDE THE MISSION AND VISION STATEMENTS FOR THE PROPOSED CHARTER SCHOOL

(1) Mission

The mission of the Florida High School for Accelerated Learning – North Miami (FHSAL or referred to as "the School") is to help at-risk students earn a standard high school diploma and prepare for postsecondary success.

(2) Vision

The vision of FHSAL is to provide students with an innovative, non-traditional educational alternative leading to high school graduation. This vision is based on the philosophy that all students deserve a quality education, opportunities to succeed in school, and preparation for postsecondary success.

1.B. PROVIDE THE PAGE NUMBER(S) OF THE MATERIAL WITHIN THIS APPLICATION THAT DESCRIBES HOW THE PROPOSED SCHOOL WILL UTILIZE THE GUIDING PRINCIPLES FOUND IN SECTION 1002.33(2)(A), F.S.

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

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.* PAGE(S) __4-19__.
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.* PAGE(S)_107_.
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.* PAGE(S) __10, 48-51__.

1.C. PROVIDE THE PAGE NUMBER(S) OF THE MATERIAL WITHIN THIS APPLICATION THAT DESCRIBES HOW THE PROPOSED SCHOOL WILL MEET THE PRESCRIBED PURPOSES FOR CHARTER SCHOOLS FOUND IN SECTION 1002.33(2)(B), F.S.

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

- *Improve student learning and academic achievement.* PAGE(S) _4-19_.
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.* PAGE(S) _4-19, 25-30_.
- *Encourage the use of innovative learning methods.* PAGE(S) __4-19_
- *Require the measurement of learning outcomes.* PAGES _40-45_.

1.D. PROVIDE THE PAGE NUMBER(S) OF THE MATERIAL WITHIN THIS APPLICATION THAT DESCRIBES HOW THE PROPOSED CHARTER SCHOOL WILL FULFILL THE OPTIONAL PURPOSES OF CHARTER SCHOOLS FOUND IN SECTION 1002.33(2)(C), F.S.

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

- *Create innovative measurement tools.* _40-45_.

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.* PAGES (N/A) .
- *Expand the capacity of the public school system.* PAGE(S) 2-4 .
- *Mitigate the educational impact created by the development of new residential dwelling units.* PAGE(S) (N/A) .
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.* PAGES 87-90 .

2. TARGET POPULATION AND STUDENT BODY

2.A. DESCRIBE THE ANTICIPATED STUDENT POPULATION TO BE SERVED. DESCRIBE THE ANTICIPATED STUDENT POPULATION TO BE SERVED AND HOW THAT ALIGNS WITH THE SCHOOL'S MISSION.

In accordance with its mission to help at-risk students earn a standard high school diploma and prepare for postsecondary success, the Board of Directors proposes to serve students in grades 7-12 [including students with special needs, students with disabilities, and English Language Learner (ELL) students]. As permitted in s. 1022.33(10)(e)2., F.S. the target population includes students who are low-performing, under-credited, or have dropped out (or are dangerously close to dropping out) from their traditional public schools.

Our target high school student population includes students who are over-age for their current grade level and not on-track to graduate with their 9th grade cohort. High school students enrolling in this School's first class are expected to have the following characteristics[1]:

- Approaching 18 years old and 2 or more years behind their expected grade level.
- Academically unsuccessful—98% reading below grade level (average 5th grade level) and 95% performing math below grade level (average 4th grade level).
- Average number of credits earned before enrolling at 9.5. This is 14.5 credits (or more than 2 years in a traditional high school) away from meeting graduation requirements.
- Average GPA of 1.6 (compared to the 2.0 required graduation).
- Significant personal/social obstacles that often impede academic success - 40% parenting, pregnant or caring for other family members and 34% holding a job to help support themselves or family.

Our target middle school population also includes 7th and 8th grade students who are over age for middle school with a primary focus on those repeating 8th grade who have not yet met the requirements of s. 1003.4156, F.S. for promotion from middle school to high school. This intervention for over-age middle school students will ensure that these students are better prepared for success in high school and will help reduce their risk of dropping out.

The school has outlined its enrollment preferences in Section 14. The School will comply with the class size requirements of s. 1003.03, F.S. by providing two sessions of classes with no more than 25 high school students or 22 middle-grade students.

[1] Based on the typical student enrolled in 2023-24 at the other ALS-managed high schools in Miami-Dade County: Doral Park, Green Springs, Kendall Greens, North Gardens and North Park.

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

A facility has not yet been identified, but the applicant intends to serve students in the North Miami area of Miami-Dade County. Attachment T includes maps of the facility search area.

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

Enrollment projections are shown below. These projections assume that, if slots are available, seventh and eighth grade students will be enrolled beginning in year two.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
7	0	15	20	25	25
8	0	20	30	35	35
9	50	125	125	125	125
10	100	100	125	125	125
11	100	100	125	125	125
12	100	100	125	125	125
TOTAL	350	425	500	500	500

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

The Board believes the North Miami area has a student population that will benefit from a dropout prevention and recovery program. As shown in the following table, the Board identified fourteen district high schools in that area that had 879 combined non-graduates from the graduating classes of 2021, 2022 and 2023. These schools also had a substantial number of students with below-standard scores on the 2023 Algebra I EOC and 9th and 10th grade FSA ELA. These low-achieving students are at-risk of becoming non-graduates. The Board projects from this group an enrollment of 440 to 450 students by year 4.

Non-Graduates and At-Risk Students from the District High Schools in the Target Search Area

	ELA Gr 9-10 Below Level 3 2024	Alg 1 Gr 9-10 Below Level 3 2024	Non-Grads: Classes of 2021-2023
Alonzo & Tracy Mourning Senior High	377	212	74
American Senior High School	455	257	32
Dr. Michael M. Krop Senior High	517	254	98
Hialeah-Miami Lakes Senior High	543	282	4
Hialeah Senior High School	462	228	59
Miami Carol City Senior High	310	171	34
Miami Central Senior High	462	251	94
Miami Jackson Senior High	489	202	135
Miami Lakes Educational Ctr	109	27	12
Miami Norland Senior High	451	229	71
Miami Northwestern Senior High	438	165	50
North Miami Beach Senior High	336	181	49
North Miami Senior High	573	334	119
William H. Turner Technical	231	88	48
	5,753	2,881	879

Source: FL DOE "PK-12 Advanced Reports", "www.edudata.fldoe.AdvancedReports.html" Accessed: August 2024

As demonstrated in Attachment T, the proposed area also provides an excellent location to serve middle school students who have been deemed "not proficient" on 8th grade math and ELA tests. In the twenty-three middle schools near the proposed school, for example, there is a sizable population of 8th grade students who have been absent 21+ days as well as significant numbers who scored not proficient in ELA and/or math in 2023. From these students, the Board projects that by year 4 of the charter an additional 60 middle school students who are struggling and have fallen significantly behind would benefit from enrollment in the School.

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

Student population projections were confirmed using historical enrollment data from other dropout prevention programs in Miami-Dade County that use the same operating model and are managed by the same Educational Services Provider (ESP) proposed for this school. These schools (Doral Park, Green Springs, Kendall Greens, North Gardens, and North Park High Schools). The Board believes that sufficient need and demand continue to exist among the target population of students in Miami-Dade County to meet the School's projected enrollment of 350 in year one and 500 by year five.

3. EDUCATIONAL PROGRAM DESIGN

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

(1) Philosophy

We believe that delivering instruction through our instructional model, implementing research-based interventions and curricula, and utilizing evidence-based approaches that improve transition from high school best fit the individual educational needs of our target population.

(2) Accelerated Learning Model

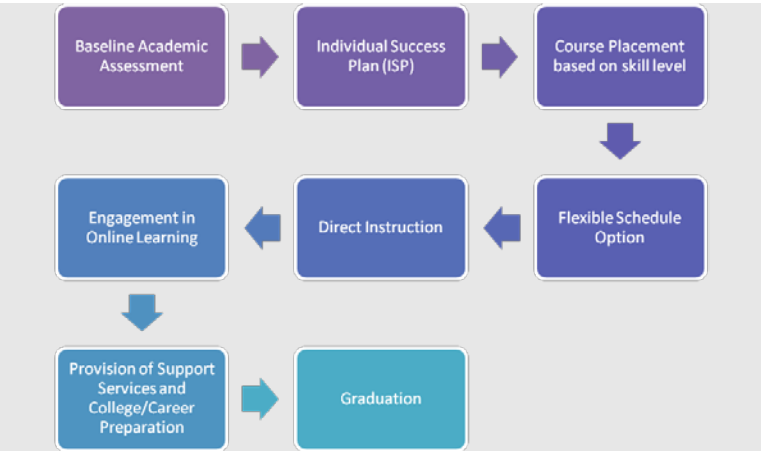
Our accelerated learning model provides an innovative option for students in one of three target groups: students at-risk of dropping out of their traditional high school; students about to drop out in the very near future; or students who have already dropped out and are interested in returning to school to earn a high school diploma. The educational program and instructional model of the School have been designed to align with the School's mission (to help at-risk students earn a standard high school diploma and prepare for postsecondary success) and respond to the needs of the target population.

Our students will come to us with the desire to earn a high school diploma but with gaps in their foundational and academic content area skills. It is for this reason that the School will administer a baseline assessment that will allow us to provide students with an individualized plan to bridge gaps while they work toward earning credits.[2] This Individual Success Plan (ISP) will be specifically designed to take students where they are and outline all of the coursework and necessary intervention and supplemental instruction needed to ensure that course and graduation standards and requirements are met. Students will be provided with a rigorous and engaging curriculum that is aligned with the

[2] *Strategies and Resources to Create a Trauma-Sensitive School*, Wisconsin Department of Public Instruction , https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/traumastrategies.pdf.

Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Florida Next Generation Sunshine State Standards (NGSSS) as defined by s. 1003.41, Florida Statutes (F.S.).

Key features of the Educational Model include:



(a) A **baseline academic assessment** administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other similar diagnostic assessment. The baseline academic assessment is conducted to identify or predict students who may be at risk for poor learning outcomes. This universal screening is conducted with all students and is followed by additional testing or short-term progress monitoring to corroborate students' risk statuses.

(b) An **Individual Success Plan** created for each student based upon the results of the baseline entry assessment(s), past academic performance, and previous school records, a career interest inventory and career plan, social/personal needs inventory, disciplinary records, and parent and student input.

(c) **Course Placement** that matches students' skill levels as determined by prior school records and the baseline assessment results.

(d) **Flexible Schedule Option** provided where students can choose a morning or afternoon instructional session (or both as space permits).

(e) **Differentiated direct instruction, coaching, and guidance** provided by highly qualified teachers. Targeted, face-to-face instruction will be conducted in large groups, small groups, or individually to assist struggling students. This targeted, face-to-face instruction will address identified gaps in student learning and provide appropriate interventions and remediation. Instruction will be differentiated according to students' individual needs. We believe in providing students with personalized and collaborative learning experiences by organizing our students into small learning communities. In these learning communities, students will work closely with a team of certified core content teachers and a career coach, who together, as a team, ensure that students set short and long-term goals to fulfill their Individual Success Plan.

(f) **Engagement in online learning experiences** using Edmentum for core curriculum supplemented with lessons from additional remediation, such as *Reading Plus*®, *Wilson Reading*, *March 2 Success*®, *MindSage*, *FDIC Money Smart*, and *Kuder*. With the support of a team of on-site certified teachers, students use on-line curriculum specific to their unique Individual Success Plans with the ability to move at a pace that is appropriate to their learning style and current academic levels.

(g) **Provision of support services and focused college and career preparation**. Students will be provided with comprehensive social services, crisis intervention, and behavioral health services designed to help them overcome non-academic obstacles that are impacting their success. They will also receive instruction and support in employability skills, career and college readiness, and postsecondary options. All students work with an on-site Career Coach to complete a graduation checklist prior to commencement that ensures a post-secondary plan is in place and steps necessary for a successful transition have been supported.

(3) Additional Support for Middle Grades

As described in Section 2, the school proposes to include students who are over age for middle school and have not yet met the requirements of s. 1003.4156, F.S. for promotion from middle school to high school. Although the middle school students will be served in separate classrooms from high school students (and the middle school classrooms will include no more than 22 students to comply with the class size requirements of s. 1003.03, F.S.), these students will also be served by the School's blended learning model, which combines technology-based education with direct, face-to-face, small and large group, and individual instruction.

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

The School will offer an innovative and individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Accordingly, the major focus of the School's instructional methods directly aligns with its mission to help at-risk students earn a standard high school diploma and prepare for postsecondary success.

The School's instructional program has four essential components that encompass the model's key elements: a) flexible daily schedule; b) individual success plans; c) instructional delivery through blended learning; and d) support services. These are described below:

(a) Flexible Daily Schedule

Many students who drop out of school have been unsuccessful in a traditional school environment. Students report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, lack of financial support, or the need to work can distract them from their educational success. High-need students require a variety of instructional approaches, targeted resources, support services, and intervention strategies to motivate them, support their learning, and ensure both short-term and long-term success. According to the National Dropout Prevention Center, schools that have been effective in improving the success of students who are returning to school provide a small learning community, caring faculty, individualized learning, and flexible scheduling options.[3]

We believe that respecting and acknowledging students' other life obligations by offering a **non-traditional school schedule** and a choice among school sessions will permit students to attend on a more regular basis than a traditional school schedule. This, in turn, will support attainment of a high school diploma. The School will offer at least two (2) sessions for curriculum instruction. Students will choose to attend one of these sessions or more as space permits (i.e., a student can choose to

[3] http://www.dropoutprevention.org/effective-strategies/alternative-schooling

attend for extended hours so long as there is classroom space with fewer than twenty-five (25) high school students or twenty-two (22) middle school students in attendance). Consistent with s. 1011.61(1)(a)(2), F.S., the School will operate as a double session school with an instructional calendar providing no less than the 900 annual instructional hours required by statute. In addition, the School will mirror the district's school calendar relating to holidays. A sample calendar, as well as an explanation of typical student schedule, is included in Attachment B.

(b) Individual Success Plans

The National Dropout Prevention Center reports that individualized plans, similar to those used in Special Education, can make a difference in the lives of at-risk students.[4] These plans communicate to students that they and their unique needs are understood and that the School is committed to their individual success. Many schools provide a "one size fits all" program; however, our School's academic program is highly personalized so that all students' needs are met, and all are provided the opportunity to realize their full potential. This individual approach begins at New Student Orientation, where a baseline **academic assessment** will be administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills, or other approved diagnostic assessment. GAIN is a ninety (90) minute diagnostic assessment of English and math skills – from basic literacy and numeracy to advanced skills taught in secondary schools as defined by the NRS' Educational Functioning Levels.[5] GAIN helps **place students in courses appropriate to their skill levels** and provides information used to create individual intervention plans to remediate deficiencies.

An **Individual Success Plan (ISP)** will be created for each student. This plan will include: a middle school promotion plan or high school graduation plan, a postsecondary transition plan, personal goals, and diagnostic and summative assessment data. The ISP will outline all academic and social needs and career and postsecondary transition plans for each student, including promotion or graduation requirements. Administrators and highly-qualified certified teachers, along with support staff, will collaborate to develop the ISP together with student input and involvement.

(c) Instructional Delivery through Blended Learning

The School's blended learning model will be fully implemented on-site at the School, and will combine technology-based education with direct, face-to-face, small and large group, and individual instruction.[6] This will allow students to work at their own pace while having access to personal attention, assistance, and instruction from a certified teacher along with supplementary resources, as needed.[7] The goal of this blended approach is to join the best aspects of both face-to-face and online instruction.

In the past, digital materials have served in a supplementary role in many classrooms, helping to support face-to-face instruction. The School's blended learning program uses technology to individualize educational plans, address foundational gaps and provide acceleration opportunities for students. This is particularly appropriate for students who have dropped out of school or are at risk of dropping out. An educational model that allows students to focus on the courses needed for

[4] http://www.dropoutprevention.org/effective-strategies/individualized-instruction
[5] https://wonderlic.com/student-admission-assessment/placement-insight/gain/
[6] Tucker, C.R. (2013). The basics of blended learning. Educational Leadership, 70(6), 57-60, online at http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/The-Basics-of-Blended-Instruction.aspx
[7] Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from: http://edglossary.org/hidden-curriculum

graduation, at a pace commensurate with their ability, creates an ideal opportunity for success. In fact, one of the key findings from a study of the effectiveness of blended learning was: Online and blended learning programs are tailored to meet individual student needs, allow students to self-pace, and are often considered more engaging than traditional courses, all of which make them well-suited to promoting the success of minority and high-need students. Blended learning programs are better suited for this purpose than purely online programs, as they are accessible to all students (not just those whose parents are able to supervise them at home) and can be customized to address the needs of students with limited English capabilities.[8] The School's instructional delivery methods also meets the expectation of s. 1006.29(3), F.S., which states, "Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format."

[1] Face-to-Face Differentiated Direct Instruction

Carefully-selected, highly-qualified teachers who are certified in at least one core subject area (many will hold multiple subject-area certifications) will provide direct instruction, coaching, and guidance in order to ensure students are engaged, reengaged, and making progress on their individual Success Plan (ISP) developed during the orientation program. Instruction will be differentiated by teachers in face-to-face groups and will include a variety of instructional strategies.

Differentiated direct instruction refers to explicit, guided instruction that is designed by the teacher, led by the teacher, and responds to the specific learning needs of each student within the classroom.[9] It emphasizes having clear objectives, demonstrating skills to students, and allowing students time to practice new skills. This will be done in small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly.[10]

Instructional strategies used during large and small group and individual instruction will incorporate effective strategies identified by Marzano including, but not limited to: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

[2] Technology-Based Instruction

Technology is the tool that maximizes the teacher's ability to personalize and individualize learning in the classroom.[11] According to Cakir, Delialioglu, Dennis, & Duffy,[12] technology-enhanced learning environments that support teaching and learning processes with advanced technology may close the achievement gap. The National Dropout Prevention Center[13] states that:

[8] Hanover Research (2011). Blended Learning Programs, http://www.hanoverresearch.com/wp-content/uploads/2011/12/Blended-Learning-Programs-Membership.pdf

[9] *BEST PRACTICES FOR TRAUMA-INFORMED INSTRUCTION*. Hanover Research, August 7, 2019, https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/0681T000006zCJAQA2.

[10] *INSTRUCTIONAL PRACTICES TO SUPPORT RIGOROUS INSTRUCTION*. Hanover Research, Jan. 2018, https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/06850000004jjZFAAY.

[11] Patrick, S., Kennedy, K. & Powell, A. (2013). Mean what you say: Defining and integrating personalized, blended and competency education. Vienna, VA: International Association for K-12 Online Learning, http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf.

[12] Cakir, H., Defilingly, O., Dennis, A., & Duffy, T. (2009). Technology enhanced learning environments for closing the gap in student achievement between regions: Does it work? AACE Journal, v17 n4 p301-315.

[13] http://www.dropoutprevention.org/effective-strategies/educational-technology

Technology can remove barriers to learning and be especially helpful to at-risk students. The use of educational technology can:

- improve student mastery of content;
- provide individualized instruction;
- improve students' attitudes toward learning;
- prepare students for the workforce; and
- increase the cost effectiveness of instruction.

The use of technology supports differentiated instruction based on student needs. The technology provides students and teachers with the tools, resources, and curriculum to be successful learners and increase student achievement. The technology enhanced curriculum is based on a three-component model of personalization, performance data, and intervention support. Research has consistently shown this three-pronged strategy will significantly increase student achievement levels when implemented in a Web-based learning environment (Chou & Wang, 2000; Federico, 2000; Rasmussen & Davidson-Shivers, 1998; Wang, et. al. 2006).[14] The curriculum software tracks student achievement and can add or remove practice and application assignments based on student success. Students can move through the lessons at their own pace - moving as fast or as slow as needed to fully understand the content and demonstrate that understanding. Technology provides students with the opportunities to easily access pronunciation and definitions for unfamiliar words; access a video, graphic, or photo to illustrate a concept; listen to text using headphones; or utilize supplementary resources for additional practice. The use of technology can prohibit progress to the next lesson until the student demonstrates mastery in each lesson within each course.

The current belief is that seat time represents student learning as expressed by grade levels that are one school year in length or semester units that are defined by time units of the daily school calendar and the annual school calendar. However, educational research and trends suggest more appropriate measures of learning should include demonstrations of what students know and are able to do. This can be referred to as competency-based, proficiency-based, mastery-based, or performance-based education.[15] The instructional software programs used by the School will allow students to demonstrate mastery based on performance through pre-tests, post-tests, and completion of learning activities. Credit is awarded upon successful course completion at mastery level (not on seat time). The Board understands that all classes and courses must be of reasonable length and include both content and contact sufficient to meet state requirements, while maintaining high academic quality and standards commensurate with credits awarded for a "traditional" class or course. Mastery-based learning with instructional software together with differentiated direct instruction will ensure that all objectives, rigor, and cognitive level requirements are addressed and met.

[3] Monitoring and Communicating Performance

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile

[14] Chou, H. & Wang, T. (2000). The influence of learning style and training method on self-efficacy and learning performance in WWW homepage design training. International Journal of Information Management, 20, 455-472; Federico, P. (2000). Learning Styles and student attitudes toward various aspects of network-based instruction. Computers in Human Behavior, 16, 359-379; Rasmussen, K. & Davidson-Shivers, G. (1998). Hypermedia and learning styles: Can performance be influenced? Journal of Education, Multimedia and Hypermedia, 7, 291-308; Wang, K., Wang, T., Wang, W., & Huang S. (2006). Learning styles and formative assessment strategy: Enhancing student achievement in Web-based learning. Journal of Computer Assisted Learning, 22(3), 207-217.

[15] Patrick, S., Kennedy, K. & Powell, A. (2013). Mean what you say: Defining and integrating personalized, blended and competency education. Vienna, VA: International Association for K-12 Online Learning, http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf.

for each student. The learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's graduation plan to show which state assessments the student is required to pass to graduate as per state regulations for the student's cohort year. The learner profile will identify the student's postsecondary pathway and profession, along with links to the Student Services page showing interventions provided to students by faculty and outside service providers. The learner profile will also enable faculty and administrators to use the data to ensure that all students have customized learning plans and interventions resulting in students graduating prepared for postsecondary success.

Administrators and faculty will be able to view multiple sources of data by individual student as well as by classroom and school. These data will be analyzed to inform interventions, school improvement decisions, test preparation and professional development. The Principal will use the School Dashboard (See Attachment FF) and the Student Information System (SIS) to review performance data every day: including school-level data, class-level data, and individual student data. Teachers will meet regularly in Professional Learning Communities (PLCs) organized by content-area to review student data. PLCs will use data to solve real problems and expand the knowledge base of all employees through an inquisitive problem-solving approach. Weekly faculty meetings will include a review of School performance indicators, including, but not limited to, attendance, credit earning rates, academic progress, graduation, course access, student skill growth, etc.

The Assistant Principal will meet with every student each time a course is finished to review graduation requirements, identify the next course to be taken, and set goals for completion. The MY SUCCESS® Student and Parent Dashboard (See Attachment FF) will serve as the foundation for communicating (internally and externally) and monitoring student progress and results. This portal will link with the School's student information system to provide up-to-date information on student attendance, grades, state assessment results, skills development, and academic performance. For students and parents/guardians without access to the Internet, hard copies of progress reports will be sent home with students and reviewed with parents during progress meetings. Teachers will connect with parents not less than monthly to discuss progress, highlight achievements, and set face to face meetings if there are concerns with a student's performance.

(d) Support Services and College and Career Planning

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success. Likewise, at-risk students often lack the models and supports critical to establishing the education-career relevancy needed to foster engagement and plan for the future. For these reasons, the School will dedicate resources and expertise to post-secondary planning and comprehensive student support services for every student.

[1] College and Career Planning

Space will be allocated in the School for a College and Career Center where resources for postsecondary preparation, test preparation, scholarship application, employment search, etc. will be readily available to all students, their families, and school staff. This state-of-the art center will be multi-dimensional and multi-functional and will help prepare students for success after high school graduation. The Center will provide dedicated space and supporting resources for the following uses,

including, but not limited to: post-secondary exploration; employment assistance and employability skills training; and SAT/ACT/college entrance exam preparation.

A Career Coach will provide time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's Individual Success Plan (ISP). The Career Coach will work closely with students to teach resume writing and job skills, assist with finding employment, completing postsecondary institution and financial aid applications, and preparing students for a successful postsecondary transition. Students will explore career options and develop requisite skills for postsecondary success while they develop career and exit portfolios using career planning and preparation print resources and software.

Students will use *Kuder*, a college and career planning tool, to explore career options and develop requisite skills for postsecondary success. Students will have the opportunity to earn elective credit for courses such as Personal Social Career Development and Executive Internship, which will be taught by certified staff members. These courses will focus on postsecondary readiness skills, including researching requirements for careers. Parents and students may access the career software and student's electronic portfolio for three years after the student graduates from School.

Middle school students will begin to explore potential post-secondary interests using a personalized aptitude discovery assessment and platform. The YouScience aptitude and career discovery platform will provide our middle school students with personalized aptitude-based college and career guidance.

[2] Comprehensive Wrap-Around Support Services

At-risk students often report that family obligations, pregnancy, childcare, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success.[16] A key differentiator of this School will be the provision of on-site social services, crisis intervention, and behavioral health services to students as described in this section.

In accordance with Section 1011.62(16)(a)2., Florida Statutes, the School shall implement a defined Mental Health Assistance Plan to ensure efficiency and efficacy of mental health services in the School; established collaboration with community-based social service agency partners; and early detection and interventions to support student emotional health and a safe school climate.

The School's mental health plan will include an on-campus mental health/social work clinician, a comprehensive psycho-social assessment at the time of enrollment, and both on-campus and off-campus referrals to a wide array of social services targeting the individual needs of each student. The Schools' licensed clinician (Family Support Specialist- FSS) will secure Memoranda of Understandings (MOUs) with local social welfare agencies to ensure a seamless process in which students and their families will connect with and have easy access to needed supports. These partnerships will include both on-campus and referral-based services for behavioral, social and mental health needs to include but not limited to individual student counseling; crisis intervention; basic needs case management; grief counseling; family counseling and addictions and substance abuse counseling. The FSS will also

[16] Bridgeland, J.M.; DiIulio, Jr., J.J., & Morison, K.B. (March, 2006). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices.

be a qualified supervisor for undergraduate and graduate level social work and mental health interns from accredited universities who will provide clinical services to students on-site.

In addition to supports to students and parents, the Family Support Specialist will coordinate and deliver on-going professional development for school administration and staff on mental health topics to include but not limited to crisis intervention, ACEs (Adverse Childhood Experiences), suicide awareness and prevention, physical and sexual abuse awareness and reporting requirements, and general best practices in effectively working with at-risk youth and youth and family with histories of trauma. All staff will be trained and certified in Handle With Care, a crisis intervention and prevention behavior management system as well as the National Counsel for Behavioral Health's Youth Mental Health First Aid certification as required by statute.

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

(1) Rationale

Our School's program has been designed based on research regarding the needs of our target student population: students who are at risk of dropping out of school as well as those who have already dropped out. In general, research suggests that a mix of academic instruction and experiential learning appears to be most beneficial.[17]

(2) Rationale for Instructional Methods

The School's instructional program and support services were developed based on the needs identified in evidence-based research on success with students who are at high risk of not graduating. The National Dropout Prevention Center[18] has identified that:

- Dropping out of school is related to a variety of factors that can be classified in four areas or domains: individual, family, school, and community factors.
- Dropouts are not a homogeneous group. Many subgroups of students can be identified based on when risk factors emerge, the combinations of risk factors experienced, and how the factors influence them.
- Students who drop out often cite factors across multiple domains.
- Dropping out of school is often the result of a long process of disengagement that may begin before a child enters school.
- Dropping out is often described as a process, not an event, with factors building and compounding over time.
- The School's educational approach is based on a comprehensive and systematic model of teaching and learning. A plethora of research[19] identifies elements of programs that have been effective in

[17] Eyler, J. (2009). The power of experiential education. *Liberal Education*, 95(4), p. 24-31; Woods, E.G. (1995). *Reducing the dropout rate.* School Improvement Research Series: Close Up #17.

[18] Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs.* Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.

[19] Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school.* Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). Grad nation: A guidebook to help communities tackle the dropout crisis. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Morelia., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic.* Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Bridgeland, J.M., DiIulio, Jr., & J.J., Morison, K.B. (2006, March). *The silent epidemic: Perspectives of high school dropouts.* A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates

keeping students in school, leading them to graduation, and assisting them in planning for postsecondary success. This research points to success through targeted and coordinated efforts in three broad categories: School Environment, Academics, and Supports.

(a) School Environment

The primary support structure for a successful school campus is the tone of the building supported by administration, faculty and students. The tone of the building is generated through respect and care from all administrators and staff members for all students regardless of their circumstances. The following components underpin the development of quality culture and climate our School:

- *Significant Adult Connection* - It is important that every student have at least one adult that knows them very well. Creating this important connection will begin the first day the student comes on campus and will continue throughout the student's stay. It is expected that this important connection will assist in the retention of each student through the long term.
- *Positive Adult Interactions* - Throughout the School, adults and students alike will be coached to engage in language and behavior that is conducive to positive interactions and student engagement. Teachers will receive training that allows them to focus on the fundamental personal traps that lead adults into non-productive conversations with students who have extended experience with dysfunctional behavior. Teachers will model appropriate behavior while coaching students as they interact with other adults on campus. In addition, students will be expected to exhibit appropriate behavior with each other.
- *Daily Personal Greetings* - At the beginning of every instructional session, administrators and staff will be at the door greeting students by name. This simple, yet critical, part of the expected daily service model supports a school environment in which all students feel known, recognized and appreciated. This action also allows staff to identify students who may arrive at school in need of additional personal/social support or intervention.
- *Celebrations and Recognition* - A prominent aspect of a supportive, encouraging culture is the existence of routine celebrations that are designed to support and uplift student progress . Administrators and teachers will be expected to regularly recognize student achievement through actions to include but not limited to:: 1) notifications of notable progress or achievement placed in classrooms, 2) hallway posters displaying student progress, 3) attendance acknowledgements, 4) pictures of seniors and graduation ceremonies, 5) events celebrating achievement on standardized tests, 6) recognition of students who have achieved honors in the community, 7) regular positive phone calls to parents/guardians, and 8) student achievement highlights on the school website and social media The Principal will lead and invite School staff, community, family members, and Board members to celebratory events.

Foundation; Calkins, A., Guenther, W., Before, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools.* Boston, MA: Mass Insight Education & Research Institute; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, *65*(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional; Gunn, T.M., Chorney, D.W., & Poulsen, JC. (2009). High school completion: A comprehensive review of projects directed toward keeping students in school. *The Journal of At-Risk Issues*, *15*(1), 17-24; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs.* Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education.* (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices; Quint, J. (2008). Lessons from leading models. *Educational Leadership*, *65*(8), 64-68; Seltz, J. (2008). A focus on high school reform. *Educational Leadership*, *65*(8), 96; Shore, R. & Shore, B. (2009, July). *Reducing the high school dropout rate* (KIDS COUNT Indicator Brief). Baltimore, MD: The Annie E. Casey Foundation.

(b) Academics

Not surprisingly, the majority of studies reviewed in the design of the proposed educational program recommend a clear focus on academic innovations and interventions. Successful dropout prevention programs are characterized by challenging coursework and rigorous academics, coursework that is clearly relevant to postsecondary goals, an expectation that all students will be successful, and early interventions to provide support to struggling students and close achievement gaps.[20] Each of these elements has been thoughtfully and deliberately integrated into our School model.

(c) Supports

The research on dropout prevention and recovery is clear about the need for comprehensive and coordinated support services to students. Small, safe, and flexible school environments with an emphasis on academics alone will not be as successful as the same environment and academic emphasis in a school with supports that are designed to also address the social, emotional, and psychological well-being of the students. Several support structures appear to be key in leading students to school success and graduation, including effective use of data, personal attention and a close relationship with an adult at school, a graduation and postsecondary plan, family and community involvement, skilled teachers and leaders who participate in regular and meaningful professional development, and access to specialists including a Family Support Specialist and Career Coach. Our educational program model closely and thoughtfully aligns with these recommendations for dropout prevention and recovery.

(3) Research on Instructional Delivery

Our blended learning approach integrates face-to-face classroom instruction together with computer-generated activities, forming a cohesive and highly effective instructional model supported by research.. Perhaps the strongest case for blended learning programs comes from the U.S. Department of Education's meta-analysis of forty-five (45) studies that indicated that instruction combining online,[21] Classroom time can be used to engage students in interventions to eliminate barriers as well as to provide advanced interactive experiences. The online portion of the course can provide students with multimedia-rich content throughout the course of the day. This allows for an increase in flexibility for scheduling intervention, social support, and post-secondary planning and career guidance for students.

Students in blended learning environments have a significantly higher motivation to learn than those in other educational models (Klein, Noe & Chongwei, 2006).[22] The School's blended learning model takes into account the instructional and social emotional needs of at-risk students. "At least two-thirds of current and recent high school students agree that attending a school focused on social and emotional learning would help improve their relationships with teachers and peers, their learning of academic material, and their preparation for college, careers, and citizenship" (Darling-Hammond, et al.,2018, p.13).[23] As a result, the School's model takes into account the whole learner. Each student

[20] *Benchmarking Alternative K-12 Education*. Hanover Research , 4 Jan. 2018, https://hanoverresearch.secure.force.com/customerportal/sfc/servlet.shepherd/version/download/06850000003zoLuAAI.

[21] Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K. (2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies, 50, 37-54.

[22] Klein, H. J., Noe, R. A., and Chongwei, W. (2006). Motivation to learn and course outcomes: The impact of delivery mode, learning goal orientation, and perceived barriers and enablers. Personnel Psychology, 59(3), 665-702.

[23] Darling-Hammond, et al. *From a Nation At-Risk to a Nation at Hope*. National Commission on Social, Emotional, & Academic Development, 2018, http://nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf.

will work on an individualized plan, will be provided academic and social/emotional interventions and support, and will benefit from a climate of encouragement and celebration.

In addition to meeting social and emotional needs of at-risk students, holding students' interest throughout their instructional session is also critical. Amen (2013) reports that thirty-three percent (33%) of untreated people with Attention Deficit Disorder (ADD) never finish high school.[24] These individuals need constant novelty in order to sustain interest and follow through. Digital learning can provide that novelty through interactive, original subject material; multimedia tutorials; manipulative tools that encourage hands-on interaction; and engaging exercises and self-checks.

In the blended learning environment, according to *Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice* (2010)[25], "the teacher is critical, as blended learning requires a transformation of instruction as the teacher becomes a learning facilitator; instruction involves increased interaction between student-and-instructor, student-to-content, and student-to-student." *Keeping Pace* also notes that blended learning offers more possibilities for engagement, personalization and increased learning, stating: "Blended learning can personalize instruction to each student in a classroom, freeing the teacher to focus on working one-on-one with students in particular areas that they need additional help;" and "Quality blended learning prepares students to think critically, to build collaborative relationships, to problem solve, and to communicate in a diverse global community."

In a study of blended learning (face-to-face and online/digital), Pape[26] observed:
…with blended learning, teachers can use online tools and resources as part of their daily classroom instruction. Using many of the online tools and resources students already are using for social networking, blended teaching helps teachers find an approach that is more engaging for this generation of students. The benefits of blended learning include giving students a variety of ways to demonstrate their knowledge while appealing to diverse learning styles and fostering independent learning and self-directed learning skills in students, a critical capacity for lifelong learners. Blended learning helps students better develop their higher education and workforce skills. It extends teaching and learning beyond the classroom walls, developing critical thinking, problem solving, communication, collaboration and global awareness.

According to Cakir, Delialioglu, Dennis, & Duffy,[27] the student achievement gap between urban and suburban districts is a major issue in U.S. schools. Technology-enhanced learning environments that support teaching and learning processes with advanced technology may close this achievement gap. Their research studied the impact of student and school factors with an emphasis on schools' geographic location on student achievement in a technology enhanced learning environment. The instructional model investigated by Cakir et al. combined face-to-face learning with online/digital curriculum and instructional materials that were distributed over the Internet so that all teachers and students received the same instructional materials and content tests. 4,670 students from 386 high schools participated in this study. Considering together with gender, ability and motivation factors, results showed that students located in different districts achieved equally well. Their results concluded that the combination of technology-enhanced classroom learning and face-to-face instruction helped

[24] Amen, D.G. (2013). Healing ADD. New York, NY: Berkley Books.
[25] Watson, J., Murin, A., et al. (2010). *Keeping pace with K-12 online learning: An annual review of policy and practice.* Retrieved from http://www.kpk12.com/wp-content/uploads/KeepingPaceK12_2010.pdf.
[26] Pape, L. (2010). Blended teaching and learning. Education Digest: Essential Readings Condensed for Quick Review, 76(2), p22-27.
[27] Cakir, H., Delialioglu, O., Dennis, A., & Duffy, T. (2009). Technology enhanced learning environments for closing the gap in student achievement between regions: Does it work? AACE Journal, v17 n4 p301-315.

students be successful, which gives promising results to remedy student achievement gaps between urban and suburban districts and their respective student populations.

As noted by Larson, Kuhn, Collins, Balthazor, Ribble, & Miller,[28] high school students spend much of their educational journeys immersed in 'old' literacies with paper, pencil, and print books. But outside of the classroom, they are exposed to information and communication technologies--such as blogs, wikis, Internet browsers, multimedia, social networking sites, and a wide range of software-each of which demands new literacies. This disconnect is a serious problem for schools because it reflects a decline in school's relevancy to students' futures, and the gap between how schools teach and how students learn will only grow over time.

A study conducted by Korkmaz & Karakus[29] investigated the impact of a blended learning model on students' attitudes towards a Geography course and their critical thinking dispositions and skills. An experimental pattern with pretest-posttest control group was used in the study. The study group consisted of fifty-seven (57) high school students (28 in the experiment group and 29 in the control group). The experimental group was subject to hybrid learning through the Geography web page, while the traditional learning model was used for the control group. The results indicated that the blended learning model contributed more to student attitudes toward the geography course when compared to the traditional learning model.

As noted by the National Council of Teachers of Math (NCTM)[30]: Technology is an essential tool for learning mathematics in the 21st century, and all schools must ensure that all their students have access to technology. Effective teachers maximize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. When technology is used strategically, it can provide access to quality mathematics instruction for all students.

Barrow & Rouse[31] examined whether a computer-based curriculum in mathematics was more effective than traditional classroom instruction at teaching pre-algebra and algebra concepts to middle- and high-school students. The study included about 1,600 students in fifteen (15) high schools and two middle schools in three large urban school districts. Math classrooms in each school were randomly assigned to use either the computer-based curriculum or a traditional math curriculum. The study assessed the program's effectiveness by comparing the test scores of the two instruction groups at the end of the school year. At the end of the school year, students in classrooms using the computer-based curriculum scored higher on the assessment of pre-algebra and algebra skills than students in traditional math classrooms. The estimated effect size was 0.17, equivalent to moving a student from the 50th to 57th percentile.

In summary, research has indicated that blended learning offers a compelling alternative to traditional instructional methods. Moreover, blended learning offers a promising solution to narrowing the

[28] Larson, L., Kuhn, C., Collins, R.A., Balthazor, G., Ribble, M., & Miller, T.N. (2009). Technology instruction: Fixing the Disconnect. Principal Leadership, v10 n4 p54-58.
[29] Korkmaz, O. & Karakus, U. (2009). The impact of blended learning model on student attitudes towards geography course and their critical thinking dispositions and levels. *Turkish Online Journal of Educational Technology - TOJET*, 8(4) p51-63.
[30] National Council of Teachers of Mathematics. (2008). The role of technology in the teaching and learning of mathematics: A position of the National Council of Teachers of Mathematics. Available online at: http://www.nctm.org/uploadedFiles/About_NCTM/Position_Statements/Technology%20final.pdf
[31] Barrow, L., Markman, L., & Rouse, C. (2008). Technology's edge: The educational benefits of computer-aided instruction, NBER Working Paper No. 14240. National Bureau of Economic Research.

achievement gap for at-risk learners, ensuring that all students have access to high-quality educational opportunities.

3.D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B.

A sample daily schedule and annual school calendar, as well as a description of a typical day are included as Attachment B.

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

The School's educational programs and curricula are built upon rigorous and relevant standards that will help improve student achievement and attainment of the NGSSS and B.E.S.T. standards. The School's instructional staff will utilize assessment data and results to drive instructional decisions, integrate strategic interventions to address gaps in student performance, and improve student outcomes.

The School will offer multiple levels of core curriculum including foundational courses, core courses integrated with reading development, core content courses, honors courses, CTE courses, and advanced placement courses. Course offerings (a complete list is included here) will depend upon student needs. Our goal is to graduate students who are prepared to enter the workforce or military, or to enroll in freshman-level college courses and succeed without requiring remediation.

Research demonstrates that high-need, high-risk students often need a variety of instructional approaches to meet their needs, motivate them, support their learning, and ensure both short and long-term success.[32] Our charter school model will enhance the academic outcomes for students and support the attainment of state-adopted standards in the following ways:

1. Build Foundational Skills in Reading and Math

- Initial assessment of reading and math skills upon enrollment, and assignment of courses and interventions based on current functional levels
- Development of an Individual Success Plan (ISP)

[32] Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school.* Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). Grad nation: A guidebook to help communities tackle the dropout crisis. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Moore,L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic.* Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, *65*(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional.; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education.* (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices.

- The Multi-tiered System of Support (MTSS) Team review and analysis of student information/data after New Student Orientation to determine Tier placement, allowing teachers to design individualized instruction for students
- Technology-based curriculum selected and assigned to address specific learning skill gaps in reading and math
- Targeted face-to-face instruction in reading and math intervention programs if reading or math is below grade-appropriate levels
- Instruction on study strategies, note-taking, and organizational skills beginning in new student Orientation

2. Rigorous and Relevant Curriculum and Instruction

- Mastery-based curriculum aligned to state assessments and designed to meet graduation requirements
- Instruction informed by student entry capacity to prepare students for graduation and postsecondary pathway
- Teacher-directed differentiated instruction – highly qualified, certified teachers leading instruction in every classroom at a ratio of no greater than one (1) teacher for every twenty-five (25) students in high school, and one (1) teacher for every twenty-two (22) students in middle school.
- Blended learning that includes both online as well as one-on-one, small group. large group, and pull-out instruction
- Curriculum and instruction differentiated to meet each student's academic needs
- Software instruction that includes audio support for all lessons, written transcript for all video and audio portions of lessons, interactive graphics, and hyperlinks to definitions of key terms and additional review activities
- Software available with significant language translation supports (e.g., text and audio)
- Software activities and teacher lessons address multiple modalities and levels of cognition
- Data-driven focus on continuous program improvement and student achievement

3. Increasing Student Engagement Through Communication and Celebration of Success

- Climate and culture of respect and high expectations
- Recognitions and celebrations to include incentives for attendance and academic progress
- Attendance calls made to applicable student / parents / guardians daily
- Positive contact monthly for every student

4. Accelerate the Successful Completion of Courses and Earning of Credits

- New Student Orientation that sets expectations for success, emphasizes rules and procedures, and introduces student to the curriculum
- Two sessions per day to accommodate students who are working, have family responsibilities, or need scheduling flexibility
- Individual-pacing by the student
- Technology-enhanced classrooms using the best available instructional software and computer technology that are a proven solution for at-risk students and allow for the individualization of instruction
- MTSS, a multi-tiered approach to improving behaviors and accelerating academic progress
- Continuous progress monitoring by MTSS Team to include data review and short cycle assessments
- Students and parents/guardians able to track student progress, attendance, goals, and assessment scores via MY SUCCESS® Student and Parent Dashboard

- Equipment and materials provided to each student, e.g., computer, paper, notebooks, and graphing/scientific/four function calculators

5. Provide a Foundation for Students to Become Successful Members of Their Communities

- Staffing includes a Family Support Specialist and Career Coach
- Employability Skills Training
- Individual Success Plan that includes a Postsecondary Transition Plan, College and Career Center for postsecondary planning and preparation
- Support by social services, crisis intervention, and behavioral health professionals located in the School to help students to remove barriers that prevent them from attending and/or being successful in school
- School events such as cultural field trips, college visits, financial aid nights, health fairs, job club, college and career fairs to increase relevance and exposure

4. CURRICULUM AND INSTRUCTIONAL DESIGN

4.A. DESCRIBE THE SCHOOL'S CURRICULUM IN THE CORE ACADEMIC AREAS, ILLUSTRATING HOW IT WILL PREPARE STUDENTS TO ACHIEVE FLORIDA STANDARDS. DESCRIBE THE PRIMARY INSTRUCTIONAL STRATEGIES THAT THE SCHOOL WILL EXPECT TEACHERS TO USE AND WHY THEY ARE APPROPRIATE FOR THE ANTICIPATED STUDENT POPULATION.

The School will implement a blended instructional model that includes a standards-aligned curriculum for both computer based and direct instruction. The instructional software used by the School delivers a broad curriculum (from foundational skills to Advanced Placement courses) to meet diverse learning needs and support teachers in creating rich, in-depth differentiated learning experiences for their students. The technology provides students and teachers with the tools, resources, and curriculum to be successful learners and increase student achievement. The curriculum is based on a three-component model of personalization, performance data, and intervention support. Research has consistently shown this three-pronged strategy will significantly increase student achievement levels when implemented in a web-based learning environment (Chou & Wang, 2000; Federico, 2000; Rasmussen & Davidson-Shivers, 1998).[33] Each course provides a complete scope and sequence with original instructional content that not only guides students in mastering critical skills and developing an understanding of key concepts but also encourages them to extend their learning beyond required content.

The School's curriculum resources are described in detail below.

(1) Edmentum Learning (Edmentum includes a portfolio of products which includes Apex Learning**)** (accredited by the Commission on Schools of the Northwest Association of Accredited Schools, an accreditation division of AdvancED) provides comprehensive online instructional content

[33] Chou, H. & Wang, T. (2000). The influence of learning style and training method on self-efficacy and learning performance in WWW homepage design training. International Journal of Information Management, 20, 455-472; Federico, P. (2000). Learning Styles and student attitudes toward various aspects of network-based instruction. Computers in Human Behavior, 16, 359-379; Rasmussen, K. & Davidson-Shivers, G. (1998). Hypermedia and learning styles: Can performance be influenced? Journal of Education, Multimedia and Hypermedia, 7, 291-308; Wang, K., Wang, T., Wang, W., & Huang S. (2006). Learning styles and formative assessment strategy: Enhancing student achievement in Web-based learning. Journal of Computer Assisted Learning, 22(3), 207-217.

and assessments that help teachers individualize instruction, ensuring each student has the opportunity to achieve to his or her potential. Edmentum digital curriculum has been developed from the established body of learning research and best practices in teaching. Evidence-based work from leading learning theorists is used to develop curriculum that incorporates basic and higher levels of learning, builds critical thinking skills, deepens understanding, and engages and motivates students to succeed. The research base that serves as the foundation for course development is documented in *Research Put into Practice: Apex Learning Curriculum and Pedagogy* and *Learning Design and Research Base for Edmentum Courseware*.

Edmentum courses in math and English Language Arts are aligned to the Florida Standards (and will be aligned to B.E.S.T. standards prior to the school opening in 2023) and incorporate rigorous instruction, active learning experiences, and meaningful assessment. Sample correlation reports are available online. [To access the Edmentum Correlations Engine, please visit: https://edmentum.clickhelp.co/articles/#!courseware-instructor-resources/florida-ccrs. Login with Account: ALSE; Username: DemoUser; Password: 1234.]

Each Edmentum online course provides a complete scope and sequence based on state and national standards. Courses are organized into semesters, units, lessons, and activities. A typical semester includes 5-6 units, each with 5-6 lessons. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, web explorations, reviews, and both computer- and teacher-scored assessments, including unit diagnostics. Each semester has an average of 750 pages, 1,000 images, 250 multimedia tutorials, 250 interactive exercises, 50 computer-graded assessments, and 85 vetted web links.

Edmentum helps teachers create active learning experiences that keep students engaged. Study plans help teachers guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding. Students progress through course content by interacting with each concept as they are prompted to observe, inquire, create, connect, and confirm. Interactive, original subject material is presented in a step-by-step fashion designed specifically to appeal to students. Multimedia tutorials provide opportunities to explore and discover new material. Multiple representations help teachers reach each student. Manipulative tools encourage hands-on interaction to master concepts. Interactive exercises and self-checks give frequent opportunities to confirm understanding and apply new concepts. Instructive feedback is immediately provided as students apply their understanding, creating a continuous interplay with the subject matter that keeps students attentive and motivated. Through ongoing interaction with course content, students are able to take responsibility for, and ownership of, their individual learning experience. As students experience success, their confidence builds, and achievement increases.

One of the features of Edmentum software is that it is designed to allow teachers to differentiate instruction for students based on individual needs. Edmentum gives teachers the flexibility to determine how to most effectively use these online curriculum resources to enhance classroom instruction.

Assessment opportunities – including formative, summative, and diagnostic assessments – are integrated throughout Edmentum's digital curriculum and address each learning objective. Formative and diagnostic assessments provide opportunities to pinpoint student strengths and weaknesses and gauge student progress on an ongoing basis. Summative assessments require students to demonstrate

content mastery at the end of each semester. Detailed reports provide teachers with performance information for an entire class and individual students (See Gradebook samples in Attachment FF).

(a) Course Options

The School will offer the curriculum required for: promotion to high school; earning a high school diploma; and meeting the Florida Next Generation Sunshine State Standards (NGSSS) as defined by s. 1003.41, F.S., including B.E.S.T. standards. A complete list of course offerings is included at https://s3.amazonaws.com/finishschool.com/CourseOfferings.pdf. Through utilization of the Edmentum curriculum, the School will be able to offer courses aligned to individual student needs and delivered through a secure network. These include Foundations Courses, Core Courses, Honors Courses, and Advanced Placement Courses.

[1] Foundations Courses. Designed to provide a bridge to high school, Edmentum Foundations Courses target middle and high school students unprepared to successfully complete grade-level work. Foundations Courses feature structured remediation designed to facilitate student progress through grades 3-8 skills. Courses develop math and English-language arts skills and strategies while raising academic performance up to high school levels. Each semester course offers approximately 70-90 hours of interactive instruction, guided practice, and integrated formative, summative, and diagnostic assessment. Students working on foundations courses will also receive supplementary instruction to ensure alignment to the Florida Standards.

[2] Core Courses. Focused on building essential skills and content knowledge, Edmentum Core Courses are designed to support success for both struggling and mainstream middle and high school students. Rich graphics, engaging multimedia, hands-on interactivity, video, and audio tracks provide support for those reading below grade level and address different learning styles for all students. Robust scaffolding in the form of annotated readings, study sheets, and graphic organizers assists all learners in making consistent progress through coursework. Each semester course offers 70-90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

[3] Honors (College Prep) Courses. Edmentum Honors Courses are designed to meet the needs of highly motivated students who want to build advanced skills and content knowledge in preparation for undergraduate study. Placement in Honors (and Advanced Placement) classes will be determined by Assistant Principal's review of students' academic history upon enrollment, the student's goals, recommendations of teachers or other staff who identify students with potential for more advanced coursework, and teachers' and Assistant Principal's progress monitoring meetings with the student.

[4] Advanced Placement (AP) Courses. Authorized by the College Board AP Course Audit, Edmentum online Advanced Placement Courses are designed to meet the higher education expectations of a college-level course and prepare students to demonstrate college-level achievement through success on the AP exams. Courses target highly-motivated students who are reading at grade level or above and who have a track record of success in high school coursework. Each semester course offers approximately 120 hours of direct instruction and integrated formative, summative, and diagnostic assessment.

[5] Exam Preparation Courses. Even the most accomplished students can benefit from targeted preparation before high stakes exams. To ensure students are adequately prepared, the school will

offer SAT, ACT, and Advanced Placement (AP) Exam Review. Additionally, the school will provide interventions to help prepare students for meeting state assessment standards. Interventions will be aligned to the state's test blueprint, including the state required assessments.

(2) Reading and Math Curricula

Given the School's target population, it is likely that many of the School's students will struggle with English language literacy in some way. Some may be English Language Learners, some may have reading difficulties, and others may have a limited vocabulary. In order to effectively address the challenging needs of these students, the School has a detailed plan for reading instruction as described below in Section 4.B. – The School's Reading Curriculum.

Reading Plus®, the School's selected primary reading curriculum, is an online reading intervention program aligned to the Florida Standards that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. *Reading Plus*® was chosen because of its ability to differentiate instruction and pinpoint student needs. It is described in detail in Section 4.B.

It is also expected that a majority of the School's students will struggle in math. In order to help students meet state assessment and graduation requirements, supplementary online mathematics such as IXL Math programs will be used to serve as an intervention to improve student mathematics performance. The school will offer mathematics support using a variety of standards-based materials through direct instruction. These materials may include but are not limited to classroom hands-on math manipulatives, Khan Academy and Algebra Nation. In addition to direct instruction in mathematics, students struggling to pass the Algebra 1 EOC exam will have the opportunity to engage in math intervention software at school or at home (example- Imagine Math).

Students will need to meet all academic state requirements for reading and math including End-of-Course (EOC) assessments. Students enrolled in Algebra I will be required to pass the EOC assessment, which will constitute thirty percent (30%) of the student's final course grade.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum and software, the School will continuously review the curricula used and the research and development of new software options that may become available. The Board and school administrators will remain open to replacing these planned curricula or selecting new ones if more effective options become available in the future.

(3) Middle School Curriculum

For over-age middle school students, the School will be using a Middle School Course Catalog which includes offerings in the following areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Reading[34]
- Art
- Music
- Physical Education[35]

[34] Reading instruction is required for all middle school students in grades 6-8.

[35] Students are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled in an intensive instruction course.
2. The student's parent indicates in writing to the school that:

• Comprehensive Health[36]

• Personal/Social[37]

(4) Personal, Social, and Career Development Curriculum

In addition to the core academic content, the School will deliver an expansive personal, social, and career development curriculum designed to help students refine social skills, develop financial literacy, evaluate aptitudes and interests, and plan for postsecondary success. A blended instructional approach will include engagement in on-line curriculum as well as direct instruction lessons by teachers to include interactive discussions and activities involving collaborative problem solving, respectful listening, effective communication, cooperative learning, and responsible decision making. The personal, social and career development curriculum resources may include, but are not limited to:

Mind Sage: The focus of *MindSage* is to prepare students for the workplace and life. The subjects covered include the top 20 most important or vital skills/qualities that employers and hiring managers look for in employees.

Kuder: *Kuder* is a comprehensive education and career planning system that helps students succeed in the increasingly competitive global economy. Students will learn about themselves, discover the many options and opportunities for their future, and gain access to the information and tools to achieve their goals. It will assist students in clarifying their interests, values and skills, leading to an exploration of possible post-secondary options or career pathways.

March 2 Success®: *March 2 Success®* is a free online test preparation tool developed by the United States Army that helps students prepare for state assessments and college/career and military placement exams like SAT, ACT and ASVAB.

Federal Deposit Insurance Corporation (FDIC) Money Smart: FDIC Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals enhance their financial skills. Research shows that the curriculum can positively influence how students manage their finances in the short and long-term.

(5) Career and Technical Education (CTE) and Dual Enrollment

In accordance with s. 1003.4282, F.S. Career and Technical Education Graduation Pathway Option the school plans to provide opportunities for postsecondary readiness and industry certifications for its students by providing engaging career and technical education courses aligned with the FLDOE CTE framework. A study by Hanover Research (2019) links high school career academies with a variety of highly desirable outcomes, including truancy and dropout prevention, increases in credits earned, enhanced student achievement, and improvements in local labor markets. CTE courses have also been shown to motivate students who are otherwise unengaged in the education process, helping them to garner and hone skills in reading, writing, and mathematics, as well as develop their ability to apply critical thinking in real-world situations. Offering a CTE program as part of the school's curriculum is the first step in reducing dropout rates and spurring academic progress.

To promote student success, the instructional model will focus on each student's individual needs using a blended learning approach that combines direct, face-to-face, small and large group, individual,

a. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or

b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

[36] The School recognizes the importance of comprehensive health education and requires its implementation in the regular curriculum.

[37] All students will participate in daily Personal/Social lessons which are designed to improve the social, emotional, and academic skills of students and strengthen relationships between students and teachers as well as among students. The curriculum also includes lessons on personal financial management and career readiness.

and technology-enhanced instruction. The school's unique CTE courseware utilizes cutting-edge virtual reality (VR) and real-world simulations which, by their very nature, connect with and help motivate students on a personal level. These courses and the interactive technologies they feature also make it possible for students to earn industry credentials prior to graduation. Industry credentials provide significant value to job placement and professional advancement beyond high school for many post-secondary pathways. The CTE program educates students in trade-specific theory, equips them with valuable certifications, and through partnerships with leading organizations like HBI and YouthBuild, provides job placement and relevant work experience.

CTE Curriculum and Instruction

The school's CTE program will emphasize a blended format featuring online learning, certification preparation, and relevant work experience. The CTE courseware offerings make it possible for students to fulfill state requirements for a high school diploma while also earning certifications, licensing, and apprenticeship opportunities. Students engaging in these courses will graduate prepared to enter the workforce or continue on with post-secondary education or training.

Using the school's CTE courseware, students also have access to certified industry experts who provide blended instruction and comprehensive support virtually while on-site Advisory Teachers serve as physical proctors and supports within the classroom All of the competency-based course lessons are delivered using engaging videos and interactive simulations created with VR technology. Realistic images, sounds, and even physical sensations are generated in a virtual environment, allowing learners to participate in performance-based tasks as if they are on the work-site. The simulations offer practice runs at techniques, skills, and concepts aligned to industry performance certification exams. Students access and engage in these courses using a standard laptop, computer, or VR headset. In addition, industry-certified partners come to the school periodically to deliver specialized workshops and face-to-face instruction.

Finally, the school will build partnerships with certification agencies, trades organizations, career placement centers, and employers to provide our students with industry-specific training and job placement. This approach is consistent with and furthers the mission of helping at-risk students graduate from high school duly prepared for post-secondary success.

Expected Program Outcomes

The CTE program is an effective dropout prevention strategy that can lead to a variety of positive student and school outcomes, such as increases in attendance, credits earned, and graduation rates. Most of all, this program will help motivate our students to graduate with a career or college pathway and better prepare them for post-secondary success.

Students who take advantage of these CTE opportunities can graduate with high school diplomas, industry credentials, and college credits. Students may choose to participate in career dual enrollment for courses that will lead to an industry certification. The school will collaborate with local colleges and universities to establish MOUs for dual enrollment opportunities for eligible and interested students for both industry certification opportunities and/or degree seeking opportunities.

One of the national credentialing agencies the school plans to use is National Occupational Competency Testing Institute (NOCTI). NOCTI's Job Ready assessments have been designed and developed for assessing entry-level knowledge and performance. The NOCTI assessments are based on industry standards, are valid and reliable, and are intended to assist in making informed decisions

to support high-quality educational programs. Students who meet the benchmark on the NOCTI assessments will be eligible for industry certification and college credit.

As part of providing students with a pathway to industry certification, the school will prepare students for the associated certification exams using Certify-ED competency-based courses.[38] The Certify-ED courses provide students with a curriculum that includes practice assessments and performance-based tasks aligned to the FLDOE CTE framework. Engaging lessons, assessments, and performance-based tasks prepare students for a variety of certifications including: the FAA Remote Pilot's Certificate, ServSafe certifications, Home Builders Institute (HBI) PACT Core certification, as well as a variety of certifications which may be earned through passing NOCTI exams (i.e. Medical Assistant, Nursing Assistant, Welding, Culinary Arts, Criminal Justice, and Carpentry, etc.). The high-quality online curriculum is designed by industry experts using cutting edge technology to assess knowledge and skills using FLDOE CTE Frameworks and work-based industry standards. The Board and school administrators will continually assess CTE curriculum choices for students to ensure these planned options are the best options for our students.

4.B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.

Edmentum offers fully developed curriculum offerings, including a wide variety of courses that will be delivered through a secure network using the blended learning flex model of instruction. A sample course listing and sample scope and sequences are included in Attachment C.

- **Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.**

In accordance with Rule 6A-6.053, F.A.C., the School's Comprehensive Evidence-Based Reading Plan ensures that:

- School leadership is guiding and supporting reading;
- The analysis of data drives all decision-making;
- Intensive reading interventions will be delivered by a teacher who is certified or endorsed in reading;
- Measurable student achievement goals are established and clearly described; and
- Evidence-based instructional materials comply with section 1011.67(2), F.S.; and Supplemental instructional materials comply with section 1001.215(8), F.S.

The school's reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

[38] https://www.w3award.com/winners/gallery/?award=4&event=1031&id=221445

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

The School's educational program will utilize reading curriculum that is appropriate for students at all levels from enrichment to remediation. All students will be enrolled in a reading course and participate in a daily reading block where they receive direct instruction from a certified reading teacher along with practice and application through a digital curriculum. The School will focus on mastery of the B.E.S.T. Standards and adhere to the specifications set forth by, and take full advantage of, the myriad of resources available through the Just Read, Florida! initiative.

Upon entering the School, students will take an adaptive reading assessment to determine their current reading comprehension levels. The *Reading Plus*® curriculum then delivers programming based on the skills and individual performance of each student providing scaffolds and increased instruction when students struggle and increasing levels of instruction and rigor as students progress. The program advances through to college and career level reading. After successful completion of the *Reading Plus*® diagnostic assessment, students will be enrolled in an Intensive Reading course.

During New Student Orientation, students will receive explicit instruction on a set of content area reading strategies that are best suited for a technology-enhanced learning environment. These specific strategies will include, but are not limited to, the following: SQ4R (survey, question, read, record, recite, review), Two Column Notes, and 1-2-3 Power Notes or Cornell Note Taking. Students will be required to use these strategies and keep an organized notebook for all coursework. Teachers will receive professional development on content area reading strategies and provide guidance and monitoring of the use of these strategies.

The School will employ no less than one full-time reading teacher who is certified in reading or is a certified teacher with a reading endorsement. The reading teacher(s) will play a lead role in ensuring effective delivery of the *Reading Plus*® program, implementation of direct instruction push-in and pull-out interventions, and oversite of reading instruction across content areas.

The School's curriculum options will address a comprehensive array of reading skills at different levels. By combining various research-based curriculum options, the School will provide the building blocks for systematic and explicit teaching of reading skill and strategies, while offering courses that target a wide array of skill levels necessary to accommodate all students. School administrators and staff will ensure that students are receiving the appropriate reading intervention, and that the reading curriculum is implemented with fidelity.

(1) Students Reading Below Grade Level

Reading instruction for students reading below grade level, including the special needs and English Language Learner (ELL) populations, will begin with a careful review of each student's data and a plan to meet each student's individual needs.

In alignment with the School's mission, students who score at Level 1 or Level 2 on the Florida Assessment of Student Thinking (FAST) ELA, or FSA and who have intervention needs in the areas of decoding and/or text reading efficiency will have designated time for reading intervention and are assigned an Intensive Reading course. Reading interventions will include explicit instruction, differentiated instruction, independent reading practice, a focus on informational text, and opportunities for accelerated achievement. Students scoring at Level 1 and 2 on the FAST ELA, or FSA will be progress monitored a minimum of three (3) times per year, which will include a baseline, midyear, and an end of the year assessment.

In addition to independent work in *Reading Plus*®, reading instruction for students performing below expected grade level will include teacher-directed interventions using evidenced-based resources including but not limited to programs like *Phonics for Reading*, *Wilson Reading,* and off-line materials within *Reading Plus*®. Additionally, reading teachers will participate in regular professional development and professional learning community (PLC) experiences to enhance their ability to teach reading most effectively for low performing students and to provide feedback for review and selection of current and future literacy curriculum.

Reading Plus® will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text. *Reading Plus*® is an online reading intervention system that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. The program provides rapid, sustainable, and deep vocabulary, comprehension, and silent reading fluency gains. *Reading Plus*® will help to develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

Phonics for Reading has been selected to strengthen the reading intervention program for the disfluent level 1 students who are independently reading below a 5th grade level. The program enhances the blended model for the most intensive/at-risk reading population in our school with an emphasis on direct instruction. It is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills and is taught in small groups or one-on-one by the

reading teacher; or following training, by an aide, tutor, advisory teacher, or volunteer. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions.

Phonics for Reading focuses on phonics, a key component of reading instruction identified by the National Reading Panel (2000). The program's structured and direct approach aims to help students master the "print-to-speech" system of our alphabetic language. This is achieved by developing automaticity in letter-sound relationships and word reading skills.

Reading instruction will include whole group direct instruction of the standards, effective literacy strategies, academic vocabulary, evidence-based writing, and grammar along with small group instruction that is a combination of independent student work using instructional technology and small group instruction with the reading teacher that is tailored to meet the specific needs of the group.

The School will use a Multi-tiered System of Support (MTSS)[39] to match quality interventions to student needs. MTSS is a problem-solving model that integrates multi-tiered service delivery including primary, secondary, and tertiary levels of support. The primary, or first tier, is focused specifically at effective instructional delivery of the core curriculum for the majority of students. Special needs and ELL students achieving at grade level should meet grade level norms within the School's curriculum with teacher and reading strategy support.

Of particular priority is detecting reading difficulty at the very start of the student's enrollment at our school. In an attempt to intervene early, if students are not performing proficient on the most recent state test and/or perform at or below an established level on the GAIN assessment during New Student Orientation, an immediate screening of a word list and fluency measure will be administered to determine grade level equivalencies prior to students receiving coursework and intensive intervention in a content area.

Another incredibly important research-based strategy for the struggling reader is learning and implementing organization and study skills. There is a direct relationship between a student's ability to organize content information, take ample notes, and be successful in school. Students will receive thorough instruction in notebook organization and note taking requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. In order to be an efficient and effective student at our School, student materials that will be provided must include notebooks, pen or pencil, highlighter and headphones. The note taking structures that are best utilized in a technology-enhanced environment include: SQ4R; 1-2-3 Power Notes or Cornell Note taking; and Two Column notes.

Interventions will also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. The School will supply each classroom with resources for students to access additional information or reinforce learned concepts. These may include but are not limited to the following:

- Adopted core curriculum textbooks
- Dictionaries
- English: No Fear Shakespeare book series
- Online research sites are available as icons on selected research workstations

[39] MTSS Implementation Components, http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Reading interventions for students with disabilities will be determined by the student's Individual Educational Plan (IEP) team and documented on the student's IEP.

Wilson Reading is an intensive Tier 3 research-based program, with unique characteristics, that fully supports students who have not internalized the sound-symbol system for reading and spelling and have word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability or ELL students with limited vocabulary.

The *Wilson Reading* program was selected to support those students who need a highly structured literacy program based on phonological-coding research and Orton-Gillingham principles. *Wilson Reading* directly and systematically teaches the structure of the English language. Students learn fluent decoding and encoding skills to the level of mastery and receive instruction in:

- Word structure (in depth) for automatic decoding and spelling
- Word recognition and spelling of high frequency words, including irregular words
- Vocabulary, word understanding, and word-learning skills
- Sentence-level text reading with ease, expression, and understanding
- Listening comprehension with age-appropriate narrative and informational text
- Reading comprehension with narrative and expository text of increasing levels of difficulty
- Organization of information for oral or written expression
- Proofreading skills
- Self-monitoring for word recognition accuracy and comprehension

Lessons are delivered in a small group setting for approximately 40-50 minutes daily. Teachers follow a ten-part lesson plan that addresses the following in a sensible and logical fashion: decoding, morphology, and the study of word elements, encoding and orthography (internalizing the rules that govern English), high frequency word instruction, oral reading fluency, vocabulary, and comprehension. There are 12 Steps, not corresponding to school grade levels, that are further divided into 52 incremental sub-steps, each building upon the previous one. Requiring the mastery of each sub-step before progressing to the next one makes the demands of the subsequent sub-step manageable and achievable. This provides a systematic and cumulative approach to teaching total word structure for reading and spelling and includes an extensive collection of controlled and readable text (wordlists, sentences, stories).

The ultimate goal is for students to be successful in reading comprehension. Research has found that the ability to decode words is a prerequisite for reading comprehension. Therefore, for students who need practice with decoding, including ELL students targeted, systematic phonics instruction is essential (Torgesen et al, 2007). Furthermore, as with all students, ELL students need instruction in word learning, comprehension strategies, and academic language in order to comprehend text (Torgesen, et al., 2007).

(2) Students Reading At or Above Grade Level

Students scoring satisfactory and above on the state assessments will also receive reading instruction. As mentioned above, all students will be enrolled in a reading course and participate in a daily reading block. The instructional focus for students reading at or above grade level will be vocabulary and

comprehension strategies that prepare the students for rigorous college coursework. While they read, students will connect the new knowledge with prior knowledge and verify their predictions. Teachers will model active reading comprehension strategies for the students. After students have finished reading, they will learn to summarize and organize what they have learned. The School's teachers will receive professional development in scientifically-based reading research through participation in the District's reading endorsement classes, if available, as well as other reading trainings and professional learning communities organized by the ESP and through the Just Read. Florida! Office.

(3) Reading Program Summary

The School will ensure that there is an ongoing and primary commitment to improving reading and writing skills so that students meet the B.E.S.T. Standards. Through high quality and well vetting curriculum and evidence-based teaching strategies, the School will strive to achieve the goals outlined by Florida's Just Read, Florida! reading initiative. Furthermore, the School will base its reading instruction framework at all times on the current and relevant research findings by the National Reading Panel (NRP), International Reading Association, the National Council of Teachers of English (NCTE), and the National Assessment of Educational Progress (NAEP).

4.C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels).

The School does not plan to adopt or develop additional academic standards beyond those mandated by the state.

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

The School's primary curricula have been selected based the quality of the programs and evidence of effectiveness with our target population. All of these curricula have documented evidence demonstrating student success as elucidated below.

(1) Edmentum

Edmentum was selected as the core curriculum product because it has been recognized by the National Dropout Prevention Center as a comprehensive dropout prevention, intervention, and recovery/re-entry program with promising results.

Edmentum has used sound research to guide the development of its curriculum. Using the most recent research on acquiring knowledge and thinking skills, characteristics of learners, and assessment and feedback, the Edmentum curriculum effectively provides students with access to both the content and tools needed to be successful learners.[40] For example,

> …the learning sciences offer a time-tested base of research and practice on how people learn and how to design instruction so that students build knowledge modeled on the characteristics of expert knowledge. Second, students learn more when information in multiple media is presented to them in ways that reduce unnecessary cognitive effort, facilitate processing of essential information, and maximize processing potential. These knowledge-centered elements contribute to learning with understanding and the goal of adaptive expertise (Moore & Baer, p. 6).

[40] Moore, A. & Baer, T. (2010) Research put into practice: Apex learning curriculum and pedagogy. Seattle, WA: Apex Learning.

In response, Edmentum has designed lessons that engage students in challenging activities that increase in depth and are supported by many examples that allow students to use and apply factual knowledge. As students work, a variety of instructional strategies such as predictions, advance organizers, and questions elicit prior knowledge upon which to build new knowledge. Further, multimedia presentations of information pique students' interest and lead to deeper understandings.

The effectiveness of Edmentum (Edmentum with a portfolio of products that includes Apex Learning)'s research-based curriculum is evident. Recently, Empirical Education, Inc. completed two studies of the effects of Edmentum curriculum on students at a charter high school in Ohio. One study sought to answer the following questions, "(1) What are the determinants of achievement and dynamics of growth for students using Edmentum courses in [drop out and prevention programs]? (2) How is student growth or achievement on math, science, or ELA assessments related to the students' quality of work metrics that the Edmentum system tracks?" (p. 1).[41] Researchers found that "…increased time spent in Edmentum courses is associated with higher assessment scores…" (p. 1) and there is a "…positive relationship between Edmentum digital curriculum usage and performance on math, science, or ELA assessments" (p. 3).

Evidence from around the country also points to success with the Edmentum (Edmentum with a portfolio of products that includes Apex Learning) curriculum. St. Mary's County Public Schools are located in Leonardtown, Maryland, and serve 17,450 students in 27 schools, including the county's first public charter school. In 2012, Great Mills High School in St. Mary's County Public Schools increased its four-year adjusted cohort graduation rate by six (6) percentage points in one year, from 76% in 2011 to 82% in 2012. Superintendent Dr. Michael Martirano attributed much of the increase to the school using Edmentum® digital curriculum in a new blended learning program.[42]

A 2018 Third-Party Study of the Effects of Apex Learning (Edmentum is a portfolio of products that includes Apex Learning) on School and Student Outcomes completed by Hanover Research indicated that the use of Apex Learning Courses had a positive impact on alternative school accountability ratings and student achievement. The results found that: Eighty-six percent (85.7%) of ALS managed schools received a "Commendable" school improvement rating compared to 7.86% of non-ALS managed alternative charter schools that did not use APEX. Students in ALS schools achieved higher academic growth than students in non-ALS alternative charter schools that do not use Apex Learning Courses in English language arts and mathematics. Students in ALS schools achieved higher academic growth than students in non-ALS alternative charter schools in Florida that did not use Apex Learning curriculum, particularly in math. ALS schools also had better school improvement ratings (SIRs) than those non-ALS schools.[43]

(2) *Reading Plus®*

Reading Plus® has one of the most extensive documentations of the effectiveness of its technology-delivered reading improvement techniques, especially in the area of silent reading fluency development. Beyond the pedagogical considerations observed in *Reading Plus®*, there is an array of studies dating back to the 1930s, when Earl A. Taylor initiated the first reading instrument training technique to develop fluency in silent reading. The studies continued through the 1960s and into the

[41] Empirical Education, Inc. (2012). Ohio life skills centers: A study of Apex Learning and student achievement. Palo Alto, CA: Empirical Education, Inc.
[42] http://www.apexlearning.com/Company/News/Great_Mills_High_School_Increases_Graduation_Rate.htm
[43] https://cdn.apexlearning.com/al/als-efficacy-study.pdf

1980s with the introduction of the Controlled Reader, Guided Reader, Tach-X, and Tach-Mate tachistoscopes by Stanford E. Taylor.

Taylor Associates studied the records of over 300 schools and the reports on 65,000 students during the school years of 2005-2007, facilitating the creation of *Reading Plus*® 3.6, which contains an automated system of instruction, provisions for scaffolding of instruction to best accommodate individual student needs, ongoing formative and summative assignments, as well as many motivational measures that will maximize student progress toward developing reading proficiency.

Numerous studies conducted with *Reading Plus*® demonstrate the system's effectiveness in developing reading proficiency in elementary, middle school, and high school students. A study involving more than 28,000 students supported the following outcomes:

- *Reading Plus*® significantly improved reading scores in middle school and high school students regardless of student ethnicity or sub-population.
- A direct correlation was observed between the number of *Reading Plus*® lessons completed and gains achieved.
- Participating Exceptional Student Education (ESE) students (both non-gifted and gifted) made significantly greater gains compared to non-participating students.
- Participating English Language Learner (ELL) students made significantly greater gains compared to non-participating students.

Prescott High School in Prescott, AZ, is one of nine schools involved in the longitudinal component of the national research project being conducted by Dr. John Shelley-Tremblay of the University of South Alabama (2007). This portion of the study includes students ranging from Grade 9 through Grade 11. Over 70% of the students reported on thus far exceeded the expected Lexile growth for the period covered in this lay analysis, with the vast majority doubling and tripling the expected increase. The expected increase for the period is approximately 44 Lexile points; the average increase among the students reviewed was 105 Lexile points. Lexile points are equal-unit measures and, therefore, can be used for comparison. Within the *Reading Plus*® programs, the students increased their Guided Reading™ rate by an average of 115 words per minute while maintaining reasonable comprehension. The students also increased how efficiently they read overall.

A collaborative study[44] was conducted between August 2003 and December 2003 and involved 82 students in the ninth and tenth grades who were defined as struggling readers. Forty-four treatment-group students were assigned to *Reading Plus*® and Lexia S.O.S. programs (average time 541.6 minutes), and thirty-eight control-group students were assigned to intervention reading classes (average time 747.4 minutes). Pre- and post-tests used to determine student gains were from the Gates MacGinitie Reading Test, Lexia Comprehension Reading Test, Visagraph Reading Rate Grade Level Equivalent (GLE), and Visagraph Reading Rate with Comprehension.

While the control group showed no significant gains on the Gates Test, the treatment group made statistically significant gains ($p<.05$) from pre-test scores of 22.5 to post-test scores of 25.8. Although both groups showed improvement at the significant level on the Lexia Test, the treatment group

[44] Maycumber, Evelyn, M. Reading Plus® Research Study at Dixie High School in Cross City, FL, 2003-2004. Unpublished study conducted by North East Florida Educational Consortium's Foundation for Rural Excellence (NEFEC) and Educational Learning Systems, Inc. Cited by Florida Center for Reading Research in review of Reading Plus®, www.fcrr.org, January 2006

having access to *Reading Plus*® made significant gains on the Visagraph GLE (5.1 to 6.5) and Reading Rate (168.4 to 182), while the control group made no measurable gain.

A study conducted at a high school in California also showed positive results. A total of 182 high school students from Golden West High School in Visalia, CA, participated as part of a national study evaluating the effectiveness of *Reading Plus*®[45]. Those in the treatment group considered in the final analysis received at least 40 sessions of *Reading Plus*®, which included PAVE™, Word Memory™, Cloze Plus™, Reading Around Words™, and Comprehension Power™, and at least 30 lessons in Guided Reading™. The control group used a literature book by McDougal Littell and both groups spent equal time in reading instruction.

The results show that the treatment-group students, who were shown to be low achievers, made a significant improvement in reading (p=.012) over the control group after pre- and post-testing on the Gates-MacGinitie Reading Tests. The treatment group also showed substantial improvement in visual/functional and perceptual skills after pre- and post-testing with the Visagraph®, with an average two-year grade-level gain and fewer fixations and regressions. Reading rate was also shown to have substantially increased in both Visagraph® recordings and in Part B of Guided Reading™. The control group's gain was slight, with an average half-year grade-level gain and little improvement in reading rate, fixations, and regressions.

(3) *Phonics for Reading*

Phonics for Reading is a research-based program that reflects the findings of the major national documents on reading, including Becoming a Nation of Readers (Anderson et al., 1985), Preventing Reading Difficulties in Young Children (Snow et al., 1998), and the National Reading Panel Report (2000), which summarized research on numerous topics, including phonemic awareness, phonics, fluency, and comprehension. In addition to these reports, the design of Phonics for Reading was informed by the research on beginning reading (Honig, Diamond, and Gutlohn, 2008), the research on reading interventions for older, struggling readers (Archer, Gleason, and Vachon, 2003), the research on explicit instruction (Archer and Hughes, 2011), and the research on literacy and cultural diversity (Morrow, Rueda, and Lapp, 2009).

(4) *March 2 Success* (M2S)

March 2 Success® is an online test preparation tool that will help students prepare for standardized tests through the use of online study materials and practice tests, and at the same time improve math, language arts and science skills. A study of the effectiveness of *March 2 Success* was completed in Broward County, Florida (2009) and included 163 students. This study focused on the High School Prep module, coursework, specifically Math General Principles (GP), which leads to success in 9th and 10th grade courses. The data clearly showed that:

- Users of the M2S High School Prep course had a statistically significant increase in GP Math scores. (The difference in mean scores could not be attributed to random or chance effects)
- Users with lower initial Math GP scores had the most significant increase.
- 9th grade students had the greatest percent increase in Math GP scores.

(5) *MindSage*

[45] Shelley-Tremblay, John, & Authelet, Ann. "Reading Plus® National Research Project; Golden West High School Study Overview 2005-2006." Preliminary report of a controlled study involving high school students, March 2007 cited in Taylor and Associates (2009). Reading plus: Response to intervention. Huntington Station, NY: Taylor and Associates/Communications, Inc.

The focus of the *MindSage* curriculum is to prepare students for the workplace and life. The topics covered in the curriculum include some of the top 20 most important or vital skills that employers and hiring managers look for in employees. Topics include but are not limited to: growth mindset, adaptability, determination, habits of the mind, self-directed learning, lifelong learning, emotional intelligence, planning, communication, success, and self-esteem . The *MindSage* curriculum captures the attention of students through effective small, bite sized pieces of learning content in a highly focused and engaging way called Microlearning. When students are able to maintain prolonged focus during repetitive activities, they are displaying sustained attention. Studies have shown that heavy users of technology and social media have the hardest time displaying prolonged focus. However, they do exhibit high bursts of focus for short periods of time. *MindSage* provides sustained training, and it allows students to remain focused for short periods of time. Most video lessons are 2-4 minutes in length. This brief digital learning tool is combined with 5-10 minutes of class discussion followed by a short journal assignment that students complete on their own time. In addition, the *MindSage* course spans many grade levels (from 4th to 12th grade). By asking students to continuously analyze themselves and make changes based on what they find and learn, over a sustained period of time, *MindSage* effects strong positive changes in each student.

(6) FDIC Money Smart

The Federal Deposit Insurance Corporation (FDIC) developed *Money Smart* to help young adults outside the financial mainstream build financial knowledge and develop positive relationships with financial institutions. *Money Smart*, piloted in early 2001 in the Washington, D.C., area, was distributed throughout the United States later that year. A longitudinal study conducted by FDIC in cooperation with NeighborWorks America[46], showed that financial education changes attitudes and behaviors and can result in enhanced financial literacy (i.e., confidence about basic money management skills, confidence about personal finances and improved creditworthiness). Results also indicated that financial education results in some consumers establishing or strengthening relationships with financial institutions. For example, after completing the *Money Smart* program, results for those in this study who completed this curriculum showed that:

- 43 percent without a checking account opened a checking account;
- 37 percent without a savings account opened a savings account;
- 69% reported an increase in their savings; and
- 55% indicated they "always paid bills on time," up from 43% before taking the course.

(7) *Kuder* Education and Career Planning System

Kuder is powered by a suite of age-appropriate free online planning tools that are internationally recognized and specialize in research-based assessments. The online tools help students create a personalized plan that puts them on track for professional success. Research-based assessments are aligned to career clusters and occupational pathways to help students match their interests, skills and work values with potential jobs/careers. An extensive catalog of careers provides essential information about occupations, including educational requirements, salary, and job outlook.

[46] Federal Deposit Insurance Corporation, (2007). *A LONGITUDINAL EVALUATION OF THE INTERMEDIATE-TERM IMPACT OF THE Money Smart FINANCIAL EDUCATION CURRICULUM UPON CONSUMERS' BEHAVIOR AND CONFIDENCE*. Washington, D.C.: FDIC. Retrieved from http://www.fdic.gov/bank/analytical/quarterly/2007_vol1_2/site/2007_summer01.html

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

The School will offer all required instruction for middle school promotion and high school graduation as defined by Section 1003.428 and 1003.4282, F.S. This will include a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level (9-12) for students selecting the 24-credit graduation option. In addition, the school will provide required instruction on teen dating violence and abuse as required by Section 1006.148, F.S., The health education curriculum for students in grades 9 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

Electives will include both on-line and classroom opportunities. As illustrated in the Course Offerings list, the School will provide a number of elective courses that include, but are not limited to CTE, Fine Arts/Performing Arts electives with Music Appreciation, Art Appreciation. Additional electives such as Creative Writing, Geography, Multicultural Studies, Psychology, Sociology and College/Career Preparation will be provided as well.

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

As a dropout prevention and recovery school, all students in the target population are expected to enroll at high risk of not meeting academic requirements and/or of dropping out of school. Every element of our instructional and support model is designed to respond to the unique needs of this student population. Through an individualized program and a clearly defined multi-tiered system of supports, this model has proven highly successful in helping students reach academic success and stay engaged in school.

(1) Individualized Program

The School's academic program is highly personalized so that students' needs are met and all are provided with the opportunity to realize their full potential. This individual approach begins at the very beginning of each student's enrollment when a baseline academic assessment will be administered using the General Assessment of Instructional Needs (GAIN). This will allow staff at the School to immediately identify each student's strengths and needs. An Individual Success Plan (ISP) will be developed for each student laying out the courses and exams needed for middle school promotion/high school graduation. New students' transcripts will be obtained from the student's last school attended and reviewed by teachers and/or administrators for input into each ISP. This information is also projected to each student in their individual MY SUCCESS® Dashboard which serves as a daily road map allowing students to see their ISP progress in real time.

In this individualized program, each student may progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the Florida Standards, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the EOCs and/or other state assessments and comply with state middle school promotion requirements or graduation requirements to earn a high school diploma.

In addition to direct instruction, the instructional software courses incorporate three types of flexible instruction: multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, all of which are addressed in the software.

Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on developing reading, writing, and math skills and strategies. Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and complete courses for middle school promotion or earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding and other literacy enhancement strategies built into each course for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Targeted face-to-face direct instruction sessions will be conducted, as needed, to assist struggling students. These sessions will be targeted towards students' individual needs to include test taking skills preparation, foundational skill improvement, and additional reading, math, social studies, and science instruction.

(2) Multi-tiered System of Support (MTSS)

The School will use a Multi-Tiered System of Support (MTSS) model to match quality interventions to student needs. MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)[47]. MTSS includes elements common to many data-based problem-solving models including Response to Intervention (RtI), Positive Behavior Support (PBS), etc.

Academic and behavioral approaches will focus on evidence-based practices. The selection of practices (e.g., planning and implementing interventions) for each student will be based on the following:

- A short list of critical priorities identified by the School
- A limit of only one or two major adoptions at a time
- Strategies that have been proven effective in addressing the desired outcomes
- The ability to monitor progress of implementation[48]

[47] Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS).* Tallahassee, Florida: Florida Department of Education.

[48] Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359–390). New York: Guilford Press. Accessed from http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview

Three tiers define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation
- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include but are not limited to the following: 1) classroom teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. The team will use the following process:

1. Define the problem.
2. Analyze the problem using available data.
3. Develop and implement a plan that includes one or more performance goals for the student.
4. Measure the student's response to the intervention by using data from progress monitoring.
5. Continue or adjust the intervention based on the student's response and progress.

The main goal of MTSS academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed. Academic MTSS systems identify goals, a core academic curriculum, and organizational structures or strategies to enhance academic instruction.

[1] Tier I Interventions

The implementation of additional instructional programs will be driven by the Response to Intervention (RtI) process. It is likely that the majority of students served at the School will require at least Tier I interventions. General Tier I strategies will include:

- Delivering a Florida B.E.S.T Standards aligned curriculum
- Differentiated instruction
- Front-load learning to increase student success
- Explicit instruction and support in study and learning strategies

The School recognizes that students will enroll with varying background knowledge, readiness, language, and preferences in learning and interests, and it is the School's responsibility to respond appropriately to their differences. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting with his/her individual learning process and needs. The school will use the technology and digital curriculum described in this application to facilitate differentiated instruction and 1:1 support through the assignment of computers to each student. Research by Bebell and O'Dwyer (2010)[49] found that

> …participation in the 1:1 programs described was associated with increased student and teacher technology use, increased student engagement and interest level, and modest increases in student achievement. With regard to student achievement, positive increases were observed more frequently within the ELA domain than in mathematics…. (p. 11-12).

[49] Bebell, D. & O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings. *Journal of Technology, Learning, and Assessment, 9*(1). Retrieved [date] from http://www.jtla.org.

Special interventions will include instruction on developing study skills. An incredibly important research-based strategy for the struggling student is learning and implementing organization and study skills. Students will receive thorough instruction in notebook organization and note-taking requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. Students will be provided and required to use organized notebooks, pen or pencil, highlighter, and headphones. Note-taking structures will include use of the SQ4R study system; taking 1-2-3 Power Notes or Cornell Notes; and Two Column Notes.

Tier I interventions also will also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. Each classroom will be provided with resources for students to access additional information or reinforce learned concepts. These resources may include but are not limited to the following:

- Adopted core curriculum textbooks
- Dictionaries
- English: No Fear Shakespeare book series
- Math: Graphing Calculators; Order of Operations Chart; Classroom math manipulative resources
- Science: Elements Charts; Cell Charts
- Social Sciences: Globes, World Maps, State/Local Maps
- Online research sites are available as icons on selected research workstations. These may include:
  - English: Brainpop; Brainpop Jr.
  - Math: Online Graphing Calculators KhanAcademy.com
  - Science: Gizmos
  - Social sciences: Hippocampus.org

[2] Tier II Interventions

When monitoring student progress through the data reporting system, any alerts on a student that may not be functioning successfully in Tier I will prompt the MTSS Team to convene to consider needed Tier II interventions. Students who are non-proficient on the state assessment and whose current level of performance is moderately below grade level on the GAIN and/or other assessments (e.g., *Reading Plus*®, Edmentum assessments, EOC, and/or other state assessment results, etc.) will be given Tier II or secondary instructional services. *Reading Plus*® will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text.

Additional Tier II Interventions may include but are not limited to:

- Review formative data to determine student progress and possible obstacles
- Introduce student tutors to remove possible learning blocks
- Increase scaffolds to provide an improved level of support
- Monitor Edmentum usage to ensure content and skill improvement
- Assist with notebook set-up and usage
- Provide bilingual dictionaries
- Begin small group instruction
- Increase teacher attention to the self-paced learning process
- Modify or adjust assignments or methods of instructional delivery within the curriculum
- Read assignments to students
- Provide a quiet learning environment

- Use supplemental curriculum
- Provide extra time to complete assignments
- Assign/encourage student to attend extra sessions
- Teach additional learning strategies – Organizational / Metacognitive / Work habits / Self-Management Techniques
- Monitor progress and attendance
- Check the need for social services intervention

Significant to Tier II interventions are the use of data and related data services. The following assessments will be used to further assist in the diagnosis of students that continue to exhibit difficulty with performance. Only those diagnostic assessments that are necessary will be used and the data included in the overall student profile. These screening and predictive assessments may include but are not limited to:

- State Assessments
- Benchmark assessments
- Word and passage reading fluency
- Reading comprehension
- Number sense screening
- GAIN
- *Reading Plus*®

The data from the following assessments may also be used to assist in determining difficulty that various students may be experiencing. This data will also be combined with the student's profile in an effort to gain an overall understanding of the difficulty and provide effective interventions.

- Benchmark Data
- Assessments from course software (Edmentum, math software, and *Reading Plus*®)
- Grades and Course Completion
- Comprehension Measure
- Word and Passage Reading Fluency

[3] Tier III Interventions

When difficulties persist, a more intensive approach is required. Students who are severely below grade level require intensive Tier III intervention. Students who qualify for this tier require more time, smaller groups, and greater intensity in instruction. Students who are non-proficient on state assessments and read at a 5th grade level or below on GAIN and/or other reading assessments will be further diagnosed by an oral reading fluency and word list measure to determine if they qualify for preliminary English language and reading skills.

The approach at this tier may be a combination of modified instruction, modified assessments, and/or a testing battery designed to diagnosis significant problems. The following may be used singularly or in combination to increase success:

- Assign the student to a specific support teacher most responsive to their individual needs (reading, special education/ESE, math, English, etc.)
- Increase frequency of one-on-one instruction
- Offer diagnostic assessments for learning disabilities
- Modify methods for interacting with coursework
- Use community resources
- Continue targeted pullouts

- Increase targeted assistance based on progress monitoring administered by classroom teacher or external interventionist
- *Phonics for Reading*
- *Wilson Reading*
- Match curricular materials and instructional level
- Teach additional learning strategies – Organizational / Metacognitive / Work habits
- Add intensive individual or small group instruction

Additionally, students in Tier III will be continually monitored to determine progress and impact of interventions. If there is no progress, then decisions will be made as to the appropriate services or interventions that should be provided. A teacher will be assigned to students that are classified as needing Tier III interventions. The teachers will provide intensive remediation. They will also provide direct instruction to individual or small groups of students, and will use interactive technology, instructional software, and other resources. Differentiated instruction will be designed specifically for each student and provided in pull-out sessions.

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile for each student. The learner profile will enable instructors to make decisions regarding next steps for each student. Careful remediation and monitoring are crucial to the success of a struggling learner.

5. STUDENT PERFORMANCE

5.A. DESCRIBE THE EXPECTED INCOMING BASELINE OF STUDENT ACADEMIC ACHIEVEMENT OF STUDENTS WHO WILL ENROLL IN THE SCHOOL. BASED UPON THE EXPECTED INCOMING BASELINE PERFORMANCE, DESCRIBE THE SCHOOL'S GOALS FOR ACADEMIC GROWTH AND IMPROVEMENT THAT STUDENTS ARE EXPECTED TO SHOW EACH YEAR AND THE RATIONALE FOR THOSE GOALS.

As a dropout prevention and recovery school, the expected baseline achievement of students who will enroll in the school is as follows:

- Academically unsuccessful—98% reading below grade level (average 5th grade level) and 95% performing math below grade level (average 4th grade level)
- Students will have previously-earned an average of 9.5 cumulative credits, which is 14.5 credits (or more than 2 years in a traditional high school) away from meeting graduation requirements
- Middle school students are expected to have a history of one or more grade retentions at the middle school level
- Average high school GPA will be well below the 2.0 required for graduation

The goals outlined below reflect the school's intent to accelerate credits earned toward a standard high school diploma, improve the middle school promotion and high school graduation rate, improve the percent of students meeting the state graduation assessment performance standard, improve continuing enrollment rates, and improve enrollment in post-secondary options. The School's proposed performance goals[50] are designed to align with the mission of the school and in full recognition of the expectation that the target student population will arrive significantly over age and behind grade-level; performing at the lowest levels on state exams; reading and performing math well

[50] The School is willing to work with the district's accountability department to further define the goals.

below grade level; and likely facing a myriad of social and/or emotional factors that have impacted personal and academic success.

Proposed Goal 1: Improved Academic Skills

- Proposed: Percent of students achieving improved reading and math skills.
- Alignment with the School's Mission: Improved reading and math skills increase ability to earn credits and to pass required assessments for graduation.
- Calculation:
  - Math: Percent of students, who are enrolled during both Surveys 2 and 3 and who scored at or below grade level on the school-administered baseline assessment at entry, who demonstrate at least one year of growth, as measured by the school's math intervention program or by a school-administered follow-up assessment.
  - Reading/English Language Arts: Percent of students, who are enrolled during both Surveys 2 and 3 and who scored at or below grade level on the school-administered baseline assessment at entry, who demonstrate at least one year of growth, as measured by the school's reading intervention program or by a school-administered follow-up assessment.
- Goal: As shown in the table below.

Math	**School Year 1**	**School Year 2**	**School Year 3**	**School Year 4**	**School Year 5**
All Grades Combined	**55%**	**60%**	**65%**	**70%**	**75%**

Reading/ English Language Arts	**School Year 1**	**School Year 2**	**School Year 3**	**School Year 4**	**School Year 5**
All Grades Combined	**55%**	**60%**	**65%**	**70%**	**75%**

Proposed Goal 2: Graduation Rate (with standard high school diploma in 4 and 5 years)

- Proposed: Four and five year standard high school diploma graduation rate, as reported by the FLDOE, compared to the percent of on-track students who enrolled in the School.
- Alignment with the School's Mission: Aligned with the mission to "…earn a high school diploma…"
- Calculation: The FLDOE will report 4 and 5 year graduation rates. The baseline calculation is described in the table below.
- Goal: As shown in the table below.

4 and 5 Year Graduation Rate	**Baseline**	**School Year: Class of 2026**	**School Year: Class of 2027**	**School Year: Class of 2028**	**School Year: Class of 2029**	**School Year: Class of 2030**
4-Year	Baseline: Percent of students entering School meeting all of following criteria: a) sufficient number of credits earned to be on-track to graduate on-time; b) cumulative GPA of	Baseline + 0.5 percentage points	Baseline + 1 percentage point	Baseline + 2 percentage points	Baseline + 3 percentage points	Baseline + 4 percentage points
5-Year		Baseline + 5 percentage points	Baseline + 6 percentage points	Baseline + 7 percentage points	Baseline + 8 percentage points	Baseline + 9 percentage points

	1.98 or higher; c) credits earned in all required courses for student's duration in cohort; and d) student has passed EOC assessments for those high-stakes courses already completed. **Note**: If baseline cohort contains fewer than 10 students, this measure will not be reported or be applied to the School in that year.					

Proposed Goal 3: Graduation for At-Risk Students

- Proposed: The percentage of students entering the School "off-track" and having attended the School for 45+ days during an academic year will graduate or continue enrollment in the School or another high school education option by the end of the academic year. An "off-track" student is defined as a student who enters the School with 9+ credits below the expected number for the student's ninth grade cohort.
- Alignment with the School's Mission: Focuses on graduation of the at-risk, off-track students enrolling in the School.
- Calculation: Off-track students who have attended 45+ days during an academic year and who graduated, continued enrollment in the School or transferred to another education option (divided by) number of students who enrolled off-track for graduation and attended 45+ days.
- Goal: Overall success rates, as shown in table below.

Students Included	School Year 2025-26	School Year 2026-27	School Year 2027-28	School Year 2028-29	School Year 2029-30
All Grades	50%	55%	60%	65%	70%

Proposed Goal 4: Percent meeting the state graduation assessment performance standard

- Proposed: Percent of students meeting the graduation standard on the state assessment in English Language Arts and Mathematics.
- Alignment with the School's Mission: Aligned with the mission to "…earn a high school diploma…"
- Calculation:
  - English Language Arts = Number of students, who are enrolled during both Surveys 2 and 3, scoring at or above the graduation cut score on the English Language Arts state assessment or concordant exam (divided by) number of students, who are enrolled during both Surveys 2 and 3, taking the English Language Arts state assessment required for graduation
  - Algebra I End of Course Exam (EOC) = Number of students, who are enrolled during both Surveys 2 and 3, scoring at or above the graduation cut score on the Algebra I EOC state

assessment or concordant exam (divided by) number of students, who are enrolled during both Surveys 2 and 3, taking the Algebra I EOC state assessment

- Goal: Improve overall percent of students meeting graduation requirements over baseline percentage, as shown in the table below.

Algebra I EOC	**Baseline**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
All Grades Combined	Baseline: Percent of students entering School that met standard on last Math assessment taken prior to enrollment. (The baseline will be recalculated each year to adjust for year-to-year variation among enrolling students.)	Baseline + 1 percentage point	Baseline + 2 percentage points	Baseline + 3 percentage points	Baseline + 4 percentage points	Baseline + 5 percentage points

English Language Arts*	**Baseline**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
All Grades Combined	Baseline: Percent of students entering School that met standard on last Reading/ELA assessment taken prior to enrollment. (The baseline will be recalculated each year to adjust for year-to-year variation among enrolling students.)	Baseline + 1 percentage point	Baseline + 2 percentage points	Baseline + 3 percentage points	Baseline + 4 percentage points	Baseline + 5 percentage points

*Includes only the ELA assessment designated for meeting the graduation standard.

An alternative school may choose to receive a school grade or a School Improvement Rating under s. 1008.341, F.S. For charter schools that meet the definition of an alternative school pursuant to State Board of Education rule, the decision to receive a school grade is the decision of the charter school governing board. As such, the Charter School's Board of Directors will determine how the proposed school will be evaluated.

5.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.

The following goal is in accordance with the school's mission to help at-risk students earn a standard high school diploma and prepare for post-secondary success.

Proposed Goal 5: Acceleration of credits earned toward standard high school diploma

- Proposed: Improve per semester credit earning rate for student population compared to the credit earning rate at prior schools. For example, if students entering or enrolled at the School in 2017-18 have earned an average of 2.0 credits per semester at their prior high schools, then the proposed School's goal is the 2.0 credit baseline (plus) 0.5 credits (that equals) an average credit earning rate of 2.5 credits per semester per student.
- Alignment with the School's Mission: Earning credits is required for high school graduation.
- Calculation: Credits Earned = Cumulative number of credits earned at school, as of end of school year (divided by) number of student semesters attended, as of end of school year, for all students enrolled during both Surveys 2 and 3.
- Goal: As shown in table below.

Students included	**Baseline**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
Enrolled for both Surveys 2 and 3	Baseline: Cumulative credit earning rate per semester at prior schools for students enrolled at our school for both Surveys 2 and 3. (The baseline will be recalculated each year to adjust for credit-earning variation among enrolling students.)	Baseline + 0.25 credits per semester attended	Baseline + 0.5 credits per semester attended	Baseline + 0.5 credits per semester attended	Baseline + 0.75 credits per semester attended	Baseline + 0.75 credits per semester attended

Proposed Goal 6: Improvement in At-Risk Behaviors by Increasing Attendance Rate

- Proposed: Demonstrate an improvement in at-risk behaviors by increasing attendance.
- Alignment with the School's Mission: Aligned with the mission to "…earn a high school diploma…"
- Calculation: For students attending 45+ days during an academic year, the number of attended days (divided by) number of enrolled days.
- Goal: Overall percent of attendance rate, as shown in table below.

Attendance Rate	**Baseline:**	**School Year 2025-26**	**School Year 2026-27**	**School Year 2027-28**	**School Year 2028-29**	**School Year 2029-30**
For students attending 45+ days during the academic year	Not applicable.	60%	65%	70%	70%	70%

Proposed Goal 7: Post-secondary plans

- Proposed: Percent of graduating students planning to attend two- and four-year postsecondary institutions, technical and trade schools or to join the military after graduation. Status based on documented student-level graduation plans and school-based senior exit surveys
- Alignment with the School's Mission: Directly aligned with … "be prepared for postsecondary success."
- Calculation: Number of graduates planning to attend two- and four-year postsecondary institutions and trade schools or to join the military after high school graduation (divided by) Number of graduates
- Goal: Overall percent of graduates with post-secondary plans to attend a 2- or 4-year college, trade school, or to join the military, as shown in table below:

Post-Secondary Plans	Baseline:	School Year 1	School Year 2	School Year 3	School Year 4	School Year 5
Overall	Not applicable.	50%	55%	60%	65%	70%

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

The School will comply with the requirements for student placement and promotion as noted in the school district student progression plan.

(1) Grade Level Placement

Initial grade placement and subsequent grade level promotions will be made in accordance with the requirements defined by the District's Student Progression Plan.

(2) Course Placement

Section 3.B(b) outlines the School's procedures for course placement through the development and ongoing monitoring of each students' Individual Success Plan (ISP). As described in the section, courses shall be assigned based on the individual entry level skills needs and middle school promotion or high school graduation requirements needed. As students successfully complete coursework defined by their ISP, they will meet with their Advisory Teacher and Assistant Principal to review their ISP progress and select the next course in their progression plan.

(3) Earning Credit Hours

To receive course credit, students must earn a passing average (70% or above) in the course. The Assistant Principal will verify all credits by reviewing a credit verification form, supporting documentation, and final exam performance. Course completion information will be entered in the student information system (SIS) and management information system (MIS).

(4) Calculating Grade Point Averages

Grade Point averages (GPA) will be calculated on a weighted 4.0 point scale with a .5 additional point awarded for an honors course and 1.0 additional point added for an Advanced Placement course. Class rank will be based on the weighted GPA.

(5) Promotion

Students will progress in grade levels when they meet the requirements defined by the District's Student Progression Plan. Grade level promotions shall occur at the end of each school year or mid-year if promotion requirements are met and the District Student Progression Plan allows for it.

Middle School Designation and Promotion Requirements

The School will follow the District's Progression Plan for middle school designation and promotion.

5.D. State whether the applicant intends to use the local school district's pupil progression plan.

The School will comply with the requirements for student placement and promotion as noted in the school district's student progression plan.

5.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.

(1) Graduation Requirements

The School's students will comply with graduation requirements in s. 1003.428 and 1003.4282, F.S. The following options for high school graduation will be offered:

- 24 credit standard diploma
- 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- Certificate of Completion

In addition to course and credit requirements, students must maintain an un-weighted grade point average of 2.0 and earn passing scores on state assessments as mandated by state statutes.

The School will comply with all FDOE graduation requirements, including:

- Four credits in English Language Arts (ELA) and passing 10th grade Reading ELA assessment.
- Four math credits including one credit in Algebra I and one credit in Geometry, and passing the Algebra I EOC assessment or state mathematics assessment. Industry certification courses that lead to college credit may substitute for up to two (2) math credits.
- Students enrolled in Algebra I, Geometry, Biology, and/or United States History must take the respective End of Course (EOC) exam, which will constitute thirty percent (30%) of the student's final grade.
- Three science credits that include one credit in Biology I and two (2) credits in equally rigorous courses. Two (2) of the credits must include a laboratory component.
- Three credits in Social Studies, a student must earn one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government.

For those students who choose the 18-credit ACCEL option:

- Physical education is not required
- Three (3) elective credits are required
- Online course is not required
- All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), F.S.)

A student may earn Scholar Designation on their diploma if they meet the requirements for a Standard Diploma, and earn credit in Algebra II and statistics, Chemistry or physics, foreign language credits, and at least one credit in an AP, IB, AICE, or dual enrollment course and pass the Biology 1 and US History EOCs.

Students who choose the Career and Technical Education Pathway option will need to successfully complete at least 18 credits, meet the GPA requirement, complete the standard high school diploma course requirements in ELA, mathematics, science, and social studies and complete two credits in career and technical education, and complete two credits in work-based learning. The CTE courses must result in a passing industry certification exam and therefore an industry certification. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

A student who completes the minimum number of credits and other requirements for graduation, but who is unable to meet the state assessment requirements, shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the School for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies.

(2) The Graduation Process

The Graduation Committee comprised of but not limited to the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board of Directors, will review each student's Individual Success Plan and confirm that all requirements have been met by completing the Graduation Checklist (in Attachment FF).

(3) Performance-Based Exit Option Model

Pursuant to Rule 6A-6.0212, Florida Administrative Code, the School may offer the State of Florida High School Performance-Based Diploma option for eligible students if the District has applied and received state approval to use this exit option model. The School will follow all District guidelines in the implementation of this option to include use of the performance levels identified by the District in their approved application.

(4) Concordant Scores for State Assessments

The FDOE is authorized to adopt concordant scores for meeting the graduation assessment requirement in lieu of passing required state assessments. Students may satisfy the score requirements using various combinations of tests as specified in Rule 6A-1.09422, F.A.C. The School will prepare students for any and all concordant exams defined by the FDOE.

(5) Students with Disabilities

One of the most important decisions for students with disabilities is the type of high school diploma the student will work toward. This decision is usually made by the student and family prior to entering high school with the Individual Education Plan (IEP) team. Diploma options should be considered by using postsecondary education and career goals of the student to guide the decision in the following order:

- Standard diploma
- Standard diploma with state assessment waiver
- Certificate of Completion

Students with disabilities who are working toward a standard high school diploma are expected to participate in the [FAST or FSA] and Florida EOC Assessments; however, legislation provides for a waiver of the [FAST or FSA] or Algebra 1 EOC Assessment as a requirement for graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments. Pursuant to s. 1008.22(3)(c)2., F.S., "A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript…" [51] Students who do not meet requirements for a standard diploma may be awarded a certificate of completion, depending on coursework.

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

Promotion and graduation criteria are included in the Parent/Student handbook that is given to parents and students at the time of admission and is reviewed regularly as part of the Students' Individual Success Plan (ISP). Graduation requirements and progress toward meeting are also reflected on each students' MY SUCCESS® Dashboard which is accessible with view rights to parents/guardians.

5.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.

Diagnostic assessments, including GAIN and those available through the digital curriculum, are used to establish the entrance-level performance of students and track growth at intermittent times of the year. By continuing to use these assessments throughout the year, teachers and administrators can track students' progress and their strengths and weaknesses in skills required to succeed in state assessment and/or coursework. These diagnostic assessments are used to inform intervention groups based on identified skill gaps and/or opportunities for enrichment.

Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, and tests.

Benchmark assessments will be set up for the FAST and End-of-Course tests required for graduation. The benchmarking system will begin at the point of entry for each student and progress from a series of benchmark assessments to a released FAST or EOC test as official testing dates approach. Upon entry, if a student has not yet passed a portion of any state required assessment, then the student will be placed into appropriate tutorials. Regardless of point of entry, the student will take the next administered benchmark assessment. Based on the results, the student will receive tutorials to assist in remediating areas of deficiency.

Student performance will be measured in each of the following ways:

[51] Florida Department of Education/Office of Assessment (2014). Graduation Requirements for Florida's Statewide Assessments, Tallahassee, FL: Florida Department of Education

- Assessment of foundational reading and math skills levels upon students' initial enrollment
  - Foundational reading and math skills levels are essential in the development of each student's ISP and placing students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments
- Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support
  - Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists
  - Benchmarking will be used to modify instruction and tutorials for state assessment success.
  - Content mastery will be measured through the achievement of benchmarks and successful completion of each course
- Summative evaluations of content mastery
  - Florida Assessment of Student Thinking (FAST) English/Language Arts
  - End of Course assessments
  - Measurement of annual growth

The types and frequency of assessments are included as Attachment F.

5.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 professional development to improve student achievement?

Data from formative, diagnostic, and summative assessments will inform decisions about adjustments to the educational programs and student placement, or intervention needed. School leadership will analyze and interpret assessment data and will use the data to identify the professional development needs at the school.

Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, tests, and review of electronic Student Progress Reports (SPR). The SPR will track mastery to prevent a student from proceeding to the next lesson until he/she reaches mastery level on the current lesson. The continual assessment provided by the SPR will assist the student and teacher not only in identifying areas of success, but also in identifying areas where the student may be experiencing difficulty and need additional instruction.

Additional Assessment opportunities – including baseline, formative, and summative assessments – will be integrated throughout the digital curriculum. Teachers will have access to an electronic Gradebook and Activity Score Report for each student enrolled in the School and will use these tools during progress monitoring meetings with individual students. In addition, online diagnostic assessments will pinpoint student strengths and weaknesses. A benchmarking system and a course monitoring system will be set up for each of the mandatory End-of-Course assessments required for graduation. The benchmarking system will begin at the point of entry for each student and progress to a series of benchmark assessments and then to a released EOC test in preparation for the testing dates.

All of the above-mentioned assessment, evaluation, monitoring, and feedback tools and strategies will be used in a student-centric way to inform targeted instruction. School Leadership will interpret and analyze the aforementioned assessment data to coordinate professional learning opportunities designed to improve student achievement. A team of Curriculum & Instruction specialists through the ESP will also support the School Leadership team in analyzing student assessment data on a monthly basis. They will provide support, resources, and professional development to leadership and instructional staff in response to identified needs and in support of school improvement goals.

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

School leadership and teachers will receive ongoing training, support and job embedded professional development to ensure adequate knowledge on analyzing, interpreting and using performance data to improve student learning. Upon employment, both leaders and teachers will participate in either New Teacher or New Leader training where they will learn the instructional model, school goals, and the types of data they will use to inform instruction and improve student learning. New leaders and teachers are assigned a mentor to support them in their understanding of data usage and interpretation.

Leaders and teachers will also receive training and support in:

- Proper interpretation and analysis of student and schoolwide assessment data,
- Formulating questions that can be addressed by data,
- Synthesizing multiple data sources to inform instructional practices and monitor school progress against goals for improvement,
- Training on the assessments and supplementary academic tools, including non-academic data; i.e. attendance, being used to measure success,
- Using student data to plan differentiated instruction based on student needs

Research suggests that the best support for acquiring and honing data interpretation skills is sustained participation in teacher learning communities informed by student performance data (Hamilton et al. 2009). As such, school staff will participate in professional learning communities consisting of job-alike colleagues from across the ALS network of schools. Within these learning communities, leaders and teachers will not simply acquire and practice using data interpretation and other relevant skills but also collaborate and support one another as they work with and use the data to improve student learning. The PDSA cycle will support leaders in their frequent use of performance data. Sustaining progress is critical to the School's success therefore ongoing professional development, periodic training reviews and additional support will be provided as needed. School teams will collaborate when evaluating assessments, analyzing the results and planning next steps in improving the data analysis process to achieve desired improvements in student learning.

5.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.

School Level: The school will develop an annual School Improvement Plan (SIP). As part of the school improvement process, the Governing Board, ESP and School Advisory Council (SAC) will

provide suggestions, strategies and feedback as they evaluate the SIP. In the event the School falls short in any area, a corrective action plan will be developed as part of the school improvement process. A committee will monitor the SIP and the School's progress toward goal attainment throughout the year and will make recommendations for adjustment as needed.

Classroom Level: School leaders will use classroom data and teacher observation/evaluation reports to determine which teachers need additional support and provide professional development, coaching and modeling. Teachers will have action plans and will also add any new goals to their Deliberate Practice Growth Plans [see section 12(b)]. Teachers will receive support from administrators, mentor teachers and Operational and Curriculum Support Staff through the ESP.

Student Level: The students' teachers and the leadership team will review assessment data as well as their ISPs and any other IEPs, 504 or ELL plans that identify needed interventions to determine what is working and what is not. Determined accommodations will be documented in student ISPs, IEPs, or ELL plans and communicated to parents.

The leadership team will be responsible for increasing infrastructure and supports to ensure that plans at the school, classroom, and individual student level are implemented with fidelity. Their oversite will ensure teachers are incorporating scientifically based instructional strategies and challenging academic content in developing and facilitating high-quality lessons and effectively analyzing assessment data to ensure effective implementation of the RtI/MTSS framework.

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

The ***MY SUCCESS***® **Student and Parent Dashboard** (see Attachment FF), an online, secured private portal available 24 hours a day, seven (7) days a week, will serve as the primary tool for communicating and monitoring student learning results. This web-based portal will provide up-to-date information on student attendance, course progress, grades, skills development, graduation progress, and postsecondary transition.

As part of the School's defined service model, teachers are required to make regular contact with parents/guardians to report on student progress, recognize and celebrate successes and discuss any potential obstacles to ISP achievement. This outreach begins within the first month of enrollment and is documented to allow for compliance tracking and transparency to facilitate a full-school approach to student support.

School achievement data will be reported in the school report card and annual reports to parents and the school district sponsor, and will include the School's progress, as well as any other national or state reporting requirements. In the event that written and verbal communications are needed in a language other than English or Spanish, efforts will be made to retain translation services in the language(s) needed.

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

The Board understands that the School is subject to all provisions of the Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. As such, the School will maintain the confidentiality of all student records and will only release them to a parent or with a parent's consent,

unless the student is 18 in which case the records will be released only to the student or a party to which he grants consent.

6. EXCEPTIONAL STUDENTS

6.A. PROVIDE THE SCHOOL'S PROJECTED POPULATION OF STUDENTS WITH DISABILITIES AND DESCRIBE HOW THE PROJECTION WAS MADE.

A review of data on student membership during the 2023-24 school year showed that the district's population of students with disabilities is twelve percent (12%)[52]. ALS-managed schools in M-DCPS (Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools) served between 10% and 13% in 2023-24. The School's projection of thirteen percent (13%) assumes that the school will serve a slightly higher total population of ESE students given this population's historically increased risk of struggling in a traditional school setting.

The budget documents (in Attachment X) assume a gradual build up during the first year. An average of 350 students per month was utilized, of which thirteen percent (13%) are expected to be ESE students. In subsequent years, the budget documents continue to assume thirteen percent (13%), up to the point where the School is fully enrolled with 500 students, of which approximately 65 are estimated to be ESE students. The School will ensure that staffing is in place to serve all ESE students. If the ESE population is higher than expected or if the needs as defined by student IEPs dictates a lower student to staff ratio, staffing will be evaluated and increased as necessary to accommodate the need.

6.B. DESCRIBE HOW THE SCHOOL WILL ENSURE THAT STUDENTS WITH DISABILITIES WILL HAVE AN EQUAL OPPORTUNITY OF BEING SELECTED FOR ENROLLMENT IN THE CHARTER SCHOOL.

The School will not discriminate in its student admissions policies on the basis of intellectual, academic, artistic, or athletic ability; measures of achievement, aptitude or exceptionality, or any other basis that would be illegal if used by any public school. The School will not reject the application of or withdraw a student identified as having a disability based on a finding the student needs a service delivery model not presently in existence at the School.

All students who apply will have an equal chance of being enrolled at the school throughout the year. In the event that the number of all eligible applicants for enrollment exceeds the School capacity, the School shall perform a random selection process according to Florida's charter school legislation to determine which students are enrolled and which students are placed on a waiting list, subject to another random selection when an opening occurs. The School will include in the lottery all eligible applicants for admission, excluding any students that are exempt from the lottery process. These include: (1) siblings of existing students; (2) children of a board member; and (3) children of an employee of the School.

6.C. DESCRIBE HOW THE SCHOOL WILL WORK WITH THE SPONSOR AND THROUGH THE INDIVIDUAL EDUCATION PLAN (IEP) PROCESS WHEN NECESSARY TO ENSURE

[52] https://knowyourdatafl.org/views/PK12-Enrollment/BUILDATABLE?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y, accessed 7/23/24.

STUDENTS WITH DISABILITIES RECEIVE A FREE APPROPRIATE EDUCATION (FAPE) IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE).

Each student with a disability is entitled to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, will be provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. Specially designed instruction may employ universal design for learning, assistive technology, and/or accommodations. Specially designed instruction will be tailored to the student's specific needs. Some examples include but are not limited to: chunking information; chunking tasks; using manipulatives; breaking down complex problems into steps' graphic organizers; and frequent short breaks. In addition, multiple methods of content presentation, such as audio, video, illustrations, graphic organizers are available within the Edmentum digital curriculum to meet SWD needs. In addition, students have access to support tools within the Edmentum platform to promote student engagement, classroom discussions, online activities, and brainstorming. Students can work at their own pace, providing them enough time to master a concept.

The School will follow federal, state, and district guidelines pertaining to students with disabilities (SWDs). The School will work in collaboration with parent/guardian(s) and district staff to determine the most appropriate placement, services and supports to teach SWDs in the least restrictive environment (LRE), as stipulated by IDEA. Additionally, the School will adopt and fully implement the Sponsor's policies regarding SWDs to ensure that each student is provided with an appropriate education as defined by FAPE.

The School will work collaboratively with the Local Educational Agency (LEA/ School District) Representative in locating, evaluating and identifying eligible students with disabilities at the school site. The Principal, Assistant Principal or any other teacher who is certified in Exceptional Student Education and/or who is familiar with transition IEP will serve as the School LEA. The designated School Level LEA will be responsible for the development, implementation, and monitoring of IEPs. The School Level LEA will be a vital member of the IEP Team and will ensure that all IEP's indicate the duration, frequency and location of the supports and supplemental services to be provided. Additionally, the School Level LEA will ensure that the student's general education teachers, ESE teachers and other service providers have access to and are informed of the following as it pertains to the students' IEP's:

- specific responsibilities related to implementing the student's IEP (i.e., duration, frequency and location of services)
- specific accommodations
- related services
- supplementary aids and services
- IEP Status of implementation that indicates that supports and services are being provided and implemented as indicated on the IEP.

The School Level LEA will possess knowledge and understanding of the following:

- Exceptional Student Education Policies and Procedures;
- Procedural safeguards;
- Parental revocation of consent for special education and related services;

- Transfer of rights at age of majority;
- Medicaid;
- Individual Education Plan (IEP);
- Discipline and Manifestation Determination;
- Participation in State and District assessments; and
- Family Empowerment Scholarship Program

The Initial IEP meeting is coordinated by the District Resource Compliance Specialist assigned to the School site. The District Resource Compliance Specialist (RCS), who represents the LEA for the initial IEP meeting, schedules, notifies all IEP Team members including the parents, and gathers all information (e.g., evaluations) to conduct the Initial IEP meeting. The School Level LEA will support the District Resource Compliance Specialist and assist in the Initial IEP Meeting process by ensuring that there is a room to hold the meeting and that technology is available to complete the IEP. In addition, the RCS will represent the LEA for change in placement, revocation of consent, and manifestation determination review.

The School's LEA identifies the IEP team members who will participate in an Annual IEP meeting. The school Level LEA will gather data related to the student's pre-academic or academic achievement, functional performance, and progress toward annual IEP goals. The School Level LEA may draft IEPs on the District IEP platform to allow the team to synthesize information and analyze the areas of concern that the student may be demonstrating a need for specially designed instruction. The draft of the IEP can be sent home to the parent for review. However, under no circumstances will the final IEP be completed before the IEP team meeting is held.

An Individual Education Plan (IEP) is a legal written document that is designed to meet the individual needs of the student and is compliant with all requirements of state and federal laws and regulations. It reflects decisions based on the active involvement and collaboration of the IEP Team. The School's IEP Team is composed of the following members:

- All parents/legal guardians, if possible
- The student (if appropriate)
- At least one exceptional student education (ESE) teacher who provides, or may provide, services to the student
- The student's general education teacher(s)
- Someone who understands the evaluations that have been done for the student and can explain them (This may be one of the people already on the attendee list)
- An LEA representative who knows about special education and the school district's resources (This may be the ESE teacher)
- Other people invited by the parent or the School

The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student. The IEP team will review previous and recent evaluations, assessment scores, classroom data, discipline records, and input from teachers, parents, and the student to determine the student's strengths, educational, developmental, and functional performance needs. Students' interests and preferences will be considered to determine postsecondary goals. During the IEP process, the student's specific needs and educational goals such as, the need for a device or service, interventions, and accommodations will be addressed to help the student make adequate process. The IEP will include a statement of the individualized needs of the student.

Additionally, the IEP team will meet periodically to determine if the student's annual goals are being achieved. When a SWD is not making adequate progress, the IEP team will reconvene to review the IEP goals and objectives.

School personnel will be trained in the development, implementation, and quality Individualized Education Plan (IEP) indicators to meet the specific needs of SWDs. As required by IDEA, the IEP team will address the student's present levels of academic achievement and functional performance, annual IEP goals, special education, related services, supplementary aids and/or supports that SWDs are entitled to receive. If the School's program is unable to meet the individual needs of the student, as stipulated in the IEP, the School will work with the Local LEA and convene an IEP meeting to address the needs of the student and appropriate placement.

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

Students previously identified as eligible for exceptional student education services or protected under Section 504 will be identified through self-report or upon receipt of the student's prior school records. A student will be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. Any student who is having difficulty in the classroom and for whom there is the suspicion of a disability will be referred to the School Support Team (SST). The School will follow the District established procedures for the SST. Students with obvious physical or health needs that require accommodation do not need to go through the SST process to be referred for Section 504 eligibility determination. The Section 504 Eligibility Determination team consist of the following individuals:

- Parents/legal guardians
- The student
- The School Administrator
- A person who knows the student
- A person who knows of accommodations; and
- General education teacher

Parents will be invited to attend the Section 504 meeting and students will be encouraged to attend and provide input to help the team in making decisions. Parents will also receive the Section 504 Procedural Safeguards. During the evaluation process, the Section 504 Team will review a variety of information from different sources, such as teacher observations, standardized test scores, report cards, and information from parents and medical providers. The Section 504 reevaluation will be reviewed periodically every three years, before any significant change in placement, or, at the request of the parents or school personnel. If additional information is presented to school personnel by the parent or other person(s) responsible for implementing the plan indicating that the student has not demonstrated improvement or progress, the Section 504 team will reconvene to consider modifying the current plan or to determine other options. Section 504 plans and eligibility will be reviewed annually, or sooner, if requested by either District personnel or parent.

The Multi-tiered System of Supports (MTSS) process (described in detail in Section 4.F.) will be implemented with students who are not successful in the general education curriculum or who enroll in the School severely below their grade level peers. Any student who has received Tier 3 interventions for a reasonable amount of time and who continues to be unsuccessful in making progress in the

curriculum may be referred for evaluation for Exceptional Student Education (ESE) services. Evaluations will be conducted by qualified evaluators.

After the evaluation is complete, a team will conduct a review that includes the examination of existing data on the student, including evaluations and information provided by the parents/legal guardians and the student, as appropriate; current classroom-based assessments and observations; and teacher and related services providers' observations. Determination of eligibility for ESE services will be consistent with Florida State Board of Education Rules.

6.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.

The School will follow all federal and state regulations concerning students with disabilities, specifically, the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code.

The School will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and accommodations. Students with disabilities will be provided with accommodations to basic education and programs of study to ensure students with disabilities the opportunity to meet graduation requirements for a standard diploma. Allowable accommodations to basic courses may include increased or decreased instructional time; varied instructional methodology/strategies; special communications systems used by the teacher or the student; and classroom and district test administration procedures and other evaluation procedures adapted to address the student's disability.

The School will educate SWD with their non-disabled peers to the maximum extent appropriate in the least restrictive environment according to FAPE guidelines. Special classes, resource placement, or instruction of the student outside the general education environment will only occur if the nature and severity of his or her disability is such that an appropriate education in regular classes cannot be achieved satisfactorily as stated in the student's IEP. The least restrictive environment will always be considered during the development of the student's IEP.

The School will provide reasonable accommodations to a student with a physical or mental impairment which substantially limits a major life activity (Section 504 students) to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers.

(1) Student Plans

If a student is identified as eligible for 504 plan accommodations, a plan will be developed. The Section 504 Team will make decisions regarding the necessary accommodations/services to allow for the student's disability. Parents will be consulted and given the opportunity for input regarding the

accommodations. The accommodations and/or services will be documented on a Section 504 Plan form and implemented. A 504 plan will include:

- Evaluation results
- Section 504 identification determination
- The student's unmet needs
- Services and/or accommodations based on needs
- Least restrictive environment for services
- Discussion of and plan for possible staff training

The ESE teacher and/or Assistant Principal will serve as a Section 504 Case Manager to coordinate the student's plan.

If a student is identified as eligible for ESE services, an IEP will be developed within thirty (30) days of the determination of eligibility. In the case of a student who is deaf or hard-of-hearing or dual-sensory impaired, the Model Communication Plan Form will be used to address, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. Any materials needed for Section 504 accommodations will be provided to the student at the cost of the school.

The IEP will include:

- What the student knows and is able to do
- What the student needs help with
- How the student's disability affects his or her success in school
- What the student should learn by the end of the school year
- What special education services, supports, accommodations and assistive technology the student will receive during the year
- An explanation of any time that will be spent receiving instruction outside the regular class
- How the student's progress will be measured
- The type of diploma the student is working toward
- If the student is age 14 or older, the student's goals for life after high school

The following people are required to attend an IEP meeting:

- Parents/legal guardians
- The student (if appropriate)
- At least one exceptional student education (ESE) teacher who provides, or may provide, services to the student
- The student's general education teacher(s)
- Someone who understands the evaluations that have been done for the student and can explain them (This may be one of the people already on the attendee list)
- A local education agency (LEA) representative who knows about special education and the school district's resources (This may be the ESE teacher)
- Other people invited by the parent or the school

(2) Services

Students will receive instructional support through specially designed instruction and related services as determined through the individual educational plan (IEP) process. The level of service will be

aligned to the severity of the student's disability. Teachers will be trained in designing and implementing individualized instruction to address the learning needs of each student. Teachers will instruct students in the unique skills necessary to access and benefit from the core curriculum as documented on the student's IEP. A range of service delivery options will be available to meet the students' needs, e.g., consultation, itinerant instruction, and resource room for one-on-one or small group instruction or other services.

Supplementary aids will be provided by the School. Supplementary aids may include peer tutoring, interpreters, or referral to ESE teacher or other staff member as well as resources such as calculators, audio record, noise reducing headphones, printed pacing guides, testing accommodations as needed (e.g., extend time, read test to student), shared note-taking, and other technology devices and services.

Determining what supplementary aids and services are appropriate for a particular student will be done on an individual basis by the IEP team. The School will contract with appropriate service providers for services not provided by the School's full-time staff. Examples of these services include speech and language therapy, occupational therapy, physical therapy, DHH, and psychological testing services.

The entire instructional team will track student progress on a continuous basis using an internal electronic data management information system (MIS) that includes an online learner profile database for each student. The learner profile will enable instructors to make decisions regarding next steps for each student.

IEP meetings will be held at least annually for each eligible student to determine whether the annual goals for the student have been achieved and to review and revise the IEP as appropriate.

6.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.

Per IDEA requirements, the School will work with the Sponsor and through the IEP process to ensure SWDs are provided a free appropriate public education in the least restrictive environment (LRE) to the maximum extent possible time with their non-disabled peers. Through the IEP process, the IEP team will determine if a SWD requires a regular classroom and resource room. The IEP team will determine what services a student requires to attain his or her annual goals to make progress in the general curriculum in the least restrictive environment. The School will provide services such as specially designed instruction, related services and supplementary aids. Additionally, the school will provide other models of support such as co-teaching and support facilitation services. Co-teaching is a direct service provided to students with disabilities in the general education classroom. For example, the special education teacher will collaborate with the advisory teacher in the areas of differentiating instruction, monitoring progress, understanding learning processes, and teaching for mastery. Both of the co-teachers will participate in District offered trainings to increase access to the general curriculum, while providing the students access to effective academic and behavior instructional practices through the multi-tiered system of supports by having two teachers in the classroom. Consultation is an external support, which consists of face-to-face conversation between the general education and

special education teacher. These services are designed to meet the unique needs of the student. The IEP team will determine the frequency, location, and duration of services and accommodations.

6.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.

Through the IEP process, the IEP team may determine that after receiving specially designed instruction, related services and supplementary aids, a SWD requires a separate classroom for less than 40% of instruction occurring with their non-disabled peers.

In determining the appropriate placement, the following factors will be considered:

- the educational benefit to the student from regular education in comparison to the benefits of special education;
- the benefit to the disabled student from interacting with nondisabled students; and
- the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the student with a disability.

The IEP team will determine the frequency, location, and duration of services and modifications. The School shall have designated space for the purposes of individual and small group instruction with a certified ESE teacher; reading instruction; math instruction; career and post-secondary planning; and social/emotional supports. These spaces and the associated instructional and support staff may play a role in the plan to provide FAPE for students who require separate classroom instruction.

6.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).

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile for each student. The learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student.

The School will monitor and evaluate the progress and success of SWDs on a yearly basis to ensure the attainment of each student's goals as set forth in the IEP or 504 plan. The IEP team will also measure the progress that SWDs are making toward their annual goals on a quarterly basis. The School will ensure that parents are notified of the progress their child has made toward their annual goals quarterly and concurrent with the issuance of report cards. The goal status reports will reference the data collected along with a description of the student's progress. A copy of the goal status reports will be placed in the students' cumulative record. The IEP team will compare the progress reports with the Present Levels of Educational Performance (PLEP) described at the beginning of the school year to identify if the student is making progress. If the student is not making adequate progress, the IEP team will reconvene to address the IEP goals and to ensure the student is receiving the amount of services and accommodations according to the IEP. Based on the progress made towards their annual

goals, the IEP team will determine whether additional services, supports or accommodations to instructional practices are necessary to meet the specific needs of the students.

6.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 will operate as a double session school and offer at least two (2) daily instructional sessions. Students will choose to attend one of the sessions (or more as space permits).

The initial ESE staffing for the school will be one (1) ESE teacher. As enrollment increases and need arises, one or more part-time or additional full-time ESE teachers will be added to ensure that students' needs are met. In addition, the staff will be supplemented by contracted ESE providers as needed based on the specific support needs defined by student IEPs. All subject area teachers supporting ESE students will hold Florida Professional Teaching credentials and the additional specific qualifications required of the ESE teacher(s) can be found in the ESE Teacher Job Description (Attachment Q). In addition to the ESE teacher(s) and subject area teachers, ESE students will be supported by a plethora of school support staff to include but not limited to a Family Support Specialist (i.e., social worker), Career Coach, and Reading Interventionist.

The ESE teacher(s) will ensure the implementation of all IEPs, EPs, and Section 504 Plans. The needs of the students with disabilities population will determine the responsibility of the ESE teacher. The ESE teacher will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE and Section 504 Plan records in compliance. The ESE teacher(s) may co-teach a class in Reading/English Language Arts and/or Math and meet the needs of those students as well as to consult with the General Education teachers on a weekly or monthly basis. The purpose is to ensure that SWD students on consultation are making progress and accessing the curriculum.

The ESE teacher(s) may also provide instruction to ESE students in a separate or resource class, if the IEP determines there is a need for this service. The ESE office is equipped to function as a separate room to deliver instruction. If the need occurs, the school will hire one or more additional ESE teacher(s) to meet the needs of the students with disabilities population.

The School will also ensure compliance with s. 1012.585, F.S.: Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn at least one (1) college credit or equivalent in-service points in teaching students with disabilities.

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

The Director of Compliance from the Educational Services Provider (ESP) will play a lead role in monitoring the School's compliance with all district, state, and federal regulations to ensure that all ESE students are receiving appropriate services and all IEPs are current. The ESP will work with the School to conduct internal audits of student records at least twice per year. Members of the Compliance and Professional Development Departments for the ESP will provide ongoing training and professional development to all teachers and school leaders to ensure that quality IEPs are written and effective services are provided to ESE students.

The School's effectiveness in serving ESE students will be evaluated based on each student's success in meeting the goals on his/her IEP, and on the same criteria used to evaluate the School's success in serving all students: grade promotion, credit accumulation, state assessment results, graduation, and successful postsecondary transition. The results on these criteria for students with disabilities will be disaggregated from the general population and reviewed to determine the School's efficacy in serving this population.

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

(1) Gifted Services

For any student attending the School who has qualified for gifted services, the School will provide the appropriate services required by that student as delineated on the student's Education Plan (EP) and in the district's policies. *Florida's Frameworks for K-12 Gifted Learners*[53] guides curricular modifications of Florida's Next Generation Sunshine State Standards to create an appropriate level of challenge for gifted students.

Gifted students will be provided with programs that provide the maximum development of each student's academic talents. Gifted students will have access to differentiated services and educational opportunities that are challenging, accelerated, enriched, and innovative. Additionally, the School will provide gifted and talented students with differentiated pedagogy that promote experiences that replace, supplement, or extend learning opportunities. The School will facilitate student access to appropriate learning opportunities in advanced programs through differentiated instruction. Gifted students will increase achievement through the acquisition of enhanced thinking and problem-solving skills. The School will promote the acceleration and enrichment of gifted and talented students through the use of investigative and shared inquiry skills, special interests, and development of academic talents.

Curriculum components will include: remediation, enrichment, acceleration, and pacing guides. Additionally, honors courses will be provided to promote critical thinking skills. Advanced Placement (AP) programs will be offered to provide challenging, college-level course work for high school students. Qualified students will be allowed to enroll in Dual Enrollment in college courses through local and state colleges and universities while still in high school. Credit earned through Dual Enrollment will be used towards fulfillment of a high school graduation requirement and can also be used as college credit.

Curricular modifications for gifted learners will be designed to address the need for more complex tasks, exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances. In the event that one or more gifted students enroll at the School, a certified teacher with a gifted endorsement will be employed to meet the specialized and individualized needs of gifted students.

(2) Effectiveness in Serving Students who are Gifted

The School's effectiveness serving students who are gifted will be evaluated based on each student's success in meeting the goals on his/her Education Plan (EP), grade promotion, credit accumulation,

[53] Florida Department of Education, Working on Gifted Issues Challenge Grant, and Florida Association for the Gifted (FLAG). (2007). *Florida's Frameworks for K-12 Gifted Learners.*
Available online at http://etc.usf.edu/flstandards/sss/frameworks.pdf

graduation, and successful postsecondary transition. If a student does not exhibit mastery of defined EP goals, the Gifted Teacher will work with the classroom teacher to provide additional accommodations to the curriculum and/or pace of delivery within the general learning environment. All classroom teachers will be provided with the appropriate information included in the student's EP, as well as the resources needed to address the identified goals.

7. ENGLISH LANGUAGE LEARNERS

7.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.

The purpose of the School's English for Speakers of Other Languages (ESOL) program will be to ensure that English Language Learners (ELLs) (including immigrant youth) attain English proficiency and meet the same student academic achievement standards that all students are expected to meet.

The School will abide by the requirements of the *LULAC et al. vs. State Board of Education Consent Decree* aka the FL Meta Consent Decree (1990). The School shall also subscribe to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights publication, *"The Provision of an Equal Education Opportunity to Limited English Proficient Students" (1992).* Additionally, the School will comply with the *District Plan for English for Speakers of Other Languages (ESOL)* and all subsequent state mandates as indicated in (Rules 6A-6.0900 to 6A-6.0909) pertaining to the following: Identification and Assessment; Equal Access to Appropriate Programming; Equal Access to Other Programs; Personnel; Monitoring; and Outcome Measures

(1) Compliance with State and Federal Requirements

The School will use the on-line CELLA to assess aural/oral proficiency. This assessment will guide the School in determining which students require placement in the ESOL program and which services each student will need. All students who are classified as an ELL student are required to participate in a program for ESOL. The School will provide an appropriate ESOL program to meet the specific needs of identified ELL students in language learning, academic achievement, and cultural integration. The time ELLs are required to participate in basic ESOL instruction will be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction and participation in alternative language arts, i.e., Spanish-S or Haitian Creole Language Arts. Teachers providing any portion of the Language Arts/ESOL instruction will have appropriate certification and required training, i.e., ESOL endorsement.

The School will provide ELLs access to programs and services which are equal and comparable in amount, scope, sequence and quality to those provided to English proficient students and which are understandable to the student given his or her level of English language proficiency.

(2) Procedures for Identifying ELL Students

(a) ESOL Program Entry Criteria/Assessments

During the school enrollment process, all ELL or immigrant students will be required to have a Date Entered United States Schools (DEUSS date). The DEUSS date will be captured on the new student enrollment form.

The term immigrant children and youths refer to individuals who:

- are ages 3 through 21; and
- were not born in any State, the District of Columbia or Puerto Rico; and
- have not been attending one or more schools in any one or more States for more than 3 full academic years

The School will work closely with the School District to determine if enrolling students have already completed the HLS while enrolled in another school in the District. All students entering M-DCPS for the first time will be surveyed with the Home Language Survey (HLS) upon enrolling at the School. The HLS is the first step in the identification of a potential ELL student.
According to Rule 6A-6.0902, the survey shall include the following three questions:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

(b) The School will assign as an ESOL Contact a teacher with an ESOL Endorsement or ESOL Certification who will be fully trained in all State and Local ESOL procedures and will play the lead role in ensuring compliance and effective ESOL programming for all eligible students. The ESOL contact will administer the CELLA Online within the first 20 school days of enrollment to students with a "yes" response to any of the (3) Home Language Survey (HLS) questions. If the student's parent/guardian answers "no" to all three (3) questions from the HLS, the student is not considered a potential ELL student and will not be assessed for English language proficiency.

The School will use the on-line CELLA to assess aural/oral proficiency.

1. If a student is in grades 3-12, the student must obtain the following TOTAL scores on the Online CELLA to be considered English proficient.

Grade	**Total Score**
9	2246 or higher
10	2251 or higher
11	2258 or higher
12	2263 or higher

2. If a student is **NOT** English proficient in grades 3-12, determine the ESOL level based on the TOTAL Online CELLA score in accordance with the following table.

Grade	**ESOL 1**	**ESOL 2**	**ESOL 3**
9	2091 or lower	2092-2179	2180-2245
10	2099 or lower	2100-2185	2186-2250
11	2108 or lower	2109-2191	2192-2257
12	2115 or lower	2116-2196	2197-2262

An appropriately trained staff member will administer and score the assessment, and record the data. Any student who scores **NOT** English proficient as determined by on-line CELLA will be classified as an English Language Learner and placed into the ESOL Program.

(c) ELL Committee

The ELL Committee will be convened for the purpose of analyzing all available academic information and determining the most appropriate educational placement. The ELL Committee shall use the assessment instruments described above as well as any other academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. The documentation of the assessments used and the justification for such action will be maintained in the student's individual ELL plan. If the ELL Committee's decision is to place the student in the ESOL program, then the basis of entry will be documented in the Individual Student ELL Plan.

The School will have an ELL Committee composed of the following: administrator or designee, teacher(s) with ESOL certification or endorsement, home language teacher (if any), classroom/subject area teacher, ESOL Coordinator, and Family Support Specialist. In addition, other educational personnel such as a school psychologist will participate whenever it is appropriate. The parent(s)/ guardian(s) will be invited to attend any meeting of the ELL Committee. The School will keep a record of parent/guardian notice.

The functions performed by the ELL Committee will include:

- Concerns/decisions regarding initial placement of student in K-12 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

The IEP Committee serves as the ELL Committee for ELL students with disabilities. IEP committee members will include those required for an ELL Committee.

(d) Programmatic Assessment

After initial entry into school and ELP assessment, students who qualify for the program will be required to compose a writing sample in their native language. The writing will be scored using a district rubric designed to determine prior academic experience. In addition, a mathematics

programmatic test will be administered to determine the students' instructional level. If students score below the fifth grade level in high school, an ELL committee will convene to discuss possible alternatives for this student.

In making placement decisions, the ELL Committee will consider the following factors: 1) extent and nature of prior educational and social experiences and student interview; 2) written recommendation and observation by current and previous instructional and supportive services staff; 3) level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards; 4) grades from the current or previous years; 5) the student's age; and/or 6) other test results.

Placement and eligibility decisions can only be made by the ELL Committee. All decisions will be documented in writing.

Parent participation and written consent on the most appropriate placement for the student will be documented as part of the process for ELL Committee meetings. Documentation of all Committee decisions made will be kept in the Student ELL Plan and placed in the student's cumulative folder. Parents will be provided with a copy of all forms signed by those members present at the meeting and completed in a language parents understand, as feasible.

Students with limited or no prior school experience will be assessed and placement will be made based on the student's age appropriateness (regardless of English proficiency), educational background, and parent interviews. The School will follow the State Uniform Transfer of Credit guidelines when determining credit to be awarded to students transferring from other countries as indicated in the Student Progression Plan.

(e) ELL Student Plan

When the new student enrollment process is completed, the School Data Specialist will enter all demographic and assessment information as required in the District information system. Once this process is complete, the ESOL Contact, in collaboration with the ELL Committee, will develop and/or update the student ELL plan and any other pertinent information.

The Student ELL Plan will be incorporated in the Individual Educational Plan (IEP) of an ELL Students with Disabilities (SWD). The IEP will indicate all programs, services, and supports that are provided to an ELL SWD. Once completed or updated, the student's ELL Plan will be printed and placed in the ESOL Monitoring folder that is part of the permanent student cumulative record folder. The ESOL Contact will be responsible for developing and updating all Student ELL Plans at the beginning of each school year.

The ELL Plan includes the following elements:

- Student's name
- Date ELL Plan is completed
- Schedule with instruction by program
- Amount of instruction time
- Date student is identified
- Assessment data used to classify or reclassify the student
- Date of exit and assessment data used to exit the student from ESOL.

Student plans are developed with input from previous and current teachers through interviews to gain information on socialization and participation in the general education classroom. The student's schedule will be attached to each ELL plan. A copy of the ELL plan will be given to the data entry person for entry in the student information system. Any change in a student's schedule will require a new plan.

Additionally, as part of the ELL Plan, the following will be included in the ESOL Monitoring Folder:
- Home Language Survey (HLS)
- ELP Assessments
- Initial/Annual/Exit Parent Notification letters
- Parent invitation to an ELL Committee Meeting

ELL Plans will be updated whenever an ELL committee meeting is held to include annually at the beginning of every school year to reflect current services; on the anniversary date of the student's entry into the ESOL program; and any time there is a change in the student's educational plan.

(f) ACCESS for ELLs 2.0 Assessment
The School will use the Access for ELLs 2.0 assessment to assess aural/oral proficiency. Per Rule 6A-1.09432, ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELLs. It is administered annually to monitor students' progress in acquiring academic English. The assessment measures proficiency in all 4 language domains (Listening, Speaking, Reading, and Writing). ELLs can be at any one of six levels of proficiency.

(2) Equitable Access to School Programming
The ELL Committee will use the ELL Plan to document the instruction, supports and specific ESOL instructional strategies determined most appropriate for each student. ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

The School's instructional programming, practices and strategies are described in Section 7.B.

(3) Parent Notification
Parents will be notified of the placement of their child in the ESOL program via a translated Parent Notification Letter. All communication with parents will be in the parents' native language to the extent feasible.

The letter will be dated to correspond with the entry date in the ESOL program. The letter will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Monitoring folder. As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a

programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student receives ESOL services.

Parents will also be notified of assessments and available accommodations, results of assessments, program delivery model options, retention/remediation, exit from the ESOL program, reclassification (if needed), and invitations to participate in ELL Committee meetings. Invitations for meetings shall be provided with sufficient time for the parent to plan for participation or propose an alternative date/time to ensure their ability to participate.

School based information that is provided to all parents will also be provided to parents of ELL students in the parents' native language to the extent feasible. This includes, but is not limited to, free/reduced price lunch information, state assessments and results, invitations to participate in special programs, parental choice options, registration forms and requirements, disciplinary forms, information about opportunities for parent involvement, etc.

7.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.

(1) Instructional Programs

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans to ensure academic success and access to our core academic program. The School will use one of the following instructional model(s) based on the individual needs of each ELL student enrolled and requiring participation in an ESOL program:

- **Sheltered** - English: Sheltered instruction refers to a model where only students who are learning English are grouped and receive specialized English language instruction from either the ESOL teacher or a Language Arts Teacher who is also ESOL certified or endorsed. The teacher provides uninterrupted ESOL/Reading and/or Writing instruction only for students identified as ELL at a location designated specifically and exclusively for ELL instruction.
- **Mainstream/Inclusion model** – English Language Arts (ELA): In this model ELL students are grouped together with students who are fluent in English in their ELA course(s). The classroom teacher adapts lessons for the student using specific strategies by providing specialized English language instruction. The language of instruction is English and native language assistance is provided as needed. A teacher with ESOL certification or endorsement comes into the classroom ("push-in") to provide specialized English language instruction.
- **Mainstream/Inclusion model** – Core/Basic: In this model ELL students are grouped together with students who are fluent in English in core subject area classrooms (not ELA). The language of instruction is English and native language assistance is provided as needed. A teacher with ESOL certification or endorsement comes into the classroom ("push-in") to provide specialized English language instruction and/or an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students. The academic content is mathematics, science, social studies, and computer literacy.

(2) Instructional Practices- ESOL Accommodations and Supports

The School's ESOL program is designed to address English language acquisition and development needs while ensuring that students make adequate progress toward meeting or exceeding the

achievement of Florida standards and the achievement of a standard high school diploma. Based on a student's English language proficiency, classroom teachers must ensure and document that ESOL accommodation, strategies, and supports are in use in their classroom.

Accommodations include changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates acceptable performance. Accommodations do not alter in any significant way assignments or assessment measures utilized by classroom teachers rather they allow an ELL to effectively access course content. The School's core instructional software includes extensive scaffolding for ELL students. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. Additionally, students will be able to listen to instruction through a text-to-audio feature in English as well as 20 additional language translations. This accommodation is available in all courses offered through the Edmentum curriculum. The curriculum also uses mixed media to allow students the ability to observe and study multiple representations of concepts and build background knowledge.

In addition to the accommodations built into the online curriculum, Teachers will include evidence of ESOL practices in their lesson plans for direct instruction. Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. ESOL instructional practices will include using frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing alternate assessment as necessary. Instructional practices are individualized to suit the English language developmental level of the student and ensure that the student understands the instruction.

School leadership will be responsible for monitoring the delivery of comprehensive ESOL instructional practices in the school. The use and monitoring of ESOL instructional practices will occur daily. The School's ESOL Contact will progress monitor each student as well as make sure that proper accommodations are being provided in the regular classroom setting.

ESOL supports refer to sensory, graphic, and interactive resources embedded in instruction and assessment provided to assist students in constructing meaning from the language and content of classroom experiences. Sensory supports help students to process information other than via written or oral language. Graphic supports provide pictorial representations used to organize or summarize information, while interactive supports promote comprehension and expose students to a variety of communication styles.

(3) Instructional Strategies

The School will implement instructional strategies that establish an action plan for achieving ESOL program and individual student goals.

(a) Individualized Program

The School's academic program is highly personalized. This individual approach begins with enrollment when a baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN) or other approved assessment. This will allow staff at the School to immediately begin to identify each individual student's strengths and needs in addition to their unique language needs. An Individual Success Plan (ISP) will be developed for each student laying out the courses and exams needed for middle school promotion/high school graduation. New students' transcripts will be obtained from the student's last school attended and reviewed by teachers

and/or administrators for input into each ISP. This information is also projected to each student in their individual MY SUCCESS® Dashboard which serves as a daily road map allowing students to see their ISP progress in real time.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum, assessment, and software, the School will continuously review the assessments used by the School and the research and development of new options that may become available. The Board and school administrators will remain open to selecting and replacing this planned assessment should more appropriate options become apparent in the future.

The School's educational model will offer an individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the Florida Standards, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the , state assessments and comply with state graduation requirements to earn a high school diploma.

In order to meet the unique needs of the ELLs, the School will enroll students in the following ESOL courses:

- Developmental Language Arts course Level 1 – This course is recommended for students identified as ESOL Level 1 as determined by the CELLA Online assessment. The delivery of instruction in this course focuses on English language acquisition. The students will be enrolled in the Developmental Language Arts course using Rosetta Stone and Edmentum English Language course (ELL Newcomers). Following the completion of the ELL Newcomers course, students will be enrolled into another Edmentum English Language course (ELL Level 1) while continuing to work in Rosetta Stone. This course will be delivered by instructional personnel who possess an English Certification plus ESOL endorsement.
- Developmental Language Arts course - This course is recommended for ELL students who are at the beginning or intermediate level of English language proficiency. The delivery of instruction of this course focuses on language development by incorporating instruction on grade level reading benchmarks. This course will be delivered by instructional personnel who possess a literacy micro-credential or are certified or endorsed in reading.

Intensive Reading course - This course is recommended for ELL students who are at the advanced level of English language proficiency but not yet proficient as determined by their performance on state assessments. The delivery of instruction in this course focuses on building reading and literacy skills using ESOL instructional strategies. This course will be delivered by instructional personnel who possess a literacy micro-credential or are certified or endorsed in reading. Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on developing reading, writing, and math skills and strategies. Literacy scaffolding supports are embedded throughout all Edmentum courses. In addition, teachers will provide scaffolding supports that include but are not limited to: supplying word banks, sentence starters, pre-teach vocabulary, issue written and verbal instructions for activities, video and audio support, instruction in note-taking, perform modeling (i.e. I do, we do, you do), visuals for concepts, create concept maps, graphic organizers, rubrics, and exemplars. and supply study guides and/or review sheets.

Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

(b) Multi-tiered System of Support (MTSS)

English Language Learners (ELLs), in the ESOL program for more than two years who have "been diagnosed" with deficiencies in reading, writing and/or math will be referred to the MTSS program. The School will use its individualized program and (MTSS) to match quality interventions to address the ELL student needs. The MTSS addresses the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies).

Three tiers define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation
- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include but are not limited to the following: 1) classroom/ESOL teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. When addressing an ELL student, the ESOL Contact will convene an ELL Committee Meeting for a performance review, prior to starting the MTSS process: The team will use the following process:

- Define the problem
- Analyze the problem using available data
- Develop and implement a plan that includes one or more performance goals for the student
- Measure the student's response to the intervention by using data from progress monitoring
- Continue or adjust the intervention based on the student's response and progress

The three tiers of MTSS are described in detail in Section 4. F. This description applies to mainstream as well as special population student (i.e., ELL students) interventions and instructional strategy for ensuring equitable access to the School's core academic programming for students performing below grade level.

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

(1) Monitoring and Evaluating Progress and Success

The entire instructional team will track student progress on a continuous basis using a specially designed internal electronic data management information system (MIS) that includes a learner profile

for each student. The learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's ISP to show which state assessments the student is required to pass to graduate per state regulations. The learner profile will identify the student's desired post-secondary pathway and profession, along with links to the Student Services page showing interventions provided to each student by faculty and outside service providers. The learner profile will also enable faculty and administrators to use student performance and progress data to inform customized learning plans and interventions resulting in students graduating prepared for post-secondary success.

(2) Exit Criteria and Procedures

The School's ESOL Coordinator, in coordination with teachers, will follow state/district procedures to exit students from the ESOL program. An ELL student may be recommended to be tested for exit by parents, guardians, or instructional personnel directly involved with the student's education at any time following initial classification. ELL students will be eligible for exit from the ESOL program only when they are determined to be English proficient in listening, speaking, reading, and writing.

Students in grades 9-12 eligible for exit from the ESOL program must score proficient on both listening/speaking and reading/writing criteria. The ELL Committee will review FAST ELA Reading and CELLA and/or ACCESS for ELLs results to determine continued program eligibility.

If a student's performance meets proficiency on the Spring ACCESS for ELLs and FAST ELA Reading, the student will exit the program and be monitored for two (2) years. If the student is proficient in ACCESS for ELLs or FAST ELA Reading, the ELL Committee will review instructional grades and other available data to demonstrate grade level reading proficiency, and determine if the student should exit or remain in the ESOL program. Additionally, if a student's CELLA composite and CELLA reading score are at the proficient level, and the student scores proficient on the FAST ELA Reading, the student will exit the program and be monitored for two (2) years. If a student's CELLA composite and CELLA reading score are at the proficient level, or the student scores at proficient on the FAST ELA Reading, the ELL committee will convene to determine if the student should exit or remain in the ESOL program.

Parents/guardians will be invited to participate in the ELL Committee meeting to determine whether the student continues to be classified as ELL or is exited. The parents'/guardians' wishes will always be taken into consideration. The findings of the committee and their recommendations will be kept on file.

Students will exit based on state/district exit criteria and via the process as stated below. The School's ESOL Coordinator:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL folder for exiting students.
- Completes the appropriate section of the ELL folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Provides the school data specialist with required exit data. The required information is entered in the State Database.
- Notifies the parents.

- Monitors the student for two (2) years from the exit date to ensure success in the general education classroom.

When the student is exited from the ESOL program the parent/guardian will be notified in writing in the parent's native language, to the extent feasible. Exited students' academic performance will be monitored for two (2) years on an ongoing basis.

(3) Monitoring

Students who are exited from ELL services and remain in the School will be monitored for two (2) years from their exit date in order to ensure success in the mainstream classroom/programming. The School's principal will establish a school procedure to ensure that all former ELL students will be monitored by the Reading/Language Arts teacher. The ESOL Contact will complete the Post-Exit monitoring meeting in Ellevation and send a copy to the parents. Multiple sources of data and evidence will be considered to determine progress. These data sources will include, but are not limited to, progress reports, report cards, test scores, classroom performance, and observations.

The 2-year monitoring will take place at the end of each semester after exiting the ESOL program until all four post program reviews are completed. Documentation of ESOL-exited students will occur at the end of each student's first semester after exit, second semester, third semester, and last progress report of the school year in April. If it is determined that a student is not making satisfactory progress, an ELL Committee meeting with parental participation will take place. The ELL Committee will review all pertinent information and recommend an appropriate educational plan. The committee may recommend initiating an Academic Improvement Plan (AIP), adjusting the student's schedule, referral for counseling or other student services, or reclassification of the student as ELL.

(4) Re-entry into ESOL Program

The ELL Committee will convene for exited ELL students who have shown a decline of 1.0 in their overall grade point average following their exit from ESOL programming. The ELL Committee may also convene for students who have shown a decline in three or more elements (other than GPA) as indicated on the LEP Post-Program Review. Other information such as standardized test scores, teacher observations, counselor referrals, and parent requests may also assist the School in determining the student's progress and the need for convening the ELL Committee. The committee will review all pertinent data and recommend an appropriate educational plan. The ELL Committee may recommend initiating a Progress Monitoring Plan (PMP) through the RtI process, referring for counseling or other student services, or reclassifying the student as ELL.

The basis and nature of the recommendations will be made in writing and maintained in the student's permanent cumulative record folder. If the ELL Committee determines that the student continues to have language needs, the student will be reclassified as an ELL (ESOL level IV) and reassigned ESOL Courses. The data on the LEP Screen will be updated to reflect the reclassification information.

An interim IEP Committee may be convened at any time during the two-year Post-Exit monitoring period to discuss the progress of an ESOL student with a disability. The Post-Exit monitoring period will be documented on the IEP.

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

The School will operate as a double session school and offer at least two (2) daily instructional sessions for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Thus, staffing levels are based on serving approximately 250 students in each of the sessions at full enrollment.

A review of data on student membership during the 23-24 school year indicated that the district's population of English Language Learners was: 25%.[54] The most recently opened ALS-managed schools in Miami-Dade County (Doral Park and Kendall Greens High Schools) last year served, respectively, 30% and 26% ELL students in 2023-24. For this application, the School anticipates serving a similar population of ELL students and has included budget projections at 28%.
The School teaching staff will include at least one teacher in each of the sessions who has ESOL certification or endorsement and is also certified in a core subject area. The purposes of this position will be to provide staff support, with emphasis on programmatic assessment; scheduling; leading ELL committee meetings; monitoring former ELL students; and providing bilingual communication support to teachers, staff, and students. The employee in this position will interpret and translate classroom assignments, parent and student communications, and other school activities to support comprehension and transition for ELL students. This identified ESOL Contact will have a bachelor's degree in education, curriculum and instruction, or related field from an accredited college or university; teacher's certification with knowledge of the principles of secondary education, curriculum and instructional theory, use of data to drive program improvement; and the ability to communicate effectively both orally and in writing.

As stipulated in the Florida Consent Decree (META agreement), the School will also hire a bilingual Instructional Assistant when a minimum of 15 active students of the same home language are enrolled at the school.

Teachers who are required to obtain ESOL endorsements, or certification (Language Arts and Reading Teachers) will be notified by the school administrator of the requirements. In addition, teachers will be provided with training and professional development opportunities through the School District. It is the teacher's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants may enroll in courses offered during the first, second, and summer semesters.

All the School's staff members specifically the Principal, Assistant Principal, Reading, Language Arts and core content area teachers will be legally required to participate in training when they have an English Language Learner (ELL) student assigned to their class. Professional development will be available through local colleges and universities or through the School District's in-service training activities.

[54] https://knowyourdatafl.org/views/PK12-Enrollment/BUILDATABLE?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y, accessed 1/24/24.

8. SCHOOL CULTURE AND DISCIPLINE

8.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.

To promote a culture of caring, respect and results, students will be recognized regularly for meeting expectations and demonstrating success. Both schoolwide and classroom celebratory events will highlight students and their work. Teachers will make regular contact with parents to communicate and praise student progress. A student incentive program will also be implemented to reward students when they pass courses, pass state exams, demonstrate good attendance, demonstrate growth in their reading and math skills, and when they exhibit leadership or citizenship skills that represent the values of the School.

Through communication and enforcement of the Code of Conduct and Student-Parent Handbook (an example of this document is available here: Sample Student-Parent Handbook), the Board and School Administration will ensure that the staff is guided by the following philosophy:

- All negative behavior results in a consequence
- A positive and conducive learning environment cannot occur without maintaining order and discipline
- Discipline must be fair, firm, consistent, appropriate, and impartial
- Punishment must be appropriate for the misbehavior displayed
- Corporal punishment is not permitted
- All staff, parents, and students must be cognizant of the rules and what is expected of them
- All discipline must be consistent with all applicable laws and regulations related to student rights and due process
- A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning.

The School will have a strict, consistently applied discipline policy for students who engage in fighting or other aggressive behavior. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately and in accordance with the School's Mental Health Assistance Plan. Required annual teacher professional development in *Handle with Care* will focus on helping teachers prevent and minimize disruptive and aggressive student behavior.

8.B. STATE WHETHER THE APPLICANT INTENDS TO USE THE LOCAL SCHOOL DISTRICT'S CODE OF CONDUCT POLICY.

The School will follow the District's Code of Student Conduct.

9. SUPPLEMENTAL PROGRAMMING

9.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.

The School will sponsor student interest and need groups designed to enhance school culture, build student leadership skills, and provide added support to students. Some examples of these groups include Student Government; Book Club; Chess Club; School Philanthropy Club; Poetry Club; Job Club; and Teen Parent Group. These groups will occur weekly and students can choose to participate. These groups will not require additional funding.

II. ORGANIZATIONAL PLAN

10. GOVERNANCE

10.A. DESCRIBE THE SCHOOL'S EXISTING OR PLANNED LEGAL STATUS, INCLUDING NON-PROFIT STATUS AND FEDERAL TAX-EXEMPT STATUS.

The applicant and governing entity for the School will be Florida High School for Accelerated Learning – Miami-Dade Campus, Inc., an existing, independent, Florida non-profit (Articles of Incorporation in Attachment H), which is an IRS 501(c)(3), tax-exempt organization (Attachment I).

10.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**

Each of the required documents has been included as the specified attachment.

10.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.

The Board of Directors is the organization's governing body. As such, it will be responsible for ensuring compliance with the terms of its charter with the District, selecting the Principal, setting school policies, approving school budgets, and monitoring financial and student achievement objectives. Specifically, the responsibilities of the Board shall include:

- Approval of operating policies and procedures
- Selection and engagement of the Education Service Provider (ESP), ALS Education, and oversight to ensure the ESP complies with all Florida laws and the terms of the Charter. Details about the selected ESP are included in Addendum B.
- Decision on whether the school will opt to receive a school grade or a School Improvement Rating as permitted by s. 1008.341, F.S.
- Approval of the annual budget
- Selection of Principal
- Review of Principal's job performance and professional development goals
- Review and decision on appeals of student disciplinary decisions
- Hiring an independent counsel to advise on all legal matters
- Hiring an accountant to perform bookkeeping services for the School
- Engaging an independent auditor to audit financial records in compliance with government auditing standards, pursuant to s. 1002.345(2), who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations for the financial recovery plan.
- Compliance with Florida's Public Records and Open Meeting Laws
- Documenting minutes, Board of Directors' actions, and approval of policies

Ultimately, the success of the School requires cooperation between the Board of Directors and school leadership. The primary goal of both the Board and the school leaders will be to provide the best possible educational opportunities for students. To achieve this end, the Board, Principal and ESP will work together to ensure that the school is effective in always achieving its mission. The Board recognizes its ultimate responsibility as the governing authority over the charter and will take seriously its role in holding the school leader and ESP accountable for the roles they play in ensuring successful daily school operations.

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

As outlined in the bylaws in Attachment J, the Board will hold no less than four (4) public meetings per school year, more than the two (2) meetings per year required by Section 1002.33(7)(d)2., Florida Statutes.

The Board will comply with open meetings and records laws by: posting all scheduled meetings for the school year on the School website at the beginning of each school year; ensuring that all meetings are open to the public and provide an opportunity for public comment; providing reasonable notice (as required by Sunshine Law) of all its meetings, whether regularly-scheduled or special meetings, on the school's website and with postings on the school doors in advance of the meeting; and promptly recording the minutes of all meetings and posting them on the school's website.

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

There are currently four Directors on the Board for Florida High School for Accelerated Learning – Miami-Dade Campus, Inc. These individuals reflect the ethnic and cultural diversity of the students and communities they serve. The Board includes people with a range of professional skills capable of the organizational, pedagogical, legal, and other tasks required to open and operate a functional public school.:

- **Alberto Richard "Dick" DiRenzo**, Board Chair, is a community activist who retired with over fifty (50) years of retail sales and management experience. He is active in the All Souls Episcopal Church in Miami Beach, the St. Stephens AIDS Ministry in Coconut Grove, and the Khmer Foundation, which works to further the education of children in Cambodia.
- **Paul Haralson**, Board Vice-Chair, is an attorney and has focused his practice on representing parties locally in Miami-Dade County in the area of business litigation, including corporate and real estate disputes, employment law, and creditor litigation. His experiences include handling complex business litigation, including shareholder disputes and officer and director liability; litigating lenders' and borrowers' rights under operative instruments and the Uniform Commercial Code; litigation experience in employment matters in federal court, state court, and local administrative boards on behalf of both employees and employers on matters including discrimination claims based on sex, race, national origin and age; and Counseling employers on issues regarding compliance with federal labor and employment laws, including the Fair Labor Standards Act, and federal and state discrimination statutes.
- **Elisa Robles**, Board Secretary/Treasurer, has over thirty (30) years of banking experience is South Florida. Ms. Robles is Vice President and Branch Manager of First Bank in Hialeah, was previously

with Citibank and managed the Hialeah Financial Center. Prior to joining Citibank, Robles worked at Flagship Bank as Assistant Vice President for the Hiahleah Branch.

- **Kyle Mullan** serves as Dean / Director of Student Travel at The Cushman School, having previously served as High School Program Director at that school. Mullen has also served on the Board of the Miami Shores Chamber of Commerce and on the Community Advisory Committee of Barry University.

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

Details on the Board of Directors' selection process, removal procedures and terms of office can be found in the Bylaws included in Attachment J. All four of the current board members are deeply compelled to play an active role in helping students overcome the obstacles to academic and personal success through the proposed school model. Board members are elected to a three (3) year term. Each Director holds office for the term to which he/she is elected and until his/her successor is elected and qualified or until his/her earlier resignation, removal from office or death (Directors are not term limited).

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

The members of this Board have demonstrated their ability to be successful in the academic, operational and financial areas of charter school operation and oversight of Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools. The Board will have ultimate authority and control over the School and hiring the Education Service Provider [ALS Education (ALS)]. The Board will meet at least quarterly, and at each meeting will expect school leadership and representatives from ALS to report on student achievement results. The Principal, with support from ALS, will be the policy-executor and undertake the day-to-day responsibility of carrying out the Board's directives.

10.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
Albert Richard "Dick" DiRenzo	Current	Chairman	__x_ Information Sheet __x__Resume
Paul Haralson	Current	Vice Chair	__x__ Information Sheet __x__ Resume
Elisa Robles	Current	Secretary/Treasurer	__x__ Information Sheet __x__ Resume
Kyle Mullan	Current	Member	__x__ Information Sheet __x__ Resume

Attachment L includes, for each member, a signed board member information form and resume.

10.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.

The non-profit, tax-exempt applicant corporation (Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.) has been involved in overseeing ALS-managed charter schools since 2011. The Board is governed by leaders of the local community who are engaged in community and public service and committed to the success of public education. A diverse Board of Directors able to recognize, articulate, and address the needs of its students through educational policies and social outreach efforts is in place. New board members may be elected by a vote of the majority of the board. The process for electing new members to the board is described in the By Laws in Attachment J.

The Board of Directors includes individuals with a range of professional skills capable of the organizational, pedagogical, legal, and other tasks required to govern the opening and operation of a public school in accordance with this proposed charter application. Board member backgrounds are included in Section 10.E.

In order to assure that all board members have the knowledge required to successfully open and oversee a charter school, all new members of the Board of Directors will complete the four-hour orientation and training required by Florida statute, which addresses: government in the sunshine; conflicts of interest; ethics; and financial responsibility. In addition, training will include: the roles and responsibilities of Board members; the Florida statute and local regulations governing the operation of charter schools; and key measures of student achievement, including the school's operating and instructional objectives. Within three years of initial training and every three years thereafter, board members will complete the required two-hour refresher course.

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

The School's governing board is guided by a set of by-laws that define how the board will govern, including conflicts of interest. The By-Laws are included in Attachment J. Ethics and conflicts of interests are specifically addressed during the Board's orientation and governance training. The Board has developed a Code of Ethics (Attachment K) and will comply with the ethical standards of conduct set out in Sections 112.313(2), (3), (7), (12), and 112.3143(3), Florida Statutes.

Where any Board documents or policies are in conflict with Section 112.313(7) which provides in part, "No public officer or employee of an agency shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee… nor shall an officer or employee of an agency have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties," such documents or policies will be amended at the next Board meeting following the discovery of the conflict.

Consistent with Florida law, each Board member will sign a Conflict of Interest statement prior to becoming a Board member and will sign annually thereafter. The Conflict of Interest Policy is also included in Attachment K.

10.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.

The school will form a School Advisory Council (SAC) in compliance with section 1001.452, Florida Statutes. The SAC will assist in the preparation and evaluation of the School Improvement Plan (SIP) and act as a resource to the school principal. The SAC will provide suggestions, strategies, and feedback as they evaluate the SIP. The SAC will review student achievement data and make recommendations. The committee will monitor the SIP and progress toward goals throughout the year. The SAC will review activities from the budget and determine which activities or events will enhance student achievement. At least one governing board member shall be a member of the SAC and the final School Improvement Plan developed for each school year shall be presented to the governing board for additional review, feedback, and approval.

10.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.

The School has a comprehensive plan for resolving disputes between parents or students and the School. Parents and students are informed of the dispute resolution process as it is outlined in the Student-Parent Handbook, which they receive and sign upon the student's enrollment. Disputes with parents/guardians or students will be handled initially by the Principal or Assistant Principal in a professional manner, with dignity and respect.

- Depending on the nature of the dispute, the administrator (who may be either the Principal or Assistant Principal) will escort the parent/guardian or student to a private area to determine the nature of the complaint and begin collecting all of the relevant information and data (who, what, when, why, and where), to include parental concerns involving communication of student welfare.
- The administrator may include other School staff in the meeting to assist in determining other details related to the complaint/issue.
- The administrator will inform the parent/guardian or student that a full investigation of the complaint will be undertaken, and a resolution provided in a reasonable, agreed-upon timeframe.
- Depending on the nature and severity of the dispute, the administrator will inform the Board Chair of the complaint and the plan to address the complaint.
- The follow-up communication with the parent/guardian or student will be accomplished in an appropriate manner and may include a meeting at the School or telephone call with the appropriate administrator to discuss the results of the investigation and next steps.
- If the parent/guardian or student is not satisfied with the results, then the administrator will offer to refer the dispute to the Board.
- The Board shall have final authority to hear and decide on actions required in response to any/all legitimate student or parent concerns.

In turn, if there is a concern or dispute by a parent/ guardian or student against the principal, the parent/ guardian or student has the right to raise the concern directly and immediately with the Board for action and/or resolution.

In accordance with Rule 6A-6.0791, Florida Administrative Code, the charter school governing board will: (1) adopt procedures to notify parents of the ability and procedure to seek relief from the school principal or designee for a dispute under Sections 1001.42(8)(c)1.-7., F.S.; (2) fully cooperate in the district's resolution procedures and comply with the district's decision for resolution of the complaint; and designate at least one person responsible for responding to Departmental inquiries regarding a request for appointment of a Special Magistrate.

11. MANAGEMENT AND STAFFING

11.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.

Organization charts are included in Attachment M for (1) the pre-operational year; and (2) all subsequent years of operation. As noted in the chart for the first and subsequent years of operation, the number of teachers will be adjusted so that there will always be one teacher for every classroom of 25 high school students and 22 middle school students. In order to ensure that all courses offered are covered by a credentialed teacher, the School will aim to hire teachers with multiple subject-area certifications. Because the number of students in special populations may vary from year to year, staffing for ESE, Reading, and ESOL support will be continuously reviewed and monitored to ensure adequate support and compliance with state regulations. When necessary, additional staff or contracted support will be hired.

11.B. Identify the Principal and provide as Attachment N the proposed job description. 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?

A Principal candidate has not yet been identified. A Principal Job Description is included as Attachment N. The ideal candidate for the Principal position will be an experienced education leader who has demonstrated an ability to successfully lead and inspire students and staff. He/she will also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to students' success.

Once the charter application is approved, the recruitment and hiring process will proceed as follows:

1. A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, Indeed, LinkedIn, CareerBuilder.com, and other pertinent publications.

2. Initial screening interviews will be conducted by phone to ensure that candidates meet expected qualifications.
3. Face-to-face interviews will be conducted on-site at another ALS managed campus.
4. Background and extensive reference checks will be conducted for final candidates.
5. Final candidates will be presented to the governing board for vetting and board interviews. The governing board will make the hiring decision and alert the ESP.
6. Upon the return of a successful background checks, an offer of employment will be extended to the candidate, offering a compensation and benefits package competitive with the local job market.

The qualifications for the School leader are outlined in See Attachment O.

11.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.

As outlined above, the School will be led by a Principal who will be a qualified education leader. The other administrator will be the Assistant Principal, whose job description is in Attachment P.

The organizational and management structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. As shown in the organizational chart in Attachment M, the Principal will be the direct supervisor of all of the educators at the School including content area teachers, ESE teachers, and all other instructional personnel. All staff members will receive their job descriptions and will be held accountable for the primary responsibilities in the job descriptions.

The School will comply with and meet all requirements of the School District's charter school policy and any amendments thereto. Additionally, the School will meet all applicable state and local health, safety and civil rights requirements as required by Section 1002.33(9)(e), Florida Statutes.

11.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.

STAFFING CHART						
	Start-Up	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
PROJECTED AVERAGE ENROLLMENT		350	425	500	500	500
PROJECTED STAFFING						
Position						

STAFFING CHART						
	Start-Up	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Classroom Teachers (NOTE: English Teachers will have ESOL Endorsement or ESOL Certification* One of these teachers will be the ESOL Contact, who will be fully trained in all State and Local ESOL procedures and will play the lead role in ensuring compliance and effective ESOL programming for all eligible students.)		7.00	8.50	10.00	10.00	10.00
ESOL Instructional Assistant* (If there are 15 students speaking the same native language, at least one aide or teacher proficient in the same language and trained to assist ESOL instruction will be added)		1.00	1.00	1.00	1.00	1.00
Total Instructional	**-**	**8.00**	**9.50**	**11.00**	**11.00**	**11.00**
ESE Teacher*		1.00	1.00	1.00	1.00	1.00
Reading Teacher*		1.00	1.00	1.00	1.00	1.00
Math Interventionist		0.00	1.00	1.00	1.00	1.00
Total Specialty	**-**	**2.00**	**3.00**	**3.00**	**3.00**	**3.00**
Family Support Specialist		0.50	0.50	0.50	0.50	0.50
Career Coach		1.00	1.00	1.00	1.00	1.00
Enrollment Specialist (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Data Specialist		1.00	1.00	1.00	1.00	1.00
Total Pupil Personnel	**1.00**	**3.50**	**3.50**	**3.50**	**3.50**	**3.50**
Principal (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Asst Principal (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Total Administrators	**2.00**	**2.00**	**2.00**	**2.00**	**2.00**	**2.00**
Executive Assistant (3 months in start-up)	1.00	1.00	1.00	1.00	1.00	1.00
Total Admin Support	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**

STAFFING CHART						
	Start-Up	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Security**		1.00	1.00	1.00	1.00	1.00
Total Security	**-**	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**
TOTAL	**4.00**	**17.50**	**20.00**	**21.50**	**21.50**	**21.50**

**Staffing for ESE, Reading and ESOL support will be continuously reviewed and monitored to ensure compliance with state regulations and adequate support for these special populations. When necessary, additional staff or contracted support will be hired to meet the aforementioned regulations.*
***This "Security" specialist role is in addition to the School Resource Officer role defined by The Marjory Stoneman Douglas Act*

11.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.

The standards, job requirements, and duties of instructional staff are included in Attachment Q. All teachers will be certified consistent with the provisions of section 1012, F.S.

The steps in the recruitment and hiring process will generally follow the steps below, but may be modified slightly for particular positions:

(a) A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, Indeed, LinkedIn, CareerBuilder.com and other pertinent publications.
(b) The Principal or designee will review all resumes for teachers and staff.
(c) First round interviews will be conducted with the Principal or Assistant Principal.
(d) Background and extensive reference checks will be conducted.
(e) Upon the return of a successful background check, an offer of employment will be extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff will have the certification, endorsement, or other credentials required for their positions. All staff will participate in intensive new-hire training described below in the section entitled Professional Development. The ESP will provide intensive recruitment services to assist the Board and the school leadership in ensuring high quality talent for all school roles. The ESP will also provide vetting support to ensure that all potential staff members have the required credentials and necessary experience to perform the expected roles.

12. HUMAN RESOURCES AND EMPLOYMENT

12.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

The employees of the School will be employed by the ESP selected by the Board. As such, they will be privately employed. The Board may, at some point, contract with an employee leasing company, hire specific service providers for personnel and benefits, or negotiate other arrangements to ensure that the School will attract and retain the best possible faculty and staff. School employees shall have the option to bargain collectively, as required by Section 1002.33(12)(b), Florida Statutes. The nature of the employment relationship between the ESP and its employees will be "at-will."

12.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.

The School will use the Teacher Evaluation System and School Leader Evaluation System (based on the research of Marzano and aligned to *The Art and Science of Teaching*, and s. 1012.34, F.S.) in place at the Board's existing charter schools, which have been approved by M-DCPS. Consistent with the requirements of s. 1012.34, F.S. (the Student Success Act), using the Marzano based teacher and leader evaluation system, the School is committed to a rigorous and comprehensive performance evaluation system for both administrators and instructional personnel. The Marzano based teacher evaluation system focuses on the domains of effective teaching including classroom strategies and behaviors, planning and preparing, reflecting on teaching, and collegiality and professionalism. Each domain includes specific performance indicators assessed through observations, student data, and professional artifacts. The school leader evaluation system evaluates leadership effectiveness in domains such as data-driven focus on school improvement, instruction of a viable and guaranteed curriculum, recruitment and continuous development of teachers and staff, community of care and collaboration, core values, and resource management. These systems meet the requirements of s.1012.34, Florida Statutes. The school will use Marzano's Deliberate Practice to provide a focused approach to professional development where teachers actively engage in specific activities designed to improve their teaching skills in targeted areas. The Deliberate Practice may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. A Deliberate Practice Guide aligned to the state model will serve as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration. The School's Deliberate Practice Plan will follow the Inclusive Method and be part of the individual's Instructional Practice Score, which is fifty-five percent (55%) of the overall evaluation. The regional director will conduct the evaluation of the principal, and the principal will conduct all teacher evaluations aligned with s. 1012.34, F.S. The regional director and principal will document the evaluations in iObservation. iObservation is an electronic management tool developed by Learning Science International and configured to the School's Teacher and Leader Evaluation System. In addition, iObservation will be used to document, and track the Deliberate Practice Plan. The administration will use the evaluation tool to guide professional learning for the staff members at the school.

12.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?

The Board will assure, through its oversight of the School's budget, that a competitive, comprehensive salary and benefit package is used for attracting and retaining top-notch teachers, administrators, and other staff members. In addition to the established salary structure, the Board will require that the

ESP implement a pay for performance plan consistent with Florida Statute and FDOE requirements. The Budget (Attachment X) takes into consideration the School's plan for pay for performance. Salary increases will be determined as follows:

- The criteria for earning the salary adjustment will be based on the School's approved evaluation system as described in section 12.B. and 13.A.3.
- Fifty percent (50%) of the funds will be used for salary adjustments and related benefits for FICA. Those who scored at *Effective* will receive at least Fifty percent (50%) and no more than 75% of the annual adjustment provided for those who scored at Highly Effective.
- Fifty percent (50%) of the funds will be used for a one-time salary supplement for those instructional personnel with certification(s) in critical teacher shortage areas (as identified by State Board of Education). Those with three or more certifications in critical teacher shortage areas will receive seventy-five percent (75%) more than those with one teacher shortage area on a professional or temporary teaching certificate. Those with two certifications in critical teacher shortage areas will receive fifty percent (50%) more than those with one certification in a critical teacher shortage area.

The salary ranges shall be consistent with current School District ranges and be evaluated regularly to ensure that they are competitive and support talent retention. Anticipated ranges based on current scales are as follows:

- Principal $100,000-$130,000
- Assistant Principal $70,000-$90,000
- Career Coach $51,000-$68,000
- Data Specialist $16.00 - $23.00 per hour
- Enrollment Administrative Specialist $16.00 - $23.00 per hour
- Family Support Specialist $53,000 - $70,000
- Instructional Assistant $16.00 - $23.00 per hour
- Security Specialist $16.00 - $23.00 per hour
- Core Teachers $51,500 – $68,000
- Reading Teachers $51,500 - $68,000
- ESE Teachers $51,500 - $68,000
- Middle School Dean $55,250 $74,750

The School intends to offer the following components in its compensation plan:

- Competitive salary scales
- Health Insurance:
  - Medical insurance
  - Vision insurance
  - Prescription drug plan
  - Life Insurance
  - Supplemental Life Insurance
  - Short-term disability insurance
  - Employer Paid Long-Term disability insurance
  - Supplemental Long Term disability insurance
  - Supplemental Critical Illness
  - Supplemental Accident
  - Supplemental Hospital Indemnity
  - Employer Supplemented Health Savings Account
  - Health Care Reimbursement Account
  - Dependent Care Reimbursement Account
- 401(k) retirement program w/ Employer Match
- Professional Development Opportunities
- Promotion/Growth Opportunities
- Paid Leave – sick/personal/bereavement and jury duty
- Tuition Reimbursement

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

The hiring process will generally include the following steps but may be modified slightly for particular positions: The Principal will review resumes for all staff. All faculty and staff will be screened to ensure that they have the licensure, certification, endorsement, and/or other credentials required for their positions. First round of interviews will be conducted with the Principal or Assistant Principal. Background and extensive reference checks will be conducted. ALS will conduct a background check which includes a Social Security Trace, County Criminal, Statewide Criminal, Federal Criminal, Sex Offenders, and Education / Certification verification. Candidates will then be sent to the District per defined protocol for FBI fingerprinting and any other district clearance protocol. Upon the return of successful background checks by both the District and the ESP, an offer of employment will be extended to the candidate.

In the event an employee is not meeting the expectations of his/her job description, the School will implement progressive discipline procedures. The steps involve counseling employees, providing professional development and support, and evaluating the employee's performance. If, despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process, as outlined in Section 12.F. below, to dismiss the employee.

12.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.

Personnel Policies are included as Attachment R

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

Although the Board oversees the overall operation of the school, its draft contract with the ESP (see Attachment EE), assigns the ESP the responsibility and authority to select, evaluate, assign, discipline, transfer and terminate personnel.

In the event an employee is not meeting the expectations of his/her job description, the School will implement progressive discipline procedures. The steps involve counseling employees, providing professional development and support, and evaluating the employee's performance. If, despite all attempts to assist the employee, he/she is not meeting the expectations of his/her job description, then the School will follow due process, as outlined below, to dismiss the employee.

- A Termination Checklist will be completed by the Principal (or the Principals supervisor) that includes, in writing, the reasons for the termination, and supporting documentation.
- Information submitted along with the personnel file will be reviewed by a trained human resource professional.
- If a decision is made to proceed with termination, a full Human Resources Review, Legal Review, and Stakeholder Review will be completed.
- Once all portions of the termination checklist are complete, the completed termination checklist will be forwarded to all appropriate parties for signature.
- If all items are not in place, documentation is not clear and concise, or if all employees in similar situations are not receiving the same action (if appropriate), the Principal/Regional Director will

be advised regarding appropriate actions needed to continue the improvement process with the employee.

Leadership and staff turnover data is analyzed on an ongoing basis to identify any potential trends and to inform employee relations strategies that lead to higher staff retention rates. Once staff vacancies are identified, the hiring manager works with the Human Resource department to advertise the vacancy and screen for the most qualified candidates.

13. PROFESSIONAL DEVELOPMENT

13.A. DESCRIBE THE SCHOOL'S PROFESSIONAL DEVELOPMENT EXPECTATIONS AND OPPORTUNITIES FOR ADMINISTRATORS AND INSTRUCTIONAL PERSONNEL, INCLUDING THE FOLLOWING:

13.A.1. IDENTIFY THE PERSON OR POSITION RESPONSIBLE FOR OVERSEEING PROFESSIONAL DEVELOPMENT ACTIVITIES.

School leaders will support teacher professional development and structured professional learning that results in changes to teacher knowledge, practices, and improvements in student learning outcomes. Both formal and informal opportunities for teachers to learn and enhance their teaching is crucial to school improvement and student success. Both the Principal and Assistant Principal will collaborate to determine the needs of teachers and staff to ensure delivery of appropriate and effective professional development activities. School Leadership will be responsible for overseeing all professional development activities, with support from the ESP's Curriculum and Instruction Team. School leadership will organize and schedule the activities throughout the year and ensure professional development is aligned to the School Improvement Plan and rooted in best practice research supporting the growth of teachers.

Likewise, school leaders will participate in a regular cadence of leadership development opportunities through participation in internal and external leadership conferences and professional learning community (PLC) meetings. PLCs will focus on high impact leadership strategies that result in the attainment of key performance indicators.

13.A.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.

The core purpose of the School's professional development is improving student achievement. Teacher training and professional development will be aligned to the standards required by s. 1012.98 –School Community Professional Development Act, F.S. The School's systems and structures are set up to provide high quality job embedded learning experiences for all staff. Professional Learning is aligned to school goals; differentiated; linked to real issues; and provides both individual and collaborative opportunities for learning. The sharing of best practices and the use of formative feedback drives a culture of continuous improvement aimed at providing the best opportunities for teaching and learning. Professional development is rooted in best practice research supporting the growth of teachers.

The key drivers for professional learning within the School will be the following: grassroots communication systems and protocols driven through a teacher leadership pipeline/leadership pathway; the establishment and growth of teaming structures through professional learning communities; peer observation and formative feedback; peer coaching and mentoring and relevant professional learning content. Teachers may also participate in district-sponsored trainings, as well as local, state, and/or national conferences.

The effectiveness of school professional development initiatives shall be evaluated based on post training and PD feedback/surveys provided by participants. Effectiveness will also be evaluated based on the overall success in accomplishing the established objective for each initiative as determined by the accomplishment of key performance indicators at the participant or school level. Trainings or PD initiatives that fail to achieve desired results will be reviewed by school leadership and the ESP to refine and improve.

13.A.3. Describe any professional development that will take place prior to school opening.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the full week before school opening each year thereafter. Topics will be aligned to job-specific expectations, skills, and competencies. All employees will be trained on their roles and responsibilities and their role in implementing the School's defined service model.

Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. At a minimum, once each month, staff meetings will also be dedicated to professional development. Teachers and staff will participate in required state and local school district professional development and additional training identified in their Deliberate Practice Professional Growth Plan.

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers and staff. The professional development modules are:

- Evidence-based and targeted for success with high need students;
- Job-embedded for direct application and improved performance;
- Aligned to the innovative instructional programs of the School; and
- Synchronous and asynchronous for efficient use of time.

Professional learning modules and activities will focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, research-based instructional strategies, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in common courses.

Online professional development will consist of participating in blended trainings or online courses in the School's Intranet and Learning Management System (LMS). Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The LMS, a tool for tracking, monitoring, and delivering online training, will also be available at all times via any Internet-based workstation. The LMS contains self-directed, online courses that may be used for both personal and professional growth. iObservation, which is a tool for managing teacher and leadership evaluation,

also contains a resource library of videos and print resources. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources among all schools resulting in Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can delivered synchronously or asynchronously. All training will be tracked on the LMS and professional development will be aligned to the Florida Professional Development Protocol, Third Cycle.

Professional development will be delivered by internal and external subject matter experts. Staff and administrators may also participate in district-sponsored trainings as permitted, as well as local, state, and/or national conferences.

The School will use the Teacher Evaluation System and School Leader Evaluation System (based on the research of Marzano and aligned to *The Art and Science of Teaching*, and s. 1012.34, F.S.) in place at the Board's existing charter schools, which have been approved by M-DCPS. The systems meet the requirements of s. 1012.34, Florida Statutes. Deliberate Practice may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. A Deliberate Practice Guide aligned to the state model will serve as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration. The School's Deliberate Practice Plan will follow the Inclusive Method and be part of the individual's Instructional Practice Score, which is fifty-five percent (55%) of the overall evaluation. iObservation, an electronic management tool developed by Learning Science International and configured to the School's Teacher Evaluation System, will be used to document and track the Deliberate Practice Plan.

Training and training plans will align with Florida's Protocol Standards – Third Cycle and will emphasize initiatives currently influencing education in the state, including the Florida Standards and high-quality assessments, using data systems to inform instruction, improving educator and principal effectiveness through personnel evaluation systems, and focusing on interventions that support struggling students. Training evaluation will be conducted on a regular basis to inform the School about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors.

13.A.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.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the week before school opening in each year thereafter. Topics will be aligned to job-specific knowledge, skills, and competencies to ensure that all administrators and staff are successful. Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. Teachers and staff will also participate in required state and local school district professional development and additional training identified in their Deliberate Practice Professional Growth Plan. Instructional staff will also

have access to a comprehensive online resource library with on-demand professional development resources through iObservation©.

The timeline for professional development for the first year of School's operation is as follows:

May - July:	Job specific training for Principal and Assistant Principal
June – July:	Job specific training for the executive assistant and data/enrollment specialist
June:	Leadership Conference for Principal and Assistant Principal (three days)
August:	All Staff Training (two weeks prior to student start date)
October 1:	School Professional Development Plan written (completed earlier if required by the School District)
October 31:	Deliberate Practice Plans written
Sept. – May	Weekly training and Professional Learning Community meetings

Professional development timelines will be adjusted based on requirements outlined in the School's Teacher and Leadership Evaluation Systems. Additionally, the school will follow the district instructional calendar to include the inclusion of dedicated professional development days staggered throughout the school year. Principals will align professional development day plans with their annual school improvement plan and will take advantage of content specialists and training professionals from the ESP to support PD initiatives.

14. STUDENT RECRUITMENT AND ENROLLMENT

14.A. DESCRIBE THE PLAN FOR RECRUITING STUDENTS THAT WILL RESULT IN THE SCHOOL MEETING ITS PROJECTED ENROLLMENT. INCLUDE STRATEGIES FOR REACHING THE SCHOOL'S TARGETED POPULATIONS AND THOSE THAT MIGHT OTHERWISE NOT HAVE EASY ACCESS TO INFORMATION ON AVAILABLE EDUCATIONAL OPTIONS INCLUDING, BUT NOT LIMITED TO, FAMILIES IN POVERTY; ACADEMICALLY LOW-ACHIEVING STUDENTS; STUDENTS WITH DISABILITIES; AND ENGLISH LANGUAGE LEARNERS.

Prior to the School opening, a variety of methods will be used to attract students. Some of these methods may include, but are not limited to:

- Informational meetings with local community, civic and religious organizations, community leaders, and other people who may be able to inform families and students about the School and make appropriate referrals.
- Outreach to local district school principals and guidance counselors to make them aware of the school and it's benefits to students who have recently dropped out of high school or are at high risk of dropping out or not advancing to high school.
- In-depth briefings with organizations such as Junior Achievement, Boys and Girls Club, Urban League and 100 Black Men of America to explain the program and establish a referral network.
- Developing a digital web presence and advertisements to our target population across Google, social media, maps, and more to make the School discoverable and accessible.
- Distribution of printed materials in various languages, including tri-fold brochures, flyers, and post cards, in the local communities and schools with information about the School.
- Toll-free enrollment information number posted on website and included on enrollment and recruitment literature.

Other strategies that may be used include advertising in local community newspapers (particularly those published for minority groups) or contacting community social service organizations that target

the at-risk and/or dropout population (youth organizations, courts, churches, etc.). In addition, a multitude of social media advertising, including an online application process, will be included to promote the program. "Outreach" may also include an emphasis on the services the School can provide for English for Speakers of Other Languages (ESOL) students. The School will use multi-lingual advertisements and materials.

Once the School opens, it is expected that as a result of outreach efforts, students will be recommended to the school from surrounding public schools by counselors who have identified them as not making appropriate academic progress to graduate on time or is at risk of dropping out or not advancing to high school. Students will be referred to learn more about the School if, in the opinion of the counselor, our program could be a good fit in helping them stay in school and get back on track toward graduation.

After enrollment, the School will communicate student performance, graduations, and other news to their referring schools to showcase the progress of former students and highlight success stories. If a student enrolls and it is determined that the blended instruction and self-paced environment is not a good fit for the student's individual needs, the School will work with the referring school for a more appropriate placement. In accordance with our mission, year-round open enrollment will be available, enabling students to enroll and complete graduation requirements at any time during the school year. In accordance with 1002.31(2)(a), F.S., the School will accept a student from any school district in the state who is not subject to a current expulsion or suspension.

In compliance with s. 1002.33(17)(a)(4) F.S., enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The School will also not discriminate in its student admissions policies on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

14.B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

In order to promote a neighborhood school environment that reflects the racial and ethnic balance of the community in which it exists, the marketing strategy will target students in the immediate vicinity of the school location. Marketing to residents in the nearby surrounding communities and neighborhoods will be the primary focus. Marketing visuals will include demographics that are representative of the community – including real students – and targeted across all appropriate populations. (e.g., geographic, ethnic, age, etc.). We anticipate that the majority of students will live within a 5-mile radius of the school and, thus, reflect the local community being served. Targeted marketing, including tri-fold brochures, flyers, posters, post cards, and digital marketing will be used to focus on this geographic area. See Marketing Examples in Attachment FF.

14.C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

(1) Enrollment

Pursuant to Section 1022.33(10)(b), F.S., the School will enroll any eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, or building. In such cases, all applicants shall have an equal chance of being admitted through the lottery process. Enrollment will also follow s. 1002.33(15)(c), F.S., which includes enrolling students according to racial/ethnic balance provisions in s. 1002.33(7)(a)(8) F.S. In accordance with s. 1022.33(10)(d), F.S., the School will give enrollment preference to the following populations: (1) siblings of a student enrolled in the School; (2) children of a founding board member of the School; and (3) children of a School staff member.

The School will open an Enrollment Office in or near the school facility within two months prior to school opening to begin attracting and enrolling students for the start of the school year. After the start of school, the enrollment office in the School will offer daily open enrollment for students who wish to enroll, space permitting, until the School reaches capacity.

The admission and enrollment processes will be student-centered and friendly. As part of our mission, we will have year-round open enrollment. Students from our target population tend to drop out of school at various times during the year; therefore, we need to be able to enroll and engage students as they come. When contacted by interested students and/or their parents online, over the phone, or in person, the School will guide the interested student through the following process:

- The Enrollment Administrative Specialist will arrange an initial visit and tour for the student and/or parent.
- The student/parent will meet with the Enrollment Administrative Specialist to discuss the student's needs and expectations as well as the School's mission, procedures and probable timeline to graduation.[55]
- All students desiring enrollment in the School will participate in a school tour and complete an application (see Attachment S). Each application will be time and date stamped.
- If the School has open space, the enrolling student will be admitted immediately. If space is not available, the student will be entered into the lottery as described below.
- Upon enrollment, the School will request transcripts and records related to academic history and other relevant information from all the schools that the student previously attended.
- Student will provide information regarding family commitments, employment commitments, and transportation plan.
- Student will complete assessments to determine academic skill levels and vocational interests.
- Student will meet with teachers, administrators, and/or other appropriate school staff to review assessment information and establish the student's Individual Success Plan (ISP). The ISP can be viewed through the School's MySuccess Dashboard to monitor progress.
- Parents will have viewing access to their students' MySuccess Dashboard through the parent portal. The parent portal will serve as the communication tool for parents to access information about their student's progress.

The enrollment packet also outlines the responsibilities of the parents and enrolling students. All school district required documents, forms and policies will also be included in the new student enrollment process as applicable. Following the enrollment process, each student who is admitted

[55] Prior to the opening of the School, the Board would appreciate the opportunity to work with Manatee Public Schools to understand / develop policies for re-enrollment in the student's home school for graduation or transfer of credits so that these policies may be fully explained to the student / parent prior to enrollment.

and accepts enrollment will participate in a two-day new student orientation that provides information concerning the program, assessments, procedures, and expectations.

(2) Lottery

In the event that the number of all eligible applicants for enrollment exceeds the School's capacity, the School will perform a random selection process to determine which students are enrolled and which students are placed on a waiting list in the order determined by the lottery. In accordance with s. 1022.33(10)(d), F.S , the following categories of students will be exempted from the lottery process: (a) Siblings of existing students; (b) Children of a board member; or (c) Children of an employee of the School.

15. PARENT AND COMMUNITY INVOLVEMENT

15.A. BRIEFLY EXPLAIN THE GENERAL PLAN TO ENGAGE PARENTS IN THE LIFE OF THE SCHOOL (IN ADDITION TO ANY PROPOSED GOVERNANCE ROLES DESCRIBED IN PREVIOUS SECTIONS OF THIS APPLICATION, IF APPLICABLE) AS WELL AS PLANS FOR REGULAR COMMUNICATION WITH PARENTS ABOUT SCHOOL MATTERS.

Parents will have a multitude of opportunities for involvement in their student's education. At the time of initial enrollment, parents will be invited to attend an enrollment/orientation session with the student during which time opportunities, expectations, and requirements of the program will be clearly explained. This orientation session will include resources and support that parents/guardians will have access to for daily student progress monitoring and communications. Throughout the year, parents will be encouraged to visit the school and to participate in regularly organized school functions and events, including school sponsored workshops, open houses, parent nights, teacher conferences, and student award ceremonies.

Parents will also have access to view their student's MySuccess Dashboard. Through the Dashboard, parents can track student course performance and progress in real time. They can also see their students' attendance record, reading growth, progress toward promotion or graduation, and their full ISP. They can see the short-term and long-term goals set by their student and can view any written feedback provided to their student by school staff. The MySuccess Dashboard is mobile accessible and provides a powerful tool to ensure that Parents have visibility to their student's success.

Additionally, an annual Parent Satisfaction Survey will be administered to assess school performance as judged by parents/guardians. The results of this survey will be considered by school leadership as well as the Board as important input regarding the success of the School and opportunities for continuous improvement.

The School will comply with s. 1002.33(7)(d)1., F.S., which requires that each charter school's governing board appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside within the boundaries of the School District.

15.B. DISCUSS ANY ESTABLISHED COMMUNITY RESOURCES THAT WILL BE AVAILABLE TO STUDENTS AND PARENTS, IF APPLICABLE.

A key differentiator of the School will be the provision of social, behavioral, and crisis intervention services to students and their families. The Board intends to partner with community groups to include

by not limited to: social service agencies, faith-based organizations, university/college schools of social work and counseling, mental health providers, substance abuse counselors, and anti-gang intervention groups. These supportive partnerships will result in the direct provision of social and behavioral health services as well as mentoring, advocacy, and community-wide influence to create employment and postsecondary opportunities. The Board understands that unless social, behavioral, and emotional needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective.

The partnerships to be developed through formal MOUs will allow for the following services: direct social services provided to students and their families; referrals for social services; participation in on-campus presentations, college and career fairs, and community resource fairs; and provision of student internships and/or service opportunities. For examples partnership types, see Community Service Providers at an ALS School. Outreach for partnership establishment will be lead primarily by the School's Family Support Specialist with assistance from school and ESP leadership. The primary goal will be to secure as many on-site services as possible and the School's physical plant will include dedicated offices exclusively for partner agency use.

15.C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available.

Evidence of need and demand for this school is based in part on a review of 2023 assessment data and graduation outcomes from the classes of 2021 through 2023 for students who have already dropped out or are at risk of dropping out from District Schools (See Attachment T). Our review indicates there are still a high number of students who are failing or disengaging from traditional middle and high schools who could benefit from this school's unique model. We firmly believe that education cannot be "one-size-fits-all" and this school can serve as a valuable partner to the School District and its quest to ensure that the county has a quality environment available for every learner.

15.D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001.42(8)(c)1.-6., 1002.20 and 1014.04, F.S.

Prior to the school opening and annually thereafter, the charter board will appoint a parent representative who resides within the district and will post their name and contact information on the school website for easy access. The role of the school's parent representative will be to assist school leadership in fostering effective communication and collaboration between the school and parents and will serve as a bridge, facilitating dialogue, understanding, and cooperation between educators and families. They will help address any concerns or challenges that may arise with the goal of strengthening the partnership between the school and parents to enhance student success and well-being. The dispute resolution procedures, which are outlined in Section 10.L. of this application, are designed to give parents a voice if they believe they are not receiving their right to timely information about their child's progress or welfare. The procedures also enable the parent to go directly to a school administrator to seek resolution.

III. BUSINESS PLAN

16. FACILITIES

If the site is not yet acquired:

16.F. EXPLAIN THE SCHOOL'S FACILITY NEEDS, INCLUDING DESIRED LOCATION, SIZE, AND LAYOUT OF SPACE.

The School will operate as a double session school and offer at least two (2) daily instructional sessions for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Because of the dual session option, the facility needs and design will be based on serving a capacity of approximately 250 students in each of the sessions at full enrollment.

The ESP and the Board of Directors will plan for a facility sized at 60-70 square feet per student station (~12,000-15,000 square feet) located in a neighborhood with ahigh concentration of students we intend to serve. A sample facility layout is included in Attachment FF.

The proposed facility size and layout will allow the School to accommodate up to 250 students in each session (total maximum enrollment of 500 students). The School design will be flexible enough to permit the School to open in a stand-alone building, plaza, office building, or other configuration as long as all zoning and safety codes are met. The School considers several parameters in its search for an acceptable site, including:

Desirable	Less Desirable
1. Single story and stand alone. Two story building may be acceptable.	1. A multi-tenant situation, in which we would share common areas with other tenants.
2. Adjacent to public transit lines.	2. Undesirable neighboring uses such as adult entertainment, heavy manufacturing, etc.
3. 60-70 square feet per student for building with off-street parking sufficient to meet State and local codes.	3. Active freight rail lines. Minor spur lines may be acceptable.
4. Building is located in an area that is desirable for retail use or may be regentrifying.	4. Environmental hazards such as polychlorinated biphenyls (PCBs), asbestos-containing materials, heavy metal contamination, etc. that cannot be readily removed from the building or properly encapsulated.
5. Good signage opportunity.	5. Site is within the airport flight path restriction area.
6. Noncombustible building structure or protected to meet construction codes for educational facilities.	6. In most cases, the prospective building will be gutted to the perimeter walls. Any building whose shell cost plus renovation cost approaches or exceeds the cost of new construction.
7. Building has heating, ventilating, and air conditioning (HVAC) and sufficient electrical service to serve the number of student stations noted above.	7. Building cannot house the proposed use without construction of a sizeable addition-more than 33% of the final desired configuration.

Desirable	Less Desirable
8. Building has a fire sprinkler system (desired but not required if school is less than 12,000 square feet in area).	8. Building has wood floor/roof structure.
9. Flex space, drugstores, or office warehouse former use.	9. Building has interior bearing walls in lieu of columns.
10. Zoned for educational usage.	10. Excessive height- where the bottom of the roof deck exceeds 24' above the floor slab.
11. Current usage codes allow for educational usage.	11. Inadequate height- where the bottom of the roof deck is less than 11' from the floor slab.
12. Ability to change zoning or usage codes within 4 months.	12. Restrictions to sewer or water hookups.

Every effort will be made to ensure that the facilities are conducive to learning and student access. Creating a positive learning environment includes attention to detail on both the interior and exterior of the facility. High standards are established to ensure students are learning in a safe and healthy environment. Upon receiving approval of the Charter application, the site will be confirmed and a lease will be secured. At that point, necessary improvements and renovations will commence to meet our facility standards and applicable State and School District requirements.

Through research by ALS, and input from the Board of Directors, the School has researched neighborhoods in Miam-Dade County for a possible school location. As described in Section 2.D., the Board identified the North Miami area as a high-need neighborhood which is underserved by dropout prevention and dropout recovery programs. The School may choose another location based on the available facilities, zoning, or other factors, but will prioritize a location in this high-need area. The Board is open to working with the school district to find a more suitable location if it identifies an area with a greater need.

16.G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

The facility renovation costs are included in the Facilities Acquisition section of the start-up budget in Attachment Y. The estimated renovation costs are based upon ALS's many years of experience in managing the renovations of new schools that operate the same service model, as well as the input of the architectural firm which has worked with the company on the design of many of those schools. Additional cost factors include: total square footage desired, local rental rates in the targeted neighborhoods, type of building, and overall design elements that are included.

Through provisions of the proposed Management Agreement (Attachment EE), the Board of Directors is responsible for all costs related to facility acquisition, renovation, and equipment. ALS will manage this process at the direction of the Board. Annual lease payments are incorporated into the operating budget for the school (Attachment X).

The Board has the financial capabilities to provide its own funding for much of the renovation and remodeling; however, it has secured an assurance from ALS (see Attachment Z) that it will provide any additional funding required to open and operate the school through a promissory note with the Board (or will assist the Board in finding an external funding source).

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

As the proposed ESP, the Board has confidence that ALS will be able to identify a property, assist in executing the lease, complete the necessary renovation, and obtain the required certificate of occupancy for an on-time school opening. ALS has significant experience in facility design and budgeting, managing construction projects, compliance with local codes and ordinances, facilities repair and maintenance, and general operations of school buildings.

The Board of Directors and ALS will ensure that all local building code approvals, compliance with the Florida Fire Prevention Code and the Certificate of Occupancy are secured at least fifteen (15) days before the first day of school. At no time will students or staff work or attend school in a building that is unsafe or does not have a certificate of occupancy. In addition, all school facilities will comply with applicable health codes, inspection/safety requirements, and will be properly maintained according to the Florida Building Code pursuant to chapter 553. The timetable below describes the anticipated timing of the major steps in the facility acquisition, permitting, and renovation process. Please note that if a property can be identified sooner, we will work collaboratively with the school district for an earlier opening.

Activity	Responsible Party	Date
Begin Site Search	ALS	July 2024
Submit Charter Application	Board of Directors	August 2024
Application Approved by School Board	School District	October 2024
Negotiate Charter School Contract	Board of Directors	October 2024
Begin Lease Negotiations	ALS/Board of Directors	October 2024
Sign MOU for Facility Lease Agreement	Board of Directors	October 2024
Finalize school facility design	ALS	February 2025
Execute Facility Lease Agreement	Board of Directors	February 2025
Begin Plans and Permits	ALS	February 2025
Begin Collaboration with School District regarding process / procedures	Principal/ Board of Directors	February 2025
Begin Facility Renovation	ALS	April 2025
Enrollment office opens	ALS	June 2025
Facility Renovation Completed	Principal, Board of Directors	August 2025
Set up Administrative/Classroom Space	Principal / ALS	August 2025
Verify all appropriate inspections and clearances including Certificate of Occupancy	Principal / ALS	August 2025 (at least 15 days prior to school opening)
School Opening	Principal	August 2025

16.I. Describe the back-up facilities plan.

Selection of the School's location and facility are two of the most important decisions for meeting enrollment and other contractual goals. Because ALS has extensive experience in facility acquisition and renovation, the Board has every expectation that we will be able to open our school on time. However, we also understand that zoning, permitting, and usage code changes can delay renovation schedules. If the school opening is delayed to the point where we will not be able to open on-schedule, we will do the following:

1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with school district personnel.
3. Determine and communicate whether the school can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1: If the building is not ready to be occupied by the first day of school, plans will be in place to rent modular classrooms. Modular classrooms will be situated in the parking lot of the School and hooked up to existing electrical and plumbing services. Modular classrooms will be furnished with the furniture and equipment purchased for the School building. The School will operate on the established schedule in the modular classrooms until such time as the School receives the Certificate of Occupancy for the permanent location.

Option 2: If modular classrooms are not feasible and the School can open on a delayed schedule, school staff will relay all relevant information to the school district, parents, and students.

Option 3: If the School cannot open on a delayed schedule, it will attempt to temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc. provided available space is code compliant.

Option 4: If the renovation schedule is such that the School opening is delayed, and suitable temporary facilities are not available in the marketplace, the School will (as a last resort) request from the School District a one-year deferral for opening.

17. TRANSPORTATION SERVICE

DESCRIBE THE SCHOOL'S PLAN FOR TRANSPORTATION TO ENSURE THAT TRANSPORTATION IS NOT A BARRIER TO EQUAL ACCESS FOR ALL STUDENTS RESIDING WITHIN A REASONABLE DISTANCE OF THE SCHOOL, S. 1002.33(20)(C) F.S.

The School will ensure that transportation is not a barrier to any student. The School will be using public transportation passes to meet the transportation requirements. The School will be located along major lines of the public transportation system. Students who live two or more miles from the School may receive a public bus pass if they choose to accept it. The School has allocated funds for purchasing transit passes and will issue the passes to meet students' transportation needs. Documentation of purchasing transportation passes will be kept on file for a total of three (3) years noting the passes purchased and issued to the students. Students will be required to sign for each pass provided to them solely for the use of getting to / from School.

An eligible student must reside and continue to reside two (2) or more miles, or reside in a hazardous zone, between their home and the School in order to receive public transportation passes. A reasonable walking distance for any student who is not physically disabled is any distance not more than two (2) miles between the home and the School or one-and-one-half (1½) miles between the

home and the assigned transit stop. Such distance shall be measured from the closest pedestrian entry point of the School building or to the transit stop. A reasonable walking distance will be identified during the enrollment session for students who are eligible for a transit pass. Students who live under the two-mile threshold who are identified as being in need will meet with an Administrator to determine a transportation solution and will be provided a transit pass if it is determined there is a viable need. The Enrollment Administrative Specialist will assist students and parents with determining the shortest pedestrian route to their closest transit stop and from the drop off location to school.

The School will keep an ample supply of transit passes throughout the school year to meet the current and anticipated needs of all students who indicate at the time of enrollment that they live more than two miles from the school and require public transportation. An additional 5% of the anticipated need is purchased to have on hand in case of emergencies, an increase in enrollment, or individual student needs are identified.

Eligible students will be issued transit passes upon and throughout their entire enrollment period. The passes will include multiple days when appropriate to avoid restrictions on the number of rides and transfers a student is allowed. This approach also provides students who have full- and part-time employment a resource to travel to and from work.

Transportation service will be provided by the School to any student whose IEP stipulates need. Eligible students may be transported using a current district-approved school bus company.

18. FOOD SERVICE

DESCRIBE THE SCHOOL'S PLAN FOR FOOD SERVICES, INCLUDING ANY PLANS FOR CONTRACTING SERVICES OR PLANS TO PARTICIPATE IN THE NATIONAL SCHOOL LUNCH PROGRAM. EXPLAIN HOW THE SCHOOL'S FOOD SERVICE PLAN WILL ENSURE HEALTHY, WELL-ROUNDED MEALS FOR STUDENTS.

Due to the shorter school day and the flexible schedule option, the School will not provide full meal service. A majority of students will be most focused on maximizing the flexible schedule by completing the required instructional time and then leaving campus promptly for work and/or childcare commitments. The school will have a designated break area where students will be allowed to bring food or they may leave campus for lunch between sessions if they elect to attend for two instructional sessions. For students in need of a meal, the school will ensure their need is met by having pre-packaged healthy snacks and other dry food items on hand at all times. The school will have a food pantry that contains healthy food options free for any student regardless of their free/reduced lunch status.. Additionally, the school will have vending machines with healthy food options in the student break area for use by all students.

While the school facility will not have a dedicated kitchen for food service, the School is open to exploring opportunities to partner with local agencies and businesses to provide delivered meal options to students. The School will work collaboratively with the School District to determine the School's eligibility for participation in the National School Breakfast program and the National School Lunch Program through the Community Eligibility Provision.

19. SCHOOL SAFETY AND SECURITY

OUTLINE THE PLAN FOR SCHOOL SAFETY AND SECURITY FOR STUDENTS, STAFF, THE FACILITY, AND PROPERTY, ESPECIALLY AS IT RELATES TO THE APPLICABLE PROVISIONS IN THE MARJORY STONEMAN DOUGLAS HIGH SCHOOL PUBLIC SAFETY ACT. SPECIFICALLY:

A. DESCRIBE WHAT STEPS THE SCHOOL WOULD TAKE TO ASSURE THERE IS A SAFE-SCHOOL OFFICER PRESENT WHILE SCHOOL IS IN SESSION, PURSUANT TO SECTION 1006.12, F.S.

The School will partner with local law enforcement, a certified security agency, or the School District to provide full time Law Enforcement/Safe School Officer (SSO) coverage for all times in which students are on property (including student entry and dismissal times) in full compliance with the Marjory Stoneman Douglas high School Public Safety Act. Every three years, a Law Enforcement Officer will perform a school walkthrough and safety review and assist in the completion of the Florida Safe School Assessment Tool (FSSAT).

Student and staff safety and security will be a top priority for the School. Our School will have several security measures that are not typical in traditional school settings. These added measures include:

- At least one Safety & Security Specialist, in addition to a contracted Law Enforcement Officer. This Safety & Security Specialist will be trained annually on school safety procedures and crisis prevention and intervention protocol and best practices.
- Secured entry doors (with keycard entry for all staff)
- Alarmed exterior doors throughout the school
- Under-counter duress alarm at front desk connected to local law enforcement
- Secured access from the front lobby to the student/classroom areas
- All guests must be signed in and badged in order to enter the student/classroom areas
- Metal detectors (walk through and hand wand) required of all students as they enter the school daily
- Property safety search of all student belongings upon entry
- All staff trained and certified annually in *Handle With Care*
- ERT (Emergency Response Team) identified each year and trained to implement emergency response plans and certified in First Aid and CPR
- Monthly safety and security drills
- Annual Safety Plan developed, reviewed and approved by Director of Safety and Security and submitted to School District

The School will be in full compliance with SB 7026 (Marjory Stoneman Douglas high School Public Safety Act.) to include but not be limited to:

- One full time law enforcement officer on campus.
- Completion of annual school risk assessment tool.
- Collaboration with local law enforcement for a full school walk through and safety review.
- Fortify Florida App posted and accessible to all students and staff.
- Monthly Threat Assessment meetings to include school law enforcement

- Compliance with Alyssa's Law and installation of a mobile panic alert system. The system will be selected from the state's FDOE-selected vendor list and will aim to integrate the same vendor adopted by M-DCPS
- As part of its annual Mental Health Assistance Allocation Plan, the school will comply with Rule 6A-1.094120, Florida Administrative Code (F.A.C.), and shall ensure annually that no less than 80% of staff have been trained in Youth Mental Health First Aid. In addition, the school's FSS (Family Support Specialist) will participate in the training required to serve as a certified trainer for YMHFA

Additionally, the School will work closely with M-DCPS to ensure full compliance with all current and future statutory language relating to safety and security. We will work closely with M-DCPS to ensure full compliance relating to the installation of security systems and enhanced security training for personnel as defined in House Bill 1473.

B. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

The School will adopt an Active Assailant Response Plan and all school personnel will receive annual training on the procedures defined in the plan. The School will follow the District's expected schedule for active assailant drills and shall report them as defined by the District. The School will adopt a Family Reunification Plan that will be coordinated with county emergency services. Additionally, we will work closely with M-DCPS to ensure that our Active Assailant Response Plan and Family Reunification Plan aligns with the School District's present plan.

C. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.

In accordance with 1006.07(7) and Florida Administrative Code R. 6A-1.0019, the School will establish a School Based Threat Management Team (SBTMT) consisting of at least four members appointed by the Principal. As required, the SBTMT will include, at a minimum, persons with expertise in counseling, instruction, school administration and law enforcement who meet the requirements delineated in the Rule. The team will: identify members of the school community to whom threatening behavior should be reported; provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self; will utilize the Florida Harm Prevention and Threat Management Instrument to evaluate the behavior of students who may pose a threat to the school; attempt to notify the student's parent or legal guardian if there is a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others; and follow steps established by the SBTMT to engage behavioral health crisis resources if an immediate mental health or substance abuse crisis is suspected, school personnel shall follow steps established by the threat management team to engage behavioral health crisis resources.

D. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

The School will use the School Environmental Safety Incident Reporting tool (SESIR), to ensure the accurate and timely reporting of incidents related to school safety and discipline. School Administration will be trained annually on the SESIR system and required reporting.

20. BUDGET

20.A. PROVIDE AS ATTACHMENT X, AN OPERATING BUDGET COVERING EACH YEAR OF THE REQUESTED CHARTER TERM THAT CONTAINS REVENUE PROJECTIONS (USING THE FLORIDA CHARTER SCHOOL REVENUE ESTIMATE WORKSHEET AS ATTACHMENT W FOR AT LEAST THE FIRST YEAR OF OPERATION), EXPENSES, AND ANTICIPATED FUND BALANCES. THE BUDGET SHOULD BE BASED ON THE PROJECTED STUDENT ENROLLMENT INDICATED IN SECTION 2 OF THE APPLICATION. A TEMPLATE FOR THE OPERATING BUDGET MAY BE AVAILABLE FROM THE SPONSOR UPON REQUEST.

The annual budget covering each year of the requested charter term is shown in School's operating budget which is included in Attachment X. Summary highlights of this budget also include the School's start–up period along with enrollment assumptions noted at the top of the budget that coincide with the projections in Section 2 of this application.

20.B. PROVIDE A START-UP BUDGET AS ATTACHMENT Y THAT CONTAINS A BALANCE SHEET, REVENUE PROJECTIONS, INCLUDING SOURCE OF REVENUES, EXPENSES, AND ANTICIPATED FUND BALANCE. THE START-UP BUDGET MUST COVER ANY PERIOD PRIOR TO THE BEGINNING OF FTE PAYMENTS IN WHICH THE SCHOOL WILL EXPEND FUNDS ON ACTIVITIES NECESSARY FOR THE SUCCESSFUL START-UP OF THE SCHOOL.

(1) Start Up Budget

The initial financial plan is supported and outlined in the Startup Budget, which is included in Attachment Y. The details and assumptions for this budget are listed below:

(a) Revenue Sources

The School has based its revenue stream on an FTE per student model provided by the FDOE. The School intends to apply for applicable grant funding but will be able to operate the school on FEFP funding alone. As noted in the ESP Support Letter in Attachment Z, the selected ESP, ALS, will assist the Board in securing funding for all start-up expenses. Additionally, as outlined in the proposed Management Agreement (Attachment EE), ALS "shall advance as a loan to the School, any properly incurred School Expense..." Start-up costs, including construction and renovation, are outlined in the Start Up Budget (Attachment Y).

(b) Cash Flow Predictions

The cash flow projections are based on the modified accrual method of accounting. We consider cash received when it is measurable and available, and expenses to be earmarked for payment once the goods or services have been received. The cash flow from a revenue perspective is based on FTEs of students that are used in determining the FEFP revenues and other ancillary revenue that will provide the cash infusion to handle all short-term (less than 60 days) expenses and also assist with preparing for payment of long-term liabilities. Please see Attachment X for the Monthly Cash Flow Projections. The cash flow statement for FY 2020 starts with a loan of approximately $1,900,000. The largest

expenses are salaries and administration (tax, insurance, utilities, training, marketing, leasehold improvements, etc.).

20.C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.

Included as Attachment Z is a letter from ALS committing to provide funding for all start-up expenses.

20.D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

The cost assumptions detailed in the budgets reflect typical costs that the Board has incurred while opening and operating its existing charter schools for at-risk students. The School's major budgetary assumptions include:

1. Pre-start assumes that an enrollment office will be established 3 months before school opening.
2. Hiring is per the detailed schedule in the financial calculations.
3. Computer equipment will be installed the month before school begins.
4. Recruiting and marketing costs are anticipated to be heavy during this period and the first two (2) months of the school year.
5. Pre-start costs will be funded from a combination of cash on hand from the current charter school operated by this Board, capital leases, landlord participation in the tenant improvements, and lending from other sources, including the management company
6. Computer equipment is typically refreshed every five (5) years.
7. The other assets (furniture and leasehold improvements) and initial operating expenses will be funded from cash on hand from the current charter, vendor financing or the federal start-up grant, if funds are awarded
8. Year one costs assume four (4) classrooms will be fully staffed on the first day of school with additional classrooms staffed to coincide with the increased enrollment in the second half of the school year. Staff for additional classrooms will be added as dictated by enrollment.
9. Staffing increase pools are projected to be 2% per year for years two (2) through five (5).
10. Professional fees include audit and tax preparation fees as well as legal.
11. Management fees are charged based upon the negotiated management agreement.
12. Accounts Receivable and Accounts Payable are net 30.
13. Start-up expenses are paid prior to year one.

Additional assumptions for each budget are included on the page included in the budget attachments and titled "Assumptions."

20.E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant

CONSIDERS THE MINIMUM PERCENTAGE AT WHICH THEY COULD OPERATE THE EDUCATIONAL PLAN PRESENTED.

As outlined in the Letter of Support in Attachment Z, ALS committed to loaning the Board the funds necessary to start-up and operate the school. However, as required by Miami-Dade County Public Schools (M-DCPS), a budget at 50% of revenues is included in Exhibit F.

20.F. EXPLAIN IN DETAIL THE YEAR ONE CASH FLOW CONTINGENCY PLAN, IN THE EVENT THAT REVENUE PROJECTIONS ARE NOT MET (OR NOT MET ON TIME).

The School has based its revenue stream on an FTE per student model offered by the FDOE. In addition, the School intends to apply for the Charter School Program (CSP) Planning and Implementation Grants administered by the FDOE for the purchase of furniture and equipment. However, for budgetary purposes, these amounts are not included in this application.

In an effort to maintain adequate fund balances, ALS has agreed to a loan with the School (this amount is projected to be $1.9 million, but is not limited to that amount). These amounts are reflected in the budget and are noted in the ESP Support Letter in Attachment Z.

20.G. PROVIDE MONTHLY CASH FLOW PROJECTIONS FOR THE SCHOOL'S START-UP PERIOD (I.E. FROM THE DATE ON WHICH THE APPLICATION IS APPROVED TO THE BEGINNING OF THE FIRST FISCAL YEAR OF OPERATION) THROUGH THE FIRST YEAR OF OPERATION.

The revenues and expenditures used in the budgets and the related assumptions are presented in a format based on governmental funds financial statements. The accounting basis for these budgets and related assumptions are based on the modified basis of accounting required under the Governmental Accounting Standards Board (GASB) under which revenues are recognized in the accounting period in which it becomes both measurable and available and expenses are recognized when incurred.

(1) Monthly Cash Flow Projections during Start-up Period

The monthly cash flow projections for the date on which the application is approved to the beginning of the first year of operations are included in Attachment Y. Assumptions related to these projections for this period are explained in Section 20.D. and Attachment Y. For purposes of the start-up budget, all expenditures for leasehold improvements and purchases of furnishing and equipment are budgeted to be incurred and expended by June 30, 2025.

(2) Monthly Cash Flow Projections during First Fiscal Year of Operations

The monthly cash flow projections for the first fiscal year of operations (for the fiscal year ending June 30, 2026) are shown in Attachment X. Assumptions related to these projections for this period are explained in Section 20.D. and Attachment X.

21. FINANCIAL MANAGEMENT AND OVERSIGHT

21.A. DESCRIBE WHO WILL MANAGE THE SCHOOL'S FINANCES AND HOW THE SCHOOL WILL ENSURE STRONG INTERNAL CONTROLS OVER FINANCIAL MANAGEMENT AND COMPLIANCE WITH ALL FINANCIAL REPORTING REQUIREMENTS.

(1) Experienced Financial Team

The Board has a local accountant (the Board Accountant), Jorge Alvarado, who is a certified public accountant licensed to practice in the state of Florida and has served as the Board's accountant for several years. The Board Accountant is required to maintain continuing professional education in governmental accounting and auditing.

The Board Accountant will have the responsibility for reconciling the School's bank accounts and other accounts on a monthly basis and will assist in the compilation of monthly financial reports. The Board Accountant along with the ESP will be responsible for the maintenance of fixed asset ledgers for all assets owned by the School in accordance with District and/or Florida Department of Education policies.

The accounting functions at the ESP are overseen by the Chief Financial Officer and Controller of ALS. These individuals have years of financial management experience in multi-unit operations. The ESP is staffed by experienced accounting professionals. This team will oversee the school's payroll and procurement/accounts payable functions and assist the Board Accountant and Treasurer in the budget process.

(2) Financial Controls

The Board of Directors will review budget vs. actual financial statements at board meetings. If corrective action is needed with regard to the budget, the Board will agree on corrective action, which may include but is not limited to budget adjustments, expense reductions, consideration of other revenue sources, and, most importantly, a renewed effort to stimulate enrollment.

The Board Accountant will have the responsibility for reconciling the bank accounts and other accounts on a monthly basis. Due to the fact that the accounts payable and payroll functions are performed by the ESP, the ESP will provide documentation as necessary covering its internal controls and process within its charter school disbursements processing system.

The basic accounting processes, including applicable internal financial controls, include but are not limited to:

- The Board of Directors will hire an audit firm licensed in the state of Florida with applicable continuing education requirements for governmental accounting and auditing (governmental CPE).
- The Board of Directors will directly hire a local accountant (Board Accountant) responsible for compiling monthly financial reports to be submitted to the District. This Board Accountant is required to be a certified public accountant licensed in the state of Florida and maintain governmental CPE requirements.
- Budgets for the year will be prepared by ALS and reviewed by the Principal, Treasurer, and Board Accountant. The annual budget will then be presented to the Board of Directors for approval.
- The School will maintain a bank account for which signature authority is held by designated Board members.
- Salary, operating, and capital expenditures will be paid by ALS in the ordinary course of business.
- Salary amounts will be paid bi-weekly. Salaries will be approved each pay period by the Principal, reviewed by ALS, and distributed primarily via direct-deposit.
- Purchases for operating not related to informational technology (IT) will be initiated by the Principal and approved by ESP senior staff.
- Purchases for capital expenditures relating to facilities will be negotiated by ALS on behalf of the School, and will be reviewed and approved by the Board and ALS senior staff.

- Purchases of IT equipment and software will be initiated by the School Principal, faculty, and/or curriculum experts within ALS, and reviewed for operating specifications by the ALS IT department. IT purchases will then be approved by the ALS senior staff, in accordance with the Board-approved budget.
- All disbursements with the exception of grant expenditures (including wires and checks) will be initiated by one of three ESP senior executives from an ALS operating account. All disbursements will include all signed supporting documentation.
- Grant disbursements will be approved by the ESP grant specialist who will compare the expenditure to grant requirements and budgets. Disbursements for grant expenditures will be processed by a designated member of the Board of Directors from the School's bank account.
- All supporting documentation for expenditures for the School (including reimbursement for salary, operational costs, capital expenditures, and the management and education fees) will be submitted monthly to the designated Board member for payment to ALS.
- The designated Board member will review and approve the supporting documentation and disburse funds.
- The supporting documentation will be concurrently submitted to the Board Accountant. The Board Accountant will be responsible for compiling monthly financial statements in accordance with prescribed formats dictated by the School District.
- Financial statements will be reviewed by the Treasurer and approved by the Board. This will include actual vs. budget comparisons. After approval, the financial statements will be submitted to the School District by the Board Accountant in accordance with School District procedures.
- All financial results will be audited by the auditor at fiscal year-end in accordance with *Governmental Auditing Standards* and submitted to the board for approval.

21.B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Board understands its fiduciary responsibilities for the public funds we receive and assures the Sponsor that the Board will retain ultimate control over the School's finances.

Prior to each fiscal year, a budget for the upcoming fiscal year will be prepared in cooperation between the ESP, the Board Accountant, the Principal, and the Treasurer designated by the Board. This budget will take factors into consideration such as projected enrollment, staffing and all other fixed and variable costs. Once complete, the budget will be submitted to the full Board for final review and approval.

A bank account will be established for the School. The Board will have sole control and access over this account. Cash receipts for Florida Education Finance Program (FEFP) payments related to FTE will be received into this bank account. Grant monies and other funds received by the School will be deposited in this account as well. Disbursements from this account primarily relate to payments to the ESP for school operating expenses and Board related costs (i.e. legal, board governance, audit, accounting and debt service). The Chairperson and the Treasurer of the Board will be the only approvers of all cash disbursements from their bank account.

ALS will be responsible for the majority of procurement, accounts payable, payroll and administration functions. The School will be billed monthly for the expenditures incurred by the School for the previous month for these functions. As mentioned above, the Treasurer and Board Chairperson will be responsible the approval of the monthly disbursements to ALS from the bank account.

The Board will receive monthly financial statements and enrollment figures from the Board Accountant. These reports will include the balance sheet, income statement, bank reconciliation, and cost reports on a monthly basis or as dictated by the Board of Directors, School District, and the FDOE. The financial reporting will follow guidelines applicable to GASB #34 and include, where applicable, OMB Circular A-133 Cost Accounting and Reporting. The Board Accountant will also produce financial information on a monthly basis in the format as required by the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book 2021) and budget vs. actual financial statements.

Promote Enhanced Academic Success and Financial Efficiency

The School will align financial accountability with its responsibility for students' academic success in the following ways:

- Hiring highly-qualified certified teachers and administrators who are experienced in working with the target student population. Research continues to demonstrate that experienced and highly-qualified teachers are the primary contributors to student achievement and success.
- Acquiring the most effective technology and instructional materials to meet the needs of the target student population.
- Using a cost-benefit analysis process to ensure that school funding is effective in achieving the mission and goals of the School.

21.C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

The non-profit Board will retain an audit firm on an annual basis through a request for proposal process. This firm will audit the financial information which has been provided to the Board by the Board Accountant and the ESP. The financial statements will be prepared in accordance with generally accepted accounting principles (GAAP) as required by the Governmental Accounting Standards Board (GASB). The audit will be performed in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States and also in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter schools and similar entity audits performed in the State of Florida.

21.D. Describe the method by which accounting records will be maintained.

Based on the guidance provided in the *American Institute of Certified Public Accountants (AICPA) Audit and Accounting Guide – Not-for-Profit Organizations*, and provisions of the Florida Statutes, the School will be presented as a governmental organization for financial statement reporting purposes. This School is required by its agreement with the District to use the governmental reporting model and follow the fund and account structure provided in the "Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book) issued by the Florida Department of Education. The Governmental Accounting Standards Board (GASB) defines generally accepted accounting principles for not-for-profit entities. The GASB promulgates standards at various intervals. The Board is responsible for ensuring that all applicable GASB Statements are considered in the preparation of the financial statements.

The Board will hire a local accountant (the Board Accountant) who will assist in the compilation of monthly financial reports. The Board Accountant will be required to be a certified public accountant

licensed to practice in the state of Florida. In addition, the Board Accountant will be required to maintain continuing professional education in governmental accounting and auditing.

21.E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

The Board will ensure financial transparency by:

- Including the school's annual budget and annual independent fiscal audit on its website as required by s. 1002.3(9)(p)1., F.S.;
- Providing the annual budget to the District after adoption by the Board;
- Providing any amended budgets to the District within 10 days after board approval;
- Posting notice in advance of all meetings on the school website, ensuring that all meetings are open to the public;
- Posting notice in advance of all meetings on the school doors which includes an agenda of items to be discussed during the meeting.
- Including the minutes (which include financial matters) of all meetings on the school's website.

21.F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

As described in the previous sections, the Board will be using its Board Accountant to assist in the preparation of an annual budget and the compilation of monthly financial reports. The anticipated annual cost of these services is $12,000. The Board will retain an independent audit firm on an annual basis after the first year of operation through a request for approval process. The anticipated annual cost of these services is $12,000. All other financial functions (procurement, accounts payable, payroll, administration, etc.) will be handled by ALS, the Board's Education Service Provider (ESP). The School will be billed monthly for the expenditures incurred for the previous month for these functions as outlined in the proposed Management Agreement in Attachment EE.

21.G. Describe how the school will store financial records.

Financial records will be stored electronically via software maintained on a network and backed up per ALS's Information Technology policy. Records will be maintained for the appropriate retention period required by federal and/or state regulations. Additionally, accounts payable supporting documentation will be stored via hardcopy for two years onsite and the remaining year at offsite storage. Paper versions of student and financial records will be stored in locked fireproof cabinets or fire-rated filing rooms as required in Chapter 119 of the Florida Statutes or be reduced to electronic documents for storage. Required student records will be prepared in a manner consistent with Florida statutes. Retention periods and disposition of records will be managed in a manner consistent with what is specified in the local School Board Records Management Manual.

21H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

(1) Health Insurance

The School will use a competitive, comprehensive salary and benefit package as a tool for attracting and retaining top-notch teachers, administrators, and other staff members. Benefits' levels may be adjusted periodically based on the school's financial condition. The health components of the compensation plan will include:

- Medical insurance
- Dental insurance
- Vision insurance
- Prescription drug plan
- Short-term disability insurance
- Long-Term disability insurance
- Health Care Reimbursement Account
- Dependent Care Reimbursement Account

(2) Other Insurance

Insurance coverage will comply with requirements specified by the School District or applicable state statutes. Coverage includes the following:

- Errors and Omissions Insurance
- Officers and Directors Liability Insurance
- Fidelity Bonds
- Commercial (General) Liability Insurance (includes casualty)
- Automotive Liability Insurance
- Employee Liability Insurance
- Property Insurance

The School will pay any deductible and premium amounts attributable to such insurance contracts. In addition to the insurance contracts and coverage discussed, all additional leases, debts, and other financial obligations of the School shall be obligations of the School and shall not constitute a debt, liability, or financial obligation of the School Board. Where applicable, the School District will be named as an additional insured. The School will carry the necessary worker's compensation and unemployment compensation coverage. The insurance companies we are seeking to provide coverage will have a rating of "A" or higher and a financial size category of "VII" or higher. We have conducted research for insurance company ratings utilizing the A.M. Best Company website.

22. START-UP PLAN

22.A. PRESENT A PROJECTED TIMETABLE FOR THE SCHOOL'S START-UP.

ALS has extensive experience related to all aspects of school start-up and has outlined the required steps.. Each of the outlined steps has additional time incorporated to account for unplanned events. The timetable below describes the timing of the major steps in the start-up process in anticipation of charter approval. Please note that if a property can be identified and retrofitted sooner, we are willing to work collaboratively with the school district for an earlier opening.

Activity	Responsible Party	Date
Finalize Curriculum/Other Instructional Materials	Board / ALS	Complete
Create School Budgets	Board / ALS	July 2024
Begin Site Search	ALS	July 2024
Submit Charter Application	Board	August 2024
Negotiate Charter School Contract	Board of Directors	October 2024
Begin Lease Negotiations	ALS	October 2024
Establish bank account	Board	October 2024
Sign MOU for Facility Lease	ALS	October 2024

Activity	Responsible Party	Date
Begin Recruiting for School Principal	ALS /Board	January 2025
Finalize school facility design	ALS	February 2025
Execute Facility Lease or Purchase Agreement	Board of Directors	February 2025
Begin Plans and Permits	ALS	February 2025
Begin Community Outreach, Communication, Student Recruitment and Enrollment	Principal/Board of Directors/ ALS	February 2025
Hire School Principal	ALS / Board	March 2025
Begin Teacher and Staff Recruiting	ALS	March 2025
Finalize School Calendar	Board of Directors	April 2025
Begin Facility Renovation	ALS	April 2025
Orders placed for FF & E	ALS	April 2025
Orders placed for Instructional Materials and Technology	ALS	April 2025
Governing Board Training	Board of Directors	May 2025
Enrollment Marketing Plan developed	Principal / ALS	May 2025
Enrollment office opens	ALS	June 2025
Complete Teacher and Staff Recruiting	Principal / ALS	June 2025
Principal Training	ALS	June 2025
Confirm district ESE liaison with Sponsor	Principal	July 2025
Ensure ESE forms and resources are on site	Principal / ALS	July 2025
Purchase all necessary school resources	Principal / ALS	July 2025
Set up transportation via area transit system	Principal / ALS	July 2025
Obtain public transportation schedules/brochures	Principal	July 2025
Ensure all local inspections have been completed	ALS	July 2025
Establish accounting services	Board / ALS	July 2025
Contract with CPA firm to conduct annual audit	Board	July 2025
Establish Financial Procedures	Board / ALS	July 2025
Develop and approve policy and procedure for proposed secure location of testing material	Board	July 2025
Lottery, if needed	Principal	On or before July 15, 2025
Submit Proof of Insurance to School District	ALS	July 2025
Facility Renovation Completed	ALS / Board	August 2025
Furniture, Fixtures, and Equipment Installed	ALS	August 2025
Technology and Instructional Materials in Place	ALS	August 2025
Train staff	Principal and ALS	August 2025
Student -Parent Orientation	Principal	August 2025
Verify all appropriate inspections and clearances including Certificate of Occupancy	Principal / ALS	August 2025 (at least 15 days prior to school opening)
School Opening	**Principal**	**August 2025**

Addendum A: REPLICATIONS

A. IDENTIFY THE EXISTING SCHOOL(S), INCLUDING MSID NUMBER(S), TO BE REPLICATED AND PROVIDE EVIDENCE THAT THE EXISTING DESIGN HAS BEEN EFFECTIVE IN RAISING STUDENT ACHIEVEMENT. THE EFFECTIVENESS OF AN EXISTING SCHOOL DESIGN SHOULD INCLUDE EVIDENCE OF THE SUCCESS OF THE ACADEMIC PROGRAM AS WELL AS ORGANIZATIONAL AND FINANCIAL VIABILITY. IT SHOULD SHOW A DIRECT RELATIONSHIP BETWEEN PROGRAM ELEMENTS AND STUDENT ACHIEVEMENT.

The proposed school will replicate the program design currently being implemented at the following Miami-Dade County charter schools:

School Name	MSID
Green Springs High School	7067
North Gardens High School	7068
North Park High School	7069
Kendall Greens High School	7516
Doral Park High School	7675

Academic Effectiveness

Students enrolling in the School are expected to have characteristics similar to students enrolled in the Schools listed above, all of which are managed by the proposed Education Service Provider, ALS Education. These students had the following characteristics:

- Approaching 18 years old and 2 or more years behind their expected grade level.
- 98% were reading below grade level (average 5th grade level) and 95% performing math below grade level (average 4th grade level).
- Their average number of credits earned before enrolling with us was 9.5. This is 14.5 credits (or more than 2 years in a traditional high school) away from meeting graduation requirements.
- Their average GPA was a 1.60.
- 40% of students were parenting or responsible for the care of a family member.
- 34% of students were working full or part-time jobs to help support themselves or family.

Various factors precede and may cause these students to fall "off track" in their school progress. Students report that they have become disengaged from the traditional high school classroom because the pace of instruction is too fast or too slow; they are not interested in joining or have felt excluded from traditional high school "communities" and are not participating in social and extra-curricular activities; they are unable to attend a traditional high school because family or employment commitments do not allow them to attend a school with a traditional schedule; and, for many, family and personal crises create uncertainty and instability in their lives (e.g., family dysfunction, family care responsibilities, frequent change of residence, food insecurity, substance abuse, etc.).

Despite these challenges, students who were enrolled in 2022-23 in the Miami-Dade schools to be replicated showed academic progress and success as follows:

- Ninety-five percent (95%) of students participating for a semester or more in the Reading Plus program demonstrated at least one (1) grade level of skill growth in Reading.

- Eighty-two percent (82%) of participating students demonstrated at least two (2) grade levels of skill growth in Reading.
- On average, students attending for a semester or more earned an average of over nine credits per year. Prior to enrollment, these students were earning an average of 3.1 credits per year. These students increased credit learning by 197 percent.
- Fifty (50) percentage point increase in students with a cumulative GPA of at least 2.0 after a semester of attendance. Thirty (30) percent of students entered the schools with a 2.0+ GPA and, after attending our schools for a semester or more, seventy percent (70%) achieved a GPA of 2.0 or higher.

Further evidence of the success of this school design is that **965 students graduated from these schools in 2023-24** (57 from first-year school Doral Park, 196 from Green Springs, 292 from Kendall Greens, 156 from North Gardens and 264 from North Park). **Since the first three schools opened in 2011, 5,373 students have graduated from these schools**. Before enrolling at the School, these students believed that the goal of attaining a high school diploma was out of reach.

Most compelling, are students' experiences at these schools as exemplified by the North Park student story below:

> **Pedro** was referred to *North Park High School (Miami-Dade County, Florida)* because he had been struggling in his large traditional school as a result of his limited proficiency in English. At North Park, he was able to learn at his own pace in a small school setting and receive the support he needed as an ESOL (English for Speakers of Other Languages) student. Pedro was able to earn his diploma and enroll at George T. Baker Aviation Technical College where is working toward a career in the aviation industry.

Organizational and Financial Effectiveness

The applicant Board is proud of the success achieved with this challenging student population thus far, is committed to continually improving outcomes for students, and wishes to expand the success of the program to additional communities within Miami-Dade County.

Each of the schools is fully staffed and operating within budget. The Board has policies and standardized procedures in place to support effective replication of the school design.

The Board entity applying for this school has been overseeing North Park High School since 2011 and Doral Park High School since 2023. We are currently operating with a budget surplus, which gives us an opportunity to open this proposed School.

B. Discuss the key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.

The School's instructional program has five essential elements that are considered non-negotiable and critical to successful replication and high-quality outcomes: a) flexible daily schedule; b) individual success plans; c) blended learning instructional model; d) on-site and referral-based wrap-around student support services and e) intentional and ongoing college and career planning. These are described in detail in Section 3.B. of the Education Plan.

C. Describe how the target population for the proposed school compares with the population(s) currently being served. Explain why the model will be effective and successful in raising student achievement with the applicant's target population.

ALS and the Board of Directors have identified a number of high-need neighborhoods in Miami-Dade County which are underserved by dropout prevention and dropout recovery programs. The target student population in these identified locations are anticipated to match the population currently served at the schools identified in section A above. Our schools have been effective in improving the success of students who have previously been unsuccessful. Outcomes achieved by these schools in 2022-23 demonstrate that the proposed replication model will be effective and successful in raising student achievement with the target population:

- Improved Reading Growth – Ninety-five percent (95%) of students participating for a semester or more in the Reading Plus program demonstrated at least one (1) grade level of **skill growth in Reading**; while sixty-five percent (65%) of participating students demonstrated at least three (3) grade levels of skill growth in Reading.

- Increased Rate of Credit Earning - On average, students attending for a semester or more earned an average of 9.2 credits per year. Prior to enrollment, these students were earning an average of 3.1 credits per year. Our students **increased credit earning** by one hundred ninety-seven percent (197%).

- Increase in Grade Point Average - Fifty (50) percentage point increase in students with a **cumulative GPA** of at least 2.0 after a semester of attendance. Thirty percent (30%) enrolled with a GPA of 2.0 or higher from their prior school, while seventy percent (70%) achieved a cumulative 2.0 GPA after attending an ALS school for a semester or more.

D. To the extent that the target population for the proposed school differs from the populations being served in existing schools, explain any anticipated modifications and adjustments to the educational program.

As described in Section 2.A. of the application, the target population for the proposed school will be expanded, if space permits, to include 7th and 8th grade students who are over-age for middle school and have not yet met the requirements of s. 1003.4156, F.S. for promotion from middle school to high school. The student demographics are not expected to significantly differ from the schools being replicated.

E. Describe any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. Explain the rationale for the change(s) and any new resources that the variation(s) will require.

Our intent is to replicate the features of the educational program at the replication schools with no variations.

F. DISCUSS THE PLAN FOR REPLICATION, INCLUDING IF THE OPERATOR WILL NEED TO ACQUIRE AND ALLOCATE ADDITIONAL FINANCIAL AND HUMAN RESOURCES NECESSARY TO REPLICATE THE DESIGN SUCCESSFULLY. IF ADDITIONAL RESOURCES ARE NECESSARY, DESCRIBE THE PLAN FOR SECURING.

The plan is to locate a facility in an area that has a high number of at-risk students (see proposed location in Section 16.F.). The facility will then be renovated to resemble the facilities at Doral Park, Green Springs, Kendall Greens, North Garden and North Park High Schools. Because our ESP, ALS, is accustomed to operating and opening multiple locations, it is anticipated there will be no need for additional resources.

G. DISCUSS THE RESULTS OF ANY PAST REPLICATION EFFORTS, IF APPLICABLE, AND LESSONS LEARNED – INCLUDING PARTICULAR CHALLENGES OR TROUBLES ENCOUNTERED; HOW YOU HAVE ADDRESSED THEM; AND HOW YOU WILL AVOID OR MINIMIZE SUCH CHALLENGES FOR THE PROPOSED SCHOOL.

On July 24, 2019, the School Board of Miami-Dade County approved two applications to replicate three ALS-managed schools (Green Springs, North Gardens and North Park High Schools) which had been in operation in Miami-Dade County since 2011.

From those two applications, the members of this Board opened two new schools: Kendall Greens High School, which opened in 2021-22, and Doral Park High School, which opened in 2022-23.

Each of the five schools has consistently had high performance across the network of schools on the State's School Improvement Rating (SIR) for alternative schools. Any challenges encountered during the first school replications have been addressed through a commitment to continuous school improvement and identified areas of opportunity have been incorporated into the instructional and operational model.

Addendum B: EDUCATION SERVICE PROVIDERS

ESP SELECTION

A. EXPLAIN WHY THE APPLICANT IS SEEKING TO CONTRACT WITH AN ESP RATHER THAN OPERATE THE SCHOOL(S) DIRECTLY.

The Board of Directors is seeking to contract with an ESP to operate this school because:

- Although we are experienced professionals in many of the areas necessary to oversee a charter school, we do not have the resources, experience or expertise required to provide the day-to-day supervision required to operate a school;
- We believe there is a need in Miami-Dade County to provide Dropout Prevention and Recovery Program schools in areas that are currently underserved and the ESP we have selected has a track record of success in serving our target student population; and
- Through our governance of five dropout prevention and recovery schools in Miami-Dade County (Doral Park, Green Springs, Kendall Greens, North Gardens and North Park High Schools), we have twelve years of experience working with the selected ESP, Accelerated Learning Solutions (ALS), and are confident in its ability to provide a program that is educationally and financially sound.

B. EXPLAIN HOW AND WHY THE ESP WAS SELECTED. IF THIS IS THE FIRST TIME THE APPLICANT HAS CONTRACTED WITH THIS ESP, EXPLAIN WHEN AND HOW THE APPLICANT LEARNED OF THE ESP, WHAT OTHER ESPS WERE CONSIDERED, AND WHY THE ESP WAS SELECTED OVER OTHER ESPS.

The Board of Directors is choosing to contract with ALS for three (3) primary reasons. First, ALS has been selected because it has successfully operated three dropout prevention and recovery high schools (Green Springs High School, North Gardens High School, and North Park High School) here in Miami-Dade County since 2011, resulting in 10-year renewals and significant student outcomes. Second, ALS has an educational approach that aligns with the philosophy and mission of the Board assuming all students can improve their academic performance if given the time, opportunity, tools, structure, and encouragement from caring, competent adults. Third, ALS was selected because of its track record of effectiveness in meeting the needs of at-risk students through our and numerous other school district partnerships in Florida, North Carolina and Georgia.

ALS has a track record of achievement and academic success that the company has established in numerous school district partnerships (Please see "ESP Track Record" in this addendum). The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields, and has a proven record of commitment to helping low-performing students to accelerate their learning and earn a high school diploma (See "ESP Background"). ALS believes that all students can improve their academic performance if given the time, opportunity, resources, structure, and encouragement from caring, competent adults. This Board along with other school district administrators, board members, and business and community leaders in current ALS customer school districts attest to ALS' ability to implement programs in a cost-effective, efficient, and on-time manner that has consistently met their needs and requirements.

C. FOR APPLICANTS WORKING WITH AN ESP FOR THE FIRST TIME, PROVIDE SUMMARY INFORMATION FROM REFERENCE CHECKS CONDUCTED BY THE APPLICANT (REGARDING THE ESP), IDENTIFYING EACH REFERENCE.

Not applicable. This Board has been using the services of ALS since it applied for its first three schools in 2010.

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The Board is confident of ALS's capacity to operate a high-quality school based on our experience working with the company managing Green Springs, North Gardens and North Park High Schools over the past twelve years, as well as its ability to open and operate two new schools (Kendall Greens and Doral Park High Schools) over the past two years.

Key operational outcomes were considered when making the decision to use ALS as the ESP for the School. These include academic/student outcomes; operational outcomes, fiscal management/ outcomes and stakeholder management along with an assessment of the Board's experience with members of the ESP's management. See "ESP Track Record" below for a detailed review of the outcomes that supported the Board's selection..

As with all businesses and schools, ALS was forced to make changes when the COVID-19 pandemic hit in Spring 2020. At the very start of the pandemic, the organization quickly and successfully pivoted its instructional and support model to meet the needs of students and teachers in a remote delivery environment. ALS's Remote Learning Plan and later its Spring Innovative Learning Plan were both approved by district authorizers and the State Board of Education. The Board views this as further evidence of the organization's ability to adapt swiftly to changing needs and effectively respond to new regulatory requirements. ALS's success in implementing its program with fidelity while navigating unprecedented education challenges is a strong indicator of the organization's capacity to respond to challenges and to innovate in response to the current and future needs of the target student population.

ESP BACKGROUND

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

ALS's mission is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. The vision of the company is to provide students who are severely off-track and academically challenged with an innovative, flexible and alternative approach to learning. This philosophy is based on the belief that all students deserve a quality education and another chance to succeed in school. The following are core beliefs that provide the basis for the philosophical foundation of the Company's services:

- All students can learn.
- All students have the intellectual ability to complete high school coursework and successfully transition to a postsecondary opportunity if the barriers to their high school attendance and learning are removed.
- All students can be taught to be accountable for their learning, to identify their own learning needs, and to find the resources and support they need.

- All students deserve a first-class education that sets them on a path toward a successful future and life.
- All students need access to responsive, supportive relationships and guidance from adults.
- Some students need a non-traditional educational environment to overcome obstacles and graduate from high school.
- All students deserve every opportunity to live up to their potential through access and exposure to the many postsecondary options available to them.

No single educational organization, philosophy, or program is right for everyone. All students learn at different rates and in different ways. Students should have educational choices that meet their individual needs and learning styles. The students ALS serves are more likely to overcome their daunting life obstacles when they are connected to important adult relationships, services, and interventions that address their unique academic and social challenges. In addition, students' high school experiences need to prepare them adequately for postsecondary education and the demands of work by exposing them to their options and helping them overcome the barriers to successful postsecondary transition.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Attachment BB includes an organization chart for ALS. The leadership includes:

- Angela Whitford-Narine, Chief Executive Officer - Responsibilities include making major corporate decisions and managing the overall operations and resources of the Company. Ensures that academic outcomes are achieved in all managed schools while collaborating with governing boards, school leadership and key authorizer staff to develop and execute strategic plans for accomplishing the mission of the organization and Board.
- Jeff Dilley, Chief Financial Officer – Responsible for the financial management and leadership of the company.
- Mark Ornstein, Vice President of Operations – Responsible for supervising all schools managed by ALS as well as overseeing personnel responsible for facilities, human services, and safety/security.
- David Zeiler, Executive Vice President of Educational Platforms – Responsible for leading and overseeing the development and delivery of current and new curriculum and instructional programs.
- Drew Hill, Vice President of Marketing and Enrollment – Responsible for developing and executing marketing and enrollment plans that align with ALS's mission for student success.
- Greg Engeman, Executive Vice President, Organizational Relationships - Responsible for developing relationships with new school district partners, and acts as liaison between the charter school board and ALS.

ESP TRACK RECORD

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school.

With a fifteen-plus year track record of serving students in urban communities, ALS has demonstrated a broad range of school management capabilities resulting in the attainment of new charters and the renewal of eligible existing charters within seven school districts in Florida, two school districts in North Carolina and one school district in Georgia.

ALS currently possesses the organizational capacity to open and support the proposed School and will begin deploying such supports immediately upon approval to begin the new school activation process. The organization continually assesses its ability to successfully support the management of its Schools and deliver on the commitments defined by the school contracts and management agreements. As such, when gaps or opportunities are identified the organization will act accordingly.

ALS regularly solicits feedback from its partnering governing boards to evaluate the efficacy and satisfaction with staffing levels, both current and proposed, for growth and initiatives to enhance the accomplishment of the mission.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A and attach as Attachment DD.

The comprehensive list is included as Attachment DD.

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).

Academic results for all schools operated by ALS are shown in Attachment DD. Academic outcomes among 2022-23 students at ALS-managed schools include:

- Ninety one percent (91%) of 2022-23 students participating for a semester or more in the Reading Plus program demonstrated at least one (1) grade level of skill growth in Reading; while seventy six percent (76%) of participating students demonstrated at least two (2) grade levels of skill growth in Reading.
- On average, students attending for a semester or more earned an average of over seven credits per year. Prior to enrollment, these students were earning an average of 3.3 credits per year. These students increased credit earning by 139 percent.
- Forty (40) percentage point increase in students with a cumulative GPA of at least 2.0 after a semester of attendance. Twenty-seven (27)% of students entered the schools with a 2.0+ GPA and, after attending our schools for a semester or more, sixty seven percent (67%) achieved a GPA of 2.0 or higher
- Seventy-five percent (75%) of graduates planned to attend a 2- or 4- year college or a Career and Technical program following graduation with an additional 3% planning to enlist in the military.

Organization-level accomplishments include:

- Accreditation- In February 2012, ALS was originally awarded AdvancED Corporation Systems Accreditation with a status of Accredited. ALS was the first DPRP charter school management organization in the state to earn this distinction. In 2017, ALS was re-accredited for another 5 year term, receiving an Educational Quality Index Score above the average of accredited schools, and in 2022, ALS was again reaccredited by Cognia (formerly AdvancED) for another 5-year term.

- Strong Performance on State Accountability Ratings- ALS schools have consistently high performance across the network of schools on the State's School Improvement Rating (SIR) for alternative schools.
- Positive Operational Outcomes: ALS schools have a demonstrated track record of positive reviews of annual compliance with Federal, State and contractual accountabilities.
- Extended Term Renewals- The charter agreement for every ALS-managed school that has reached the end of its term and sought to renew has been **renewed** by its authorizing district school board. This includes three schools in Miami-Dade County (renewed for 10 years), three schools in Lee County (renewed for 15 years), five schools in Orange County (renewed for 15 years), two schools in Palm Beach County (renewed for 10 years) and two schools in Hillsborough County (renewed for 10 years).

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

There have been no management contract terminations, non-renewals, withdrawals or charter revocations in the past five years..

LEGAL RELATIONSHIPS

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Board of Directors has its own independent legal counsel, board accounting services, and financial auditors. The legal counsel will assist the Board in developing, negotiating, and monitoring a formal management agreement with ALS for the proposed school. The Board of Directors will approve the annual operating budget of the School, and expenditures will only be incurred after the Board has approved the budget.

The Management Agreement (in Attachment EE) will specify performance expectations of ALS with regard to business and academic expectations. The duties and responsibilities of both parties will be outlined in the charter contract and reinforced in the Management Agreement. If these are not fulfilled, the Board will be able to terminate the relationship with ALS. Not only will this Agreement assure a proper and legally appropriate relationship with the Board of Directors, it will also simplify and streamline the operation of the School with little need for complex, multiple agreements between the Board of Directors and vendor/suppliers.

The Board of Directors of the School will be the policy-makers and have ultimate authority and control over the School and hiring the ESP. The Board will expect ALS to report on student achievement results at each Board meeting. The Principal, with support from ALS, will be the policy-executor and undertake the day-to-day responsibility of carrying out the Board's directives. If the ESP breaches its agreement with the Board of Directors, does not live up to scholastic performance measures in the Charter School Contract, and cannot cure those breaches within the required timelines, then the Board of Directors reserves the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students.

The IRS has awarded tax-exempt status to the charter boards of all charter schools managed by ALS that are using, or will use, this instructional and program model. The IRS uses a strong test of governing independence when awarding tax-exemption and has judged these agreements to be fully consistent with "arms-length" relationships that reflect the Board's independence and oversight.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[1] with or owned in whole or in part by the ESP.

The School does not have and will not have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by ALS.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

As indicated in the organizational chart included as Attachment M, the Board of Directors will provide the governance and policy direction for the School and have ultimate authority and control over the School.

As the governing body, the Board will be responsible for hiring approval of the Principal and all instructional personnel, setting school policies, approving school budgets, and monitoring financial and student achievement objectives and progress in attaining them. The Board understands that effective governance is characterized by a Board that sets policy and direction in support of the organization's mission. The Board of Directors will not be involved in the day-to-day leadership or administration of the School and will empower the Principal and his/her staff with these duties. The ALS Regional Director of Schools or Executive Principal will provide training and support to the Principal; will hold the Principal accountable for meeting the School's goals and objectives, including student performance; and will ensure fidelity to the School's mission, purpose, and educational program design.

The Principal, who is responsible for the day-to-day operations of the School, will have the most influence on the success of the School. The Principal will be a collaborative leader who will provide frequent and routine communications to the Board and stakeholders. The Principal will attend all board meetings to report on matters related to the daily operations of the school.

The organizational structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. The Principal will work directly with faculty and staff to ensure that they receive proper direction and support. The Principal will oversee the planning, designing and delivery of coherent instruction; will supervise all staff; will communicate effectively with parents, the Board, and the broader community about the School's progress; and will

1 The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

provide leadership that will support the School's teaching and learning environment. He/she will be responsible for hiring, supervising, and evaluating all school staff and will lead the daily operations of the school. On a day-to-day basis, the Principal will be responsible and accountable for the educational and operational outcomes at the School as well as for ensuring that the School is meeting its stated goals and objectives. To the extent possible, all day-to-day operating decisions will be made on site by the Principal.

The Assistant Principal will be the direct supervisor of all of the educators at the School including teachers, ESOL endorsed teacher(s), ESE teachers, Reading teachers, and all other educational personnel. Meeting or exceeding job requirements as outlined in the job description will be a measure of evaluating employee performance. The School's evaluation systems will align to s. 1012.34, F.S. requirements. The Board will not have a direct relationship with teachers.

Ultimately, the success of the School requires cooperation between the Board of Directors and school leadership. The primary goal of both the Board and the school leaders will be to provide the best possible educational opportunities for students. To achieve this end, the Board, Principal and ALS will work together in a positive climate of mutual trust and respect toward achieving their mutual goals.

D. If the school's governing board intends to enter into a financing agreement with the ESP:

The School's Governing Board does not intend to enter into a financing agreement.

ORGANIZATIONAL STRUCTURE

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

The Education Services Provider, ALS, will operate the school through a Management Agreement (see Attachment EE) which outlines the responsibilities of the ESP (and Board where indicated) as:

(1) Employee Management and Administration

ALS will employ and manage all positions for the School, including but not limited to: hiring and terminations, payroll administration, benefits administration, and performance evaluation management. The Board shall take the lead role in hiring and terminating the school Principal and shall approve all other instructional hires. The Board will pay only the actual salary, benefits, and payroll tax costs for their employees.

(2)Instructional Programs Consulting/Curriculum Management/Professional Development

First and foremost, the role of ALS will be to support a highly-effective instructional curriculum. The Company was founded on the principle that a quality education will allow each individual to reach his/her full potential academically, professionally, vocationally, and personally. The Board is

convinced that ALS will support the School and ensure successful School operation leading to higher student achievement as demonstrated by its track record. ALS's education professionals are dedicated to creating and implementing curricula founded on evidence-based research and years of testing, ensuring that all curricula are fully aligned with state and national standards. They are continually re-evaluating teaching methods, especially those that incorporate specially designed, technology-enhanced curricula that integrate all levels of academic coursework. They also work to provide high-quality professional development opportunities for administrators and teachers.

(3) Social Work and Family Service Development and Consulting

The Principal, Family Support Specialist, Career Coach, and other school personnel will meet with community agencies that provide services to students and families. They will encourage community-based service providers and postsecondary institutions to partner with the School and facilitate regular onsite and offsite services for students and families as described in Section 15.B.

(4) Human Resource Recruitment and Consulting

ALS's human resource professionals will assist in recruitment, vetting, background checks, and setting compensation and fringe benefits levels for employees.

(5) Financial Management and Funding Consulting Services

ALS' role in financial management will include:

- Assisting the Board and its Board Accountant with budget oversight and financial reporting
- Accounts Payable functions
- Purchasing and procurement services
- Payroll processing
- Assisting the Board Accountant in maintenance of fixed asset ledgers
- Federal and state grant research, submission, and management

ALS maintains a central support service center which provides financial management and consulting services. This support center will manage certain financial aspects of the School including cash flow, purchasing, accounts payable, payroll, human resources, benefits administration, information technology, and insurance and risk management. ALS will assist the School in establishing appropriate internal controls as well as financial policies and procedures. In addition, ALS will support the School's start-up efforts including contract negotiation, staffing, training, facility development, equipment procurement, and related activities.

(6) Information Technologies Design, Consulting, Procurement, and Support

The school recognizes the importance of seamless technology integration within its state-of-the-art computer delivery system. To ensure optimal performance, a dedicated Information Technology (IT) support staff will be provided by ALS. This team, composed of highly qualified professionals boasting diverse certifications like Microsoft, Cisco, A+, and Canon, brings expertise across a wide spectrum of technologies. Led by individuals with degrees in Applied Business, Computer Science, and Business Administration, the team tackles the intricate task of managing and maintaining the School's extensive network infrastructure, from switches and routers to firewalls. They ensure smooth connectivity and optimal network performance. Their responsibilities encompass overseeing all software applications, including deployment, configuration, maintenance, licensing, updates, and user access control. They meticulously manage procurement, prioritizing cost-effectiveness and adhering to budget constraints while fostering strong vendor relationships to secure the best deals. Furthermore, the team provides comprehensive technical assistance to staff and students, offering troubleshooting, answering

questions, and guiding them through various technology tools. Their skillset extends to designing, developing, and maintaining internal applications like STARS, MySuccess, and StudentNav, ensuring efficient operations and user-friendliness. Additionally, they handle integrations with third-party applications, maximizing the functionality of the School's technology ecosystem. This dedicated IT team, through their combined expertise and commitment to user support, plays a pivotal role in supporting the School's state-of-the-art technology, ultimately enhancing the educational experience for all.

The services provided include but are not limited to:

- Engineering: Designs and implements network infrastructure, manages the Azure environment, and ensures robust cybersecurity measures.
- Administration: Oversees Office 365 applications, manages virtual servers, and handles Porteus server configuration and disaster recovery plans.
- System Access: Controls system access by managing user accounts and permissions.
- Hardware Assessments/Support: Evaluates hardware needs, provides technical support for school equipment, and tracks budget spending.
- Internal Applications: Analyzes user needs, gathers specifications, and develops and maintains internal applications. This team also conducts quality assurance testing and monitors application performance.
- Procurement/Purchasing: Handles all procurement processes for hardware, software, and services, including broadband, fiber, and phone providers.
- Contract Management: Manages IT and curriculum contracts, RFPs, and inventory.
- Field Operations: Oversees field technicians, provides school hardware and software support, and manages SharePoint administration and networking assistance.
- Staff IT Onboarding/Offboarding: Ensures smooth onboarding and offboarding processes for staff regarding IT access and equipment.

(7) Student Recruitment

ALS will be responsible for recruiting and enrolling students as described in Section 14 and in compliance with all applicable federal, state and local laws.

(8) Student Testing and Assessment, Research, and Data Reporting

One of the key measures of effective schools is the ability to track, monitor, and report student performance progress. ALS will provide a support team with the expertise and experience to create and maintain accurate and efficient data management and reporting systems to inform instruction and report student performance to students, parents, teachers, and necessary stakeholders. This assessment group will train and assist school staff with data entry and management, use of data to make informed decisions, and reporting requirements to ensure the continuous collection and analysis of student data, school performance data, data trends, and individual student/grade level progress. The continuous collection, monitoring, and analysis of performance data will ensure that the School will be held accountable and will provide the documentation for reporting purposes. This information can then be used to make data-driven decisions to improve the educational program, instructional methods, and program implementation of the most effective classroom practices.

(9) Facility Services

ALS understands the important role that an appropriate physical environment has in the learning process of students. All decisions and guidance in Facilities Services are made with the goal of student

success at the forefront. The Company has proven success in developing and managing learning facilities conducive to maximizing students' potential for achievement.

ALS has a highly experienced staff with extensive expertise to support the School in all areas of facility services, including, but not limited to:

- Site selection: The Company will identify potential sites for the school's facility. The site identification process will include determining the extent of necessary construction improvements. The Company may engage the services of a local real estate professional as part of this process.
- Building design: The Company will utilize its experience in designing successful learning facilities to include architectural design, floor plan optimization, and selection of fixtures and finishes.
- Construction management: The Company will designate a representative to manage the construction and improvement process from start to finish, including contractor relations, quality control, and budgetary compliance.
- Lease negotiations: The Company will provide lease negotiation services to achieve favorable lease arrangements for the School. This support includes property management and financial expertise.
- Facilities maintenance and management: The Company will continue to manage and maintain the school building after construction is completed.

(10) Additional Services

In addition to those listed above, further services provided by ALS will include:

- Tracking and reporting on academic and financial performance goals and other key school performance indicators
- Special populations consulting, including ESE and ESOL compliance and programming support
- Management of teacher and administrative staff training and development
- Board of Directors' communications and meeting support
- Marketing and communications
- Grant writing and management

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The Board will hold the proposed ESP, ALS, accountable for the following performance goals:

- comply with the policies and procedures adopted by the Board for the School;
- undertake efforts to achieve the performance measures in the Contract between the School and the Sponsor;
- implement the annual budget as approved by the Board;
- provide all information and written reports reasonably requested by the Board and consistent with the Statement of Mission and Purpose, including periodic reports on student performance, copies of all reports and other materials provided to any oversight entity and evidence of compliance with the terms of the Contract; and
- meet with the Board with such frequency as the Board shall reasonably request.

As outlined in the proposed Management Agreement, ALS will be responsible and accountable to the Board of Directors for the administration, operation and performance of the School in accordance with the School's Contract and approve application, the Statement of Mission and Purpose, and the laws of the State of Florida. The Board will work with counsel to negotiate the final language of the agreement and will ensure that appropriate language related to termination or other sanctions is included as a way to protect the school and students. The Board will hold the management company accountable to the language in the charter application, charter contract, and annual financial plan (budget).

While the Board retains the ultimate decision-making authority, the management company will be held responsible for the daily execution of the school's mission, operations, and outcomes according to the terms of the management and educational services agreements. If ALS breaches its agreement with the Board of Directors, does not live up to scholastic performance measures in the charter agreement, and cannot cure those breaches within the required timelines, then the Board of Directors has the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

It is anticipated that the School will pay a monthly continuing fee to ALS equal to the percentages of the School's Qualified Gross Revenues outlined in the Management Agreement in Attachment EE.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The School's Board of Directors will retain approval and oversight responsibility for the finances of the School and will receive regular reports from its Board Accountant on actual results as compared to the budget and other reports as necessary throughout the year. ALS will assist the Board in establishing appropriate internal controls as well as financial policies and procedures. In addition, ALS will support the School's start-up efforts including contract negotiation, securing funding sources, staffing, training, facility development, and related activities.

Budgets for the year will be prepared by ALS and reviewed by the Principal, the Treasurer, and the Board Accountant. The annual budget will then be presented to the Board of Directors for approval. Once the budget has been approved, ALS will pay for all operating and capital expenditures.

All disbursements with the exception of grant expenditures (including wires and checks) will be initiated by one of three management company senior executives from an ALS operating account. All disbursements will include all signed supporting documentation. Grant disbursements will be approved by the management company grant specialist who will compare the expenditure to grant requirements and budgets. Disbursements for grant expenditures will be processed by a designated member of the Board of Directors from the School's bank account.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The proposed Management Agreement (included in Attachment EE) includes a term that is concurrent with the term of the charter agreement. The term may be extended, allowed to continue, or renew unless terminated according to the agreement terms.

The Governing Board may terminate the agreement in the event:: the School's charter is not awarded or is terminated; or ALS materially breaches the agreements and fails to cure the material breach before the later of: (a) Ninety days of its receipt of written notice from the School; or (b) The end of the then-current academic semester, unless the breach cannot be reasonably cured within the cure period, in which case ALS will promptly undertake and continue efforts to cure the breach within a reasonable time. If ALS's material breach is such that it creates an imminent danger to the safety of students, parents or others, the breach must be cured immediately upon notice from the School. There are no indemnification provisions.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

Included as Attachment EE is a draft of the proposed Management Agreement.

Support for Conversion

The Model Florida Charter School Application requires the applicant to include Attachment A (*evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*) if it seeks approval to convert an already existing public school to charter status.

The proposed school. is not seeking to convert an already existing public school to charter status, so this attachment is not applicable.

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Miami-Dade County Schools 2024-2025 School Calendar

August 2024

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4	5	6	7	8	9	10
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September 2024

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October 2024

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November 2024

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December 2024

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January 2025

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February 2025

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March 2025

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April 2025

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May 2025

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June 2025

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July 2025

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27	28	29	30	31		

- Beginning/End of 180 Day Calendar
- Staff PD / Training
- Holiday – School Closed
- Weather Day - Closed

Marking Periods

1st quarter 8/15/24 – 10/18/24
2nd quarter 10/21/24 – 1/16/25
3rd quarter 1/21/25 – 3/21/25
4th quarter 4/1/25 – 6/5/25

Inclement Weather Make-Up Days will be assigned, as needed – October 3rd, 2024; November 5th, 2024; December 20th, 2024; January 17th, 2025; March 31st, 2025; April 18th, 2025
Dates are subject to change contingent upon the School District calendar.

Days and Hours of Instructional Time

Consistent with s. 1011.61(1)(a)(1), F.S., the School will operate as a double session school with an instructional calendar providing no less than the annual instructional hours required by statute (currently 900 annual instructional hours). In addition, the School will mirror the district's school calendar relating to holidays.

The School will offer up to two (2) five-hour sessions for curriculum instruction. Students will choose to attend one of the sessions (or both as space permits). As illustrated below, the School will implement a schedule that aligns with its mission and program. Below is a typical daily schedule at the School.

School Daily Schedule	
Session I	7:00 a.m. – 12:00 p.m.
Session II	12:30 p.m. – 5:30 p.m.

Typical Day for a Student

HIGH SCHOOL

Following is a description of a typical day for students enrolled in our School. Since this is an individualized program, not all students will participate in the same learning activities or counseling programs at the same time or in the same order.

- Arrive at school, review *MY SUCCESS*® Student and Parent Dashboard (Example in Attachment FF), and prepare for instruction.
- Student accesses instructional software and works independently to make progress in assigned coursework.
- Teachers facilitate learning, provide direct instruction, monitor student progress, and help students address any non-mastery of key concepts. This may occur individually or in a large or small group as determined by the teacher to best meet students' needs.
- Students identified as requiring instructional support are assigned to intervention sessions.
- Student may spend time with the Family Support Specialist or onsite service provider to address any social/personal barriers to learning.
- Student may spend time with the Career Coach in the College and Career Center to work on college and/or career planning, preparation, and postsecondary transition.
- Student will have the option to remain on campus for an extra session to accelerate progress through course work or participate in a certificate program.
- Depart School at end of learning session.

MIDDLE SCHOOL

The following is a sample classroom schedule for a middle school student:

Arrival Reading Plus 7:00-8:00	Rotational Blended ELA 8:00-8:45	Independent Work: Apex Courses 8:45 -10:15 Science/Social Science Prep	Instructional Intervention and Progress Monitoring 10:15-11:00	Rotational Blended Math 11:00-11:45	Personal Social 11:45-12:00	Dismissal 12:00

During the session, students will participate in the following:

- Core Subjects: ELA, Math, Science, Social Science
- Reading
- Personal Social
- Health
- FSA/EOC Test Prep

Additional details about the middle school schedule:

- Classroom will be staffed with a certified ELA teacher (Advisory Teacher) with a reading endorsement; if teacher is not reading endorsed the Reading Interventionist will rotate into the classroom daily at designated time.
- Math teacher will rotate in daily, to provide support and direct instruction
- Test Prep will be provided at least three times a week by ELA/Reading Interventionist and math teacher during the Rotational Blended ELA/Math block.
- Science and Social Science teachers will rotate in to provide support for students preparing for the science and Civics EOC assessments.
- Personal Social will be facilitated daily by Advisory Teacher.

HOW IT WORKS

Mr. Gonzalez is an English Teacher at this school. He has the task of helping to guide at-risk, young minds in their pursuit of a high school diploma. His daily routine consists of creating classroom routines and procedures, greeting students at arrival, maintaining accurate attendance records, calling students and parents to help improve school attendance, establishing and maintaining classroom discipline, monitoring student progress, reviewing quizzes, grading assignments, and helping to inspire students to reach their academic goals. There are a number of elements that he uses to effectively do his job and a number of databases that he uses to monitor student progress.

Consistency and developing an educational plan for the overall classroom is needed. Mr. Gonzalez believes in routine because it helps build consistent and healthy habits both inside and outside of the classroom. Most of the at-risk student population lacks discipline in their academics, behavior,

and level of focus. He has set an educational plan in place for all of his students so that they can see progress in their courses.

Observing the students and collecting data is another task that for which Mr. Gonzalez is responsible. He tracks student progress daily using the Apex Teacher Dashboard and provides students with a printout of their weekly achievements. He meets with each of his advisory students no less than once per week to discuss how they are doing with their courses, where they should be in their progress, how their behavior is enhancing or hindering their progress, and discusses any strategies that they feel Mr. Gonzalez could use to help them achieve their goal of graduation. Students choose to meet with Mr. Gonzalez to get individual assistance when they are struggling with difficult concepts or when they do poorly on quizzes. Mr. Gonzalez provide direct instruction and support as needed by each individual student.

Building a relationship of trust with each student is one of the most critical tasks of the teachers and staff. . Establishing a trusted relationship with students helps Mr. Gonzalez discover any attendance issues the student may have, what type of learner the student is, what kind of learning strategy works best for the student, and how well they can do in this environment. Sometimes, Mr. Gonzalez students are just having a bad day and it helps to understand those circumstances so he can help diffuse situations that could escalate into larger problems.

Getting his student's parents involved is also a difficult task because some of the students do not live at home anymore or certain situations have arisen where parents cannot make it to conferences to check on their child's academic progress. But, Mr. Gonzalez has seen over the years that the more information parents have about their child and the more involved they are in their son or daughter's education, the more successful the student. .Mr. Gonzalez can also remind parents that they can check their student's overall progress through the School's parent portal. If a student is absent, Mr. Gonzalez will make a daily attendance call to the parent to notify him/her that the student was absent and determine the reason for the absence. He also calls to have positive contact with every parent at least monthly to build parent-teacher relationship and encourage students to continue attendance and academic progression. Mr. Gonzalez is committed to regular communication with parents to keep them involved in their child's education.

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Course Catalog

Florida

Math

Accelerate to Algebra 1

Accelerate to Algebra 1 is a short course designed to prepare students for success in Algebra 1. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Algebra 2

Accelerate to Algebra 2 is a short course designed to prepare students for success in Algebra 2. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Florida Algebra 1

Accelerate to Florida Algebra 1 is a short course designed to prepare students for success in Algebra 1 aligned to Florida Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Florida Algebra 2

Accelerate to Florida Algebra 2 is a short course designed to prepare students for success in Algebra 2 aligned to Florida Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

Accelerate to Florida Geometry

Accelerate to Florida Geometry is a short course designed to prepare students for success in Geometry aligned to Florida Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

Accelerate to Geometry

Accelerate to Geometry is a short course designed to prepare students for success in Geometry. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

Algebra 1 A/B

Algebra 1 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students.
Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial.
The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback.
Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. Algebra 1 v7.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Algebra 2 A/B

Algebra 2 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Algebra 2 v7.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Consumer Mathematics

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

Financial Mathematics A/B

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Florida Algebra 1 A/B 1

Florida Algebra 1 is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 1 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida Algebra 1-A A/B 1

Florida Algebra 1-A is a newly designed course that covers the first half of a traditional year-long Algebra 1 course and offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to offer focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 1-A reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida Algebra 1-B A/B 1

Florida Algebra 1-B is a newly designed course that covers the second half of a traditional year-long Algebra 1 course and offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to offer focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 1-B reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida Algebra 2 A/B 1

Florida Algebra 2 is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for Mathematics. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. Features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 2 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Florida Financial Algebra A/B

Florida Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Florida Geometry A/B 1

Florida Geometry is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating th'se big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Florida Geometry reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Florida M/J Grade 6 Mathematics A/B

The Florida M/J Grade 6 Mathematics A/B course will provide students with a deep understanding and mastery of the objectives that will prepare them for algebra. It is aligned to Florida standards, and is based on best practices in the teaching of mathematics and the disciplines of STEM learning. Students will develop 21st century skills as they master ratios and proportional relationships; the number system; and number visualization. The course is highly engaging while being easy for teachers to customize and manage.

Florida M/J Grade 7 Mathematics A/B

Florida M/J Grade 7 Mathematics A/B is comprised a total of six units, all of which include a variety of activities and are designed to provide teachers with maximum flexibility, and establish a solid foundation of math skills that will lead to improved achievement into high school based on Florida standards. Concepts covered include: ratios/proportional relationships; expressions and equations using rational numbers; geometry; and statistics and probability. This course was developed using proven instructional design principles and are not just highly interactive, but rigorous as well.

Florida M/J Pre-Algebra A/B

This course is aligned to Florida standards and sharpens students' arithmetic skills and illustrates abstract concepts by introducing linear equations, number patterns, the order of operations, linear inequalities, fractions, exponents, and factoring. Some basic components of geometry are discussed.

Florida Mathematics for College Algebra A/B 1

Florida Mathematics for College Algebra is a newly designed course that is 100% aligned to the Florida B.E.S.T. Standards for Mathematics. The course is a comprehensive review of mathematical concepts designed to prepare students for college algebra. It includes concepts from algebra, advanced algebra, geometry, and statistics and teaches them as interrelated disciplines. Students will likely have studied many of the topics that are presented, but some topics might be new to them. The course and its elements are designed to help students learn in a multifaceted but direct way. Many lessons include one or more lesson activities that use a scaffolded inquiry approach to enable students to develop their own initial understanding of the content. Features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Additionally, the look and feel for the course were inspired by educator feedback. Florida Algebra 2 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Geometry A/B

Geometry v6.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Geometry v6.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Math 6 A/B

Math 6 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Course topics include ratios and rates, fraction and decimal operations, and signed numbers. Students continue to build their algebra skills by plotting points in all four quadrants of the coordinate plane and solving equations and inequalities. Geometry topics include area, surface area, and volume, and statistical work features measures of center and variability, box plots, dot plots, and histograms.

The two-semester course is arranged in themed units, each with three to five lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored assignments. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

Math 7 A/B

Math 7 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Throughout the course, students gain a deep understanding of proportions and their use in solving problems. They extend their fluency with operations on rational numbers and translate among different forms of rational numbers. Algebra topics include simplifying and rewriting algebraic expressions and solving more complex equations and inequalities. Students also sketch geometric figures and explore scale drawings, investigate circle properties and angle relationships, and deepen their understanding of area, volume, and surface area. They see how statistics uses sample data to make predictions about populations and compare data from different data sets. Students gain a fundamental understanding of probability and explore different ways to find or estimate probabilities.
The two-semester course is arranged in themed units, each with three to five lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored assignments. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

Math 8 A/B

Math 8 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. In this course, students focus on understanding functions — what they are, how to represent them in different ways, and how to write them to model mathematical and real-world situations. In particular, students investigate linear functions by learning about slope and slope-intercept form. Students' understanding of linear functions is extended to statistics, where they make scatter plots and use linear functions to model data. They solve linear equations and equations involving roots and explore systems of linear equations. Additional topics include exponents, powers of ten, scientific notation, and irrational numbers. Students learn about transformations and extend that understanding to an investigation of congruence and similarity. Other geometric concepts explored include the Pythagorean theorem, angle relationships, and volumes of cylinders, cones, and spheres.
The two-semester course is arranged in themed units, each with three to five lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored assignments. By constantly honing the ability to apply their knowledge in abstract and real-world scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.

Mathematics 1 A/B

Mathematics I is a completely re-designed course that offers 100% alignment to the integrated pathway in the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Mathematics I reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Mathematics 2 A/B

Mathematics II is a completely re-designed course that offers alignment to the integrated pathway in the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Mathematics II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Mathematics 3 A/B

Mathematics III is a completely re-designed course that offers 100% alignment to the integrated pathway in the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Mathematics III reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Precalculus A/B

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

Probability & Statistics

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

English Language Arts

Accelerate to English 09

Accelerate to English 09 is a short course designed to prepare students for success in English 09. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to English 10

Accelerate to English 10 is a short course designed to prepare students for success in English 10. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to English 11

Accelerate to English 11 is a short course designed to prepare students for success in English 9. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

Accelerate to English 12

Accelerate to English 12 is a short course designed to prepare students for success in English 12. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

Accelerate to Florida English 1

Accelerate to Florida English 1 is a short course designed to prepare students for success in English 1 aligned to Florida Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to Florida English 2

Accelerate to Florida English 2 is a short course designed to prepare students for success in English 2 aligned to Florida Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

Accelerate to Florida English 3

Accelerate to Florida English 3 is a short course designed to prepare students for success in English 3 aligned to Florida Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

Accelerate to Florida English 4

Accelerate to Florida English 4 is a short course designed to prepare students for success in English 4 aligned to Florida Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

Business English A/B

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

English 06 A/B

English 6 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and informational styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate one another's speeches and adjust to new audiences and situations. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in units that each center on a set of skills or a broad topic. Each unit has four lessons: three instructional lessons and one lesson of assessment. The instructional lessons include a variety of activities, such as direct instruction, assignments, discussions, and both formative and summative assessments. The assessment lesson presents the unit test after giving students a chance to review. Throughout the course, students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored applications.

English 07 A/B

English 7 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and informational styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate one another's speeches and adjust to new audiences and situations. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in units that each center on a set of skills or a broad topic. Each unit has four lessons: three instructional lessons and one lesson of assessment. The instructional lessons include a variety of activities, such as direct instruction, assignments, discussions, and both formative and summative assessments. The assessment lesson presents the unit test after giving students a chance to review. Throughout the course, students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored applications.

English 08 A/B

English 8 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and informational styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate one another's speeches and adjust to new audiences and situations. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in units that each center on a set of skills or a broad topic. Each unit has four lessons: three instructional lessons and one lesson of assessment. The instructional lessons include a variety of activities, such as direct instruction, assignments, discussions, and both formative and summative assessments. The assessment lesson presents the unit test after giving students a chance to review. Throughout the course, students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Common Core State Standards and demonstrate their learning through computer- and teacher-scored applications.

English 10 A/B

English 10 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

English 11 A/B

English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

English 12 A/B

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

English 9 A/B

English 9 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times going deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

Florida English 1 A/B 1

Florida English 1 A/B is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. A balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills-based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. The course design reflects educator feedback about student engagement by featuring a variety of interactions, videos, and student resources, such as graphic organizers, worksheets, and guided notes. Florida English 1 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Florida English 2 A/B 1

Florida English 2 A/B is a completely re-designed course that offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. Florida English 2 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Florida English 3 A/B 1

Florida English 3 A/B offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. Florida English 3A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. Florida English 3B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills. Units in both semesters conclude with re-designed activities that synthesize learning from the unit through formal writing, researching, or presenting.

Florida English 4 A/B 1

Florida English 4 A/B offers 100% alignment to the Florida B.E.S.T. Standards for English Language Arts. Florida English 4A emphasizes the study of literature in the context of specific historical periods beginning with the Anglo-Saxon and medieval periods in Britain. Florida English 4B explores the romantic, Victorian, and modern eras. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master. Units in both semesters conclude with re-designed activities that synthesize learning from the unit through formal writing, researching, or presenting.

Florida English 4: College Prep A/B

Florida English 4: College Prep A/B explores the relationship between British history and literature from the Anglo - Saxon period. The course explores a variety of literary works, including the works of Charles Dickens and H. G. Wells. The lessons in this course present learners with relevant cultural and political history, and readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. Analyses reinforce key concepts of the reading selections. It also explores the major types of nonfiction writing, including memoirs, personal essays, public essays, speeches, and narrative nonfiction. This course also introduces learners to elements of informational texts, such as purpose, opinion, bias, and persuasive techniques. Students will also study a variety of techniques to improve their reading comprehension, writing skills, grammar, and mechanics.

Florida M/J Language Arts 1 A/B

This course provides a strong foundation in grammar and the writing process based on Florida standards. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

Florida M/J Language Arts 2 A/B

Florida M/J Language Arts 2 A/B integrates the study of writing and literature through the examination of a variety of genres based on Florida standards. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

Florida M/J Language Arts 3 A/B

This Florida course extends the skills developed in Florida M/J Language Arts 2 through detailed study of parts of sentences and paragraphs to understand their importance to good writing based on Florida standards. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

Social Studies

Civics

National Civics is a one-semester course offering seven units that cover topics including the origins of American government, the structure and function of our government, rights and responsibilities of citizens, the American federal system, political parties and the election process, basic economic principles, and current matters regarding domestic and foreign policy. The course includes a variety of unit and lesson activities that examine the history, culture, and economy of the nation that encourage research and reflection. In these activities, students will examine seminal documents and landmark Supreme Court cases in American political history, analyze changes in federal and executive power over time, explore the political election process and data related to recent voting trends, research and propose a public policy plan, as well as compare and contrast the functions of the national government with state and local governments. The course also prepares students to pass the civics portion of the USCIS Naturalization Test.

Contemporary World A/B

The Contemporary World is a year-long course designed to strengthen learners' knowledge about the modern world. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this course. Learners will explore the importance of geography, the influence of culture, and the relationship humans have with the physical environment. They will also focus on the responsibility of citizens, democracy in the United States, U.S. legal systems, and the U.S. economy. Ultimately, learners will complete this course as global citizens with an understanding of how to help and better their community and the world.

Economics

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

Florida Civics A/B

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information according to Florida standards. Every unit features both factual and conceptual study questions, Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.

Florida Economics with Financial Literacy

This Florida courses leverages diverse resources from the National Council on Economic Education in partnership with the National Association of Economic Educators, and the Foundation for Teaching Economics. It begins with providing a basic understanding of the U.S. economy and its relationship to the world economy. It then covers macro issues such as government and the economy and micro issues such as entrepreneurship and consumer issues.

Florida M/J Civics A/B

Florida M/J Civics is a course that offers 100% alignment to the Florida CPALMS standards for Civics as approved by the Department of Education. The course offers six units that cover the political and physical geography of the United States, the origins and functions of government, and an introductory look at economic principles. The course includes a variety of unit and lesson activities that examine the history, geography, culture, and economy of the nation that encourage research and reflection. In addition to examining the origins of American government, students will compare and contrast different types of government, examine foreign policy both domestically and abroad, and use data to explore national and international challenges. The course also offers students an appreciation for and an understanding of civic duties and principles. Topics include American geography, foundations of government, the structure of government, bureaucracy and policymaking, campaigns and elections, and national and international economics. The course also reinforces the Reading Standards for Literacy in History/Social Sciences.

Florida M/J U.S. History A/B

Florida M/J United States History is a redesigned middle school course that offers 100% alignment to Florida's 2018 standards. The course prepares students to understand United States history through a critical lens by equipping students with historical thinking skills and geographic reasoning skills. The course covers Colonial America, the American Revolution, the founding of the United States, the struggles of the nation early on, and concludes with the Civil War and Reconstruction. Throughout the course, students engage in a variety of activities to both demonstrate and deepen their learning.

Florida M/J World History A/B

Florida M/J World History is a redesigned middle school course that offers 100% alignment to Florida's 2015 standards. The course prepares students to understand world history through a critical lens by equipping students with historical thinking skills and geographic reasoning skills. The course covers early human history and the Neolithic Revolution before discussing ancient civilizations found in Africa and the Middle East. The course covers early civilizations in India, China, and the Mediterranean. The course concludes with an examination of Ancient Rome. Throughout the course, students engage in a variety of activities to both demonstrate and deepen their learning.

Florida U.S. History A/B

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history based on Florida standards. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History

Florida US History 8 A/B

Students who take this course will be well-versed in the events of United States history from colonial times through to the end of Reconstruction. In addition to lessons on topics like the French and Indian War and the Louisiana Purchase, the units include activities that provide insight into Florida history. For example, the unit on the American Revolution includes a course activity that details how Florida played a vital role during the conflict. Students will find many aspects of the course engaging, including custom videos and interactive timelines. Educators will be pleased to have a product that allows their students to acquire new knowledge and also gives students opportunities to practice and apply the concepts they are learning.

Florida World Cultural Geography A/B

Florida World Cultural Geography is a redesigned middle school course that offers 100% alignment to Florida's 2015 standards. The course prepares students to understand world geography by exploring geographic themes such as historiography, climate, physical geography, human geography, and resource distribution. The course methodically explores world geography in the Americas, Europe, Asia, the Middle East and Africa, and the Pacific World and Antarctica. Throughout the course, students engage in a variety of activities to both demonstrate and deepen their learning as they come to understand the world around them.

Florida World History 6 A/B

Beginning with a discussion of the skills used by historians to study the ancient past and continuing on with lessons including early humans, the Neolithic Revolution, and the classical civilizations of Greece and Rome, this comprehensive course was made for 6th grade students in Florida. Features of the course like interactive timelines and click-to-see interactions will increase student engagement and encourage the growth of skills associated with studying history. Florida educators will also find that the course aligns to the English Language Arts (ELA) Standards for History and Social Studies.

Florida World History A/B

In this course, students will get a comprehensive look at world history from the early Middle Ages through to the present day. By the end of the course, students will have learned about events like the Renaissance and Reformation, the world wars, the Cold War, and increasing globalization in the 21st century. This course employs many interactive features like maps and images with clickable hot spots that students can explore to get more information about things such as regions, cities, and geographical features on a map and artistic techniques and features in famous works of art. Best of all, this course is aligned to the Florida state standards of learning and to the English Language Arts (ELA) Standards for History and Social Studies.

Middle School Civics A/B

Middle School Civics is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' understanding of the political and governmental systems of the United States and the roles played by citizens. By honing their ability to analyze civic life, political practices, and government structures, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.
The two-semester course is arranged in themed units, each with three to five lessons. In each unit, activities make complex ideas about civics accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

Middle School U.S. History A/B

In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War.

Middle School World History A/B

In Middle School World History, learners will study major historical world events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. They will explore the development of early humans and early civilizations. They will be introduced to the origins of major world religions, such as Hinduism and Buddhism. Also, learners will study the medieval period. Historical thinking and geography skills will be taught and utilized throughout the course.

MS Contemporary World A/B

Middle School Contemporary World is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' knowledge of contemporary world geography, cultures, civics, and economics. By honing their ability to analyze the physical, social, and political forces that shape our world, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.
The two-semester course is arranged in themed units, each with three to six lessons. In each unit, activities make complex ideas about the modern world accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

MS U.S. History A/B

Middle School U.S. History is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' knowledge of U.S. history, from the peopling of North America through the era of Reconstruction. By constantly honing their ability to analyze history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

The two-semester course is arranged in themed units, each with three to five lessons. In each unit, activities make complex ideas about U.S. history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

MS World History A/B

Middle School World History is informed by the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and delivers instruction, practice, and review designed to build middle school students' knowledge of world history, from the Neolithic Revolution through the Middle Ages. By constantly honing their ability to analyze history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

The two-semester course is arranged in themed units, each with three to five lessons. In each unit, activities make complex ideas about world history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

U.S. Government

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

US History A/B

US History v3.0 is a two-semester course aligned to the principles of the C3 Framework. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

World Geography A/B

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

World History A/B

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

World History Survey A/B

In World History Survey, learners will study major historical events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. Topics of study include early civilizations, world religions, the Renaissance, the World Wars, and the globalized world of today.

Science

Biology A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Biology with Virtual Labs A/B

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.
Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Chemistry A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter.
It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school Earth and space science. Content topics include Earth and space systems and interactions, the history of the Earth, the Earth's systems, weather and climate, climate change, and human impacts on the Earth.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Florida Biology A/B

Florida Biology is a two-semester course designed to strengthen students' understanding of several foundational concepts of biology. In this course, students will learn to use scientific methods and tools to investigate biological questions. They will develop models to explore the functioning of different body systems and examine how the proper functioning of those body systems affects health. Students will expand their knowledge of the roles of mitosis, meiosis, DNA, and chromosomes in an organism's growth and development. Besides this, students will study and compare the basic characteristics of bacteria, protists, plants, and animals. They will understand the effect of environmental changes on a species over time, and explore the conservation of energy as it relates to living things and ecosystems. Students will learn how the cycling of matter and energy interacts with biological processes, and study the factors that affect the carrying capacity and biodiversity of an ecosystem. They will also create a simulation to test a solution for a biodiversity problem. Online discussions, course activities, and unit activities help students to develop and apply critical thinking skills.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Florida Chemistry A/B

Florida Chemistry is a re-designed course that is 100% aligned to the Chemistry 1 standards in the Next Generation Sunshine State Standards for Science. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It also addresses concepts deemed essential to a full-year high school chemistry course, such as molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (https://www.nap.edu/read/11311/chapter/2).

Florida M/J Earth/Space Science A/B

Florida M/J Earth/Space Science is a redesigned middle school course that offers 100% alignment to Florida's 2008 Next Generation Sunshine State Standards for Science. The course integrates scientific inquiry and engineering design into content to support the development of deeper learning. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. Content topics include Earth and space, the history of the Earth, Earth systems, the weather and climate, and human impacts on Earth.
Lab materials note: All hands-on labs employ relatively common household materials. In some circumstances, items may need to be purchased or a virtual lab may be substituted. Please refer to the Teacher's Guide for details on lab materials.

Florida M/J Life Science A/B

Florida M/J Life Science is a redesigned middle school course that offers 100% alignment to Florida's 2008 Next Generation Sunshine State Standards for Science. The course integrates scientific inquiry and engineering design into content to support the development of deeper learning. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. Content topics include cells, the life cycle, genes, evolution, energy flow in ecosystems, and the interdependence of ecosystems.
Lab materials note: All hands-on labs employ relatively common household materials. In some circumstances, items may need to be purchased or a virtual lab may be substituted. Please refer to the Teacher's Guide for details on lab materials.

Florida M/J Physical Science A/B

Florida M/J Earth/Space Science is a redesigned middle school course that offers 100% alignment to Florida's 2008 Next Generation Sunshine State Standards for Science. The course integrates scientific inquiry and engineering design into content to support the development of deeper learning. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves.

Lab materials note: All hands-on labs employ relatively common household materials. In some circumstances, items may need to be purchased or a virtual lab may be substituted. Please refer to the Teacher's Guide for details on lab materials.

High School Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, and a water testing kit. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits (http://redirect.platoweb.com/356613) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Integrated Physics & Chemistry A/B

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.
Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Life Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

MS Earth and Space Science A/B

Middle School Earth and Space Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts including Earth's systems, engineering design, the nature of the universe, and the interaction between humans and the environment.

The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Physical Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school physical science. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves.
Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3) (http://redirect.platoweb.com/356020).
Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Physics A/B

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.
Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Science 6 A/B

Middle School Grade 6 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as the flow of energy and matter through both living and nonliving systems, including Earth's systems; Earth's weather and climate; the interaction between humans and the environment; the relationship between structure and function; and growth, development, and reproduction in organisms.
The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Science 6 with Virtual Labs A/B

Science 6 with Virtual Labs is an integrated science course based on the Next Generation Science Standards (NGSS) (http://redirect.platoweb.com/354132). The content covers all three dimensions incorporated by NGSS: disciplinary core ideas (http://redirect.platoweb.com/358785), science and engineering practices (http://redirect.platoweb.com/354115), and crosscutting concepts (http://redirect.platoweb.com/354116). The course robustly meets NGSS learning standards associated with sixth-grade integrated science (NGSS Appendix K (http://redirect.platoweb.com/356614): Revised Conceptual Progressions Model, p. 19). Semester A focuses on basic physical science and earth and space science. Semester B focuses on the history of the Earth, ecosystems, and weather and climate.
In this course, students complete teacher-graded labs in the Course Activities and Unit Activities. This version of Science 6 has been designed so that all labs are virtual. Students will still be able to plan and execute investigations through carefully designed simulations and videos. They will also be able to design experimental setups and analyze data and visuals derived from real-world experiments.

Science 7 A/B

Middle School Grade 7 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as the structures and properties of matter; chemical reactions; the flow of energy through systems, including Earth's living and nonliving systems; and the history of Earth.
The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Science 7 with Virtual Labs A/B

Science 7 with Virtual Labs is an integrated science course based on the Next Generation Science Standards (NGSS) (http://redirect.platoweb.com/354132). The content covers all three dimensions incorporated by NGSS: disciplinary core ideas (http://redirect.platoweb.com/358785), science and engineering practices (http://redirect.platoweb.com/354115), and crosscutting concepts (http://redirect.platoweb.com/354116). The course robustly meets NGSS learning standards associated with seventh-grade integrated science (NGSS Appendix K (http://redirect.platoweb.com/356614): Revised Conceptual Progressions Model, p. 19). Semester A focuses on cells, the life cycle, and nutrition. Semester B focuses on chemical reactions, force fields, and energy.
In this course, students complete teacher-graded labs in the Course Activities and Unit Activities. This version of Science 7 has been designed so that all labs are virtual. Students will still be able to plan and execute investigations through carefully designed simulations and videos. They will also be able to design experimental setups and analyze data and visuals derived from real-world experiments.

Science 8 A/B

Middle School Grade 8 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as waves and electromagnetic radiation, energy and forces on Earth and in space, genetics and natural selection, and engineering design.
The two-semester course is arranged in themed units, each with two to three lessons. In each unit, activities make complex ideas accessible to students as they discover the nature of science through focused content, interactive mini-investigations, multi-modal representations, and personalized feedback. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through content aligned to the Next Generation Science Standards and demonstrate their learning through computer- and teacher-scored assignments.

Science 8 with Virtual Labs A/B

Science 8 with Virtual Labs is an integrated science course based on the Next Generation Science Standards (NGSS) (http://redirect.platoweb.com/354132). The content covers all three dimensions incorporated by NGSS: disciplinary core ideas (http://redirect.platoweb.com/358785), science and engineering practices (http://redirect.platoweb.com/354115), and crosscutting concepts (http://redirect.platoweb.com/354116). The course robustly meets NGSS learning standards associated with eighth-grade integrated science (NGSS Appendix K (http://redirect.platoweb.com/356614): Revised Conceptual Progressions Model, p. 19). Semester A focuses on genes, evolution, and the Earth's energy. Semester B focuses on Earth's changing climate, waves, and human impact on the Earth.
In this course, students complete teacher-graded labs in the Course Activities and Unit Activities. This version of Science 8 has been designed so that all labs are virtual. Students will still be able to plan and execute investigations through carefully designed simulations and videos. They will also be able to design experimental setups and analyze data and visuals derived from real-world experiments.

Alignments & Features	State Lists	
NGSS Aligned	1 Florida Online Course Provider	edmentum.com 800.447.5286 info@edmentum.com

edmentum™ Course Overview and Syllabus

Florida Algebra 1, Semester A

Florida Course Code: 1200310 Credits: 0.5

Course Overview and Goals

Florida Algebra 1, Semester A, is a single-semester course designed to build and develop your subject-matter knowledge while strengthening your mathematical skills. Linear relationships are a main focus of this course. You will graph, create, and solve linear equations and apply function notation to describe linear relationships. You will also study linear transformations and represent linear data using scatter plots and mathematical models. You will write and solve systems of linear equations and inequalities. At the end of this course, you will represent, compare, and analyze data sets in a variety of contexts.

By the end of this course, you will be able to do the following:

- Solve linear and absolute value equations in one variable.
- Solve and graph linear inequalities, including compound inequalities.
- Apply function notation to describe relationships between quantities, and interpret function notation to solve problems.
- Interpret and create graphs of linear relationships.
- Write one-variable and two-variable linear equations, and use them to solve problems.
- Describe transformations defined by changes in the slope or the *y*-intercept of linear functions.
- Write, analyze, and graph absolute value functions to represent mathematical and real-world situations.
- Represent data with scatter plots, and apply mathematical models to solve problems.
- Analyze, interpret, and justify conclusions from a set of data.
- Write systems of equations, and solve them using algebraic and graphical methods.

Scope and Sequence

This document outlines the design of Florida Algebra 1, Semester A, as well as the coverage of the Florida B.E.S.T. Standards: Mathematics within the course.

Florida B.E.S.T. Standards: Mathematics for Algebra 1

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UNIT 1: FOUNDATIONS OF ALGEBRA (DAYS 1 – 11)

In this unit, you will develop the skills needed to use expressions and equations to describe and solve problems.

Lesson/*Florida* Standards	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Expressions *MA.K12.MTR.3.1, MA.K12.MTR.4.1, MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.1.1*	Use expressions to model and solve problems.
Linear Equations *MA.K12.MTR.3.1, MA.912.AR.1.1, MA.912.AR.2.1*	Solve one-step and two-step linear equations in one variable.
Solving Linear Equations *MA.K12.MTR.3.1, MA.912.AR.1.1*	Solve multistep linear equations in one variable.
Solving Advanced Linear Equations *MA.K12.MTR.3.1, MA.912.AR.1.1, MA.912.AR.2.1*	Rearrange and solve advanced linear equations in one variable.

UNIT 2: EQUATIONS AND INEQUALITIES (DAYS 12 – 24)

In this unit, you will develop the skills necessary to solve linear equations and inequalities and absolute value equations in real-world and mathematical contexts.

Lesson/*Florida* Standards	Lesson Objective
Solving Literal Equations *MA.K12.MTR.1.1, MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.1.1, MA.912.AR.1.2*	Solve literal equations and formulas for a specified variable.
Solving Linear Inequalities *MA.K12.MTR.2.1, MA.K12.MTR.7.1, MA.912.AR.2.6*	Solve multistep linear inequalities in one variable and graph the solution set.

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Lesson/*Florida* Standards	Lesson Objective
Solving Compound Inequalities *MA.K12.MTR.2.1, MA.K12.MTR.7.1, MA.912.AR.2.6*	Solve and graph one-variable compound inequalities.
Absolute Value Equations *MA.K12.MTR.6.1, MA.K12.MTR.7.1, MA.912.AR.4.1*	Solve one-variable absolute value equations.

UNIT 3: FUNCTIONS (DAYS 25 – 37)

In this unit, you will become familiar with how functions can describe relationships between quantities. You will also use function notation to model real-world problems.

Lesson/*Florida* Standards	Lesson Objective
Graphing Relations *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.AR.2.4, MA.912.F.1.3, MA.912.F.1.8*	Identify variables in real-world situations and model the relationships graphically.
Functions *MA.K12.MTR.2.1, ELA.K12.EE.1.1, MA.912.AR.2.4, MA.912.F.1.3*	Identify functions in multiple representations and relate the domains and ranges.
Function Notation *MA.K12.MTR.4.1, MA.K12.MTR.7.1, MA.912.AR.2.4, MA.912.F.1.2*	Use function notation to describe relationships between quantities and interpret function notation accurately to solve problems.
Unit Activity: Functions *MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.912.AR.2.4, MA.912.F.1.2*	Use function notation to describe relationships between quantities and interpret function notation accurately to solve problems.

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UNIT 4: LINEAR RELATIONSHIPS (DAYS 38 – 59)

In this unit, you will examine how linear functions, equations, and graphs describe the characteristics of linear relationships. You will also extend your knowledge of linear relationships to special mathematical cases, real-world situations, and linear inequalities.

Lesson/*Florida* Standards	Lesson Objective
Slope and Graphing *MA.K12.MTR.2.1, MA.K12.MTR.3.1, ELD.K12.ELL.MA.1, MA.912.AR.2.4, MA.912.AR.2.5, MA.912.F.1.3*	Determine the slope of a line and graph a linear equation in two variables.
Writing Linear Functions and Equations *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELD.K12.ELL.MA.1, MA.912.AR.1.2, MA.912.AR.2.2, MA.912.AR.2.4, MA.912.AR.2.5, MA.912.F.1.3, MA.912.F.1.8*	Write linear functions and equations in two variables and graph them to display the relationship.
Linear Function Transformations *MA.K12.MTR.4.1, MA.K12.MTR.5.1, ELA.K12.EE.1.1, MA.912.AR.2.4, MA.912.F.2.1*	Determine the effects of transforming the linear parent function and identify key features of linear functions.
Special Lines *MA.K12.MTR.2.1, MA.K12.MTR.3.1, ELD.K12.ELL.MA.1, MA.912.AR.2.2, MA.912.AR.2.3, MA.912.AR.2.4, MA.912.AR.2.5, MA.912.F.1.3, MA.912.F.1.5*	Write equations of parallel, perpendicular, vertical, and horizontal lines.
Direct Variation *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELD.K12.ELL.MA.1, MA.912.AR.2.2, MA.912.AR.2.4, MA.912.F.1.1, MA.912.F.1.3, MA.912.F.1.8, MA.912.FL.3.2, MA.912.FL.3.4*	Represent direct variation situations with graphs and equations.
Linear Inequalities *MA.K12.MTR.4.1, MA.K12.MTR.6.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, MA.912.AR.2.7, MA.912.AR.2.8*	Write and graph linear inequalities in two variables.

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Lesson/*Florida* Standards	Lesson Objective
Unit Activity: Linear Relationships *MA.K12.MTR.2.1, MA.K12.MTR.7.1, MA.912.AR.2.1, MA.912.AR.2.2, MA.912.AR.2.5, MA.912.F.1.5*	Write linear equations in two variables to represent real-world problems and compare their key features.

UNIT 5: EXTENDING FUNCTION RELATIONSHIPS (DAYS 60 – 72)

In this unit, you will explore absolute value functions algebraically and graphically. You will also represent bivariate data sets in tables and as scatter plots and investigate relationships that can be modeled with linear functions.

Lesson/*Florida* Standards	Lesson Objective
Absolute Value Functions *MA.K12.MTR.5.1, MA.912.AR.4.3, MA.912.F.2.1*	Analyze key features of absolute value functions algebraically and graphically.
Representing Data *MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.DP.1.1, MA.912.DP.1.3, MA.912.DP.2.4, MA.912.DP.2.6*	Represent data using scatter plots and the equation of the line of best fit.
Using Models from Data *MA.K12.MTR.7.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, MA.912.DP.2.4, MA.912.DP.2.6*	Evaluate the reasonableness of mathematical models and use them to make predictions.
Unit Activity: Extending Function Relationships *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1, MA.912.DP.1.3, MA.912.DP.2.4, MA.912.DP.2.6*	Draw a scatter plot and the line of best fit to analyze a situation.

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UNIT 6: SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES (DAYS 73 – 90)

In this unit, you will explore how situations can often be described through systems of linear equations and inequalities. You will write systems of equations and inequalities and solve them algebraically and graphically.

Lesson/*Florida* Standards	Lesson Objective
Systems of Linear Equations *MA.K12.MTR.6.1, MA.K12.MTR.7.1, MA.912.AR.9.1, MA.912.AR.9.6*	Write and graph systems of linear equations to determine the solutions.
Writing and Solving Systems Using Substitution *MA.K12.MTR.2.1, MA.K12.MTR.7.1, ELD.K12.ELL.MA.1, MA.912.AR.1.2, MA.912.AR.9.1, MA.912.AR.9.6*	Write and solve systems of linear equations algebraically using substitution.
Writing and Solving Systems Using Elimination *MA.K12.MTR.3.1, MA.K12.MTR.7.1, MA.912.AR.9.1, MA.912.AR.9.6*	Write and solve systems of linear equations algebraically using elimination.
Systems of Inequalities *MA.K12.MTR.2.1, MA.K12.MTR.4.1, ELA.K12.EE.1.1, MA.912.AR.9.4, MA.912.AR.9.6*	Represent the solution of a system of two linear inequalities graphically and determine solutions.
Unit Activity: Systems of Linear Equations and Inequalities *MA.K12.MTR.1.1, MA.K12.MTR.2.1, MA.K12.MTR.6.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, MA.912.AR.9.1, MA.912.AR.9.6, MA.912.DP.2.4*	Write and solve a system of linear equations that represents real-world data.

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edmentum Course Overview and Syllabus

Florida Algebra 1, Semester B

Florida Course Code: 1200310 Credits: 0.5

Course Overview and Goals

Florida Algebra 1, Semester B, is a single-semester course designed to build and develop your subject-matter knowledge while strengthening your mathematical skills. In this course, you will investigate exponential and quadratic relationships and apply models to describe and make predictions about real-world situations. You will explore a variety of methods for factoring quadratic expressions and write and solve quadratic equations. You will identify key features of exponential and quadratic functions and compare different function types. At the end of this course, you will represent, compare, and analyze data sets in a variety of contexts.

By the end of this course, you will be able to do the following:

- Determine the sums, differences, and products of polynomials.
- Graph exponential functions, and identify their key features.
- Write and apply exponential functions to model situations in the real world.
- Apply factoring techniques and distribution to rewrite quadratic expressions.
- Graph and transform quadratic functions on the coordinate plane.
- Identify and apply a quadratic data model to make predictions and solve problems.
- Solve quadratic equations in one variable by inspection, taking square roots, factoring, completing the square, and using the quadratic formula.
- Represent data with dot plots, box plots, and histograms.
- Analyze, interpret, and justify conclusions from a set of data.

Scope and Sequence

This document outlines the design of Florida Algebra 1, Semester B, as well as the coverage of the Florida B.E.S.T. Standards: Mathematics within the course.

Florida B.E.S.T. Standards: Mathematics for Algebra 1

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UNIT 1: RADICAL RELATIONSHIPS (DAYS 1 – 11)

In this unit, you will explore the relationship between exponents and radicals and rewrite expressions that contain radicals and rational exponents.

Lesson/*Florida* Standards	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Performing Operations on Radicals *MA.K12.MTR.2.1, MA.K12.MTR.3.1, MA.912.NSO.1.4*	Use mathematical operations to rewrite radical expressions.
Simplifying Cube Roots *MA.K12.MTR.3.1, MA.912.NSO.1.4*	Write cube roots of monomial algebraic expressions in simplest radical form.
Properties of Exponents *MA.K12.MTR.3.1, MA.K12.MTR.4.1, MA.912.NSO.1.2*	Use the laws of exponents to rewrite monomial expressions and ratios of monomial expressions.
Radicals and Exponents *MA.K12.MTR.2.1, MA.912.NSO.1.1, MA.912.NSO.1.2*	Use the laws of exponents to rewrite expressions with radicals and rational exponents.

UNIT 2: EXPONENTIAL RELATIONSHIPS (DAYS 12 – 23)

In this unit, you will examine exponential relationships and ways you can apply them to model real-world situations.

Lesson/*Florida* Standards	Lesson Objective
Nonlinear Functions *MA.K12.MTR.2.1, MA.912.F.1.1, MA.912.F.1.3, MA.912.F.1.6*	Identify and evaluate nonlinear functions in multiple representations and relate the domains and ranges.
Graphs of Exponential Relationships *MA.K12.MTR.2.1, MA.912.AR.5.6, MA.912.F.1.2*	Graph exponential functions and identify their key features.

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Lesson/*Florida* Standards	Lesson Objective
Modeling with Exponential Functions *MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.1.1, MA.912.AR.5.3, MA.912.AR.5.4, MA.912.F.1.3, MA.912.FL.3.2, MA.912.FL.3.4*	Use exponential functions to model situations in the real world.
Writing Exponential Functions *MA.K12.MTR.7.1, ELA.K12.EE.6.1, ELD.K12.ELL.MA.1, MA.912.AR.5.3, MA.912.AR.5.4, MA.912.F.1.1, MA.912.F.1.6, MA.912.F.1.8*	Write exponential functions in mathematical and real-world contexts.
Comparing Exponential Functions *MA.K12.MTR.2.1, MA.K12.MTR.4.1, MA.912.AR.5.6, MA.912.F.1.2, MA.912.F.1.3, MA.912.F.1.6*	Compare exponential functions that are represented in different ways.

UNIT 3: POLYNOMIALS (DAYS 24 – 36)

In this unit, you will develop the tools you need to solve and model complex problems using polynomials.

Lesson/*Florida* Standards	Lesson Objective
Adding and Subtracting Polynomials *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELD.K12.ELL.MA.1, MA.912.AR.1.1, MA.912.AR.1.3*	Determine sums and differences of polynomials.
Multiplying Polynomials *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELD.K12.ELL.MA.1, MA.912.AR.1.3*	Determine the products of polynomials.
Dividing by Monomials *MA.K12.MTR.2.1, MA.K12.MTR.5.1, ELD.K12.ELL.MA.1, MA.912.AR.1.4*	Determine the quotients of polynomials, factoring out the greatest common factor (GCF), if necessary.

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Lesson/*Florida* Standards	Lesson Objective
Factoring Polynomials, Part 1 *MA.K12.MTR.2.1, MA.K12.MTR.5.1, MA.912.AR.1.7*	Use factoring techniques and distribution to rewrite quadratic expressions.
Factoring Polynomials, Part 2 *MA.K12.MTR.2.1, MA.K12.MTR.5.1, MA.912.AR.1.7*	Use factoring techniques and distribution to rewrite quadratic expressions.

UNIT 4: QUADRATIC EQUATIONS AND FUNCTIONS (DAYS 37 – 52)

In this unit, you will practice writing and solving quadratic equations using a variety of techniques, including inspection, taking square roots, and factoring. You will also graph quadratic functions and identify their key features.

Lesson/*Florida* Standards	Lesson Objective
Solving Quadratic Equations with Square Roots *MA.K12.MTR.3.1, MA.K12.MTR.4.1, MA.912.AR.1.2, MA.912.AR.3.1*	Solve quadratic equations in one variable by inspection and by taking square roots.
Solving Quadratic Equations by Factoring *MA.K12.MTR.4.1, ELD.K12.ELL.MA.1, MA.912.AR.3.1*	Solve quadratic equations in one variable by factoring.
Quadratic Relationships *MA.K12.MTR.2.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.F.1.2*	Explore quadratic relationships and use their graphs to identify key attributes.
Graphs of Quadratic Relationships *MA.K12.MTR.2.1, ELA.K12.EE.1.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.F.1.2, MA.912.F.2.1*	Graph and transform quadratic functions on the coordinate plane.
Forms of Quadratic Equations *MA.K12.MTR.2.1, ELD.K12.ELL.MA.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.AR.3.8, MA.912.F.1.2*	Identify and use the three forms of quadratic equations.

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Lesson/*Florida* Standards	Lesson Objective
Writing Quadratic Functions and Equations *MA.K12.MTR.2.1, ELD.K12.ELL.MA.1, MA.912.AR.3.4, MA.912.AR.3.5, MA.912.AR.3.8, MA.912.F.1.8*	Write quadratic equations in two variables.
Unit Activity: Quadratic Equations and Functions *MA.K12.MTR.6.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, MA.912.AR.3.1, MA.912.AR.3.6, MA.912.AR.3.7, MA.912.AR.3.8, MA.912.F.2.1*	Use quadratic functions to model real-world situations.

UNIT 5: EXTENDING QUADRATIC RELATIONSHIPS (DAYS 53 – 67)

In this unit, you will continue to practice solving quadratic equations as you explore the methods of completing the square and applying the quadratic formula. You will also use your knowledge of functions to model and compare linear, exponential, and quadratic relationships.

Lesson/*Florida* Standards	Lesson Objective
Solving Quadratic Equations by Completing the Square *MA.K12.MTR.3.1, MA.K12.MTR.4.1, ELD.K12.ELL.MA.1, MA.912.AR.3.1, MA.912.AR.3.6*	Solve quadratic equations in one variable by completing the square.
The Quadratic Formula *MA.K12.MTR.3.1, ELD.K12.ELL.MA.1, MA.912.AR.1.2, MA.912.AR.3.1*	Solve quadratic equations in one variable and categorize the solutions using the quadratic formula.
Comparing Functions *MA.K12.MTR.2.1, MA.912.AR.3.7, MA.912.AR.3.8, MA.912.F.1.1, MA.912.F.1.2, MA.912.F.1.3, MA.912.F.1.6*	Compare and translate representations of linear, exponential, and quadratic functions.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Modeling with Functions *MA.K12.MTR.1.1, MA.K12.MTR.5.1, MA.K12.MTR.7.1, MA.912.AR.9.6, MA.912.F.1.1, MA.912.F.1.6, MA.912.F.1.8, MA.912.FL.3.2, MA.912.FL.3.4*	Determine and apply the function type that best models a mathematical or real-world situation.
Unit Activity: Extending Quadratic Relationships *MA.K12.MTR.6.1, MA.K12.MTR.7.1, MA.912.AR.3.1*	Solve quadratic equations using the method appropriate to the initial form of the equation.

UNIT 6: STATISTICS (DAYS 68 – 90)

In this unit, you will explore different ways of representing, analyzing, and comparing data sets.

Lesson/*Florida* Standards	Lesson Objective
Understanding Statistics *ELA.K12.EE.3.1, MA.912.DP.1.2, MA.912.DP.1.4*	Identify and explain the purpose and structure of statistics and random sampling and make inferences from sample results.
Visual Representations of Data *MA.K12.MTR.2.1, ELA.K12.EE.3.1, ELD.K12.ELL.MA.1, MA.912.DP.1.1*	Represent data with dot plots, box plots, and histograms.
Comparing Data Sets *MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.DP.1.1, MA.912.DP.1.2*	Compare multiple data sets using statistics and interpret differences in shape, center, and spread.
Evaluating Reports *ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, MA.912.DP.1.2, MA.912.DP.1.4*	Evaluate reports based on real-world data for accuracy, bias, and validity.
Math in Persuasion *MA.K12.MTR.1.1, MA.K12.MTR.4.1, MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.4.1, ELA.K12.EE.5.1, ELA.K12.EE.6.1*	Use mathematics and research to evaluate information and present an analysis of your findings.

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Lesson/*Florida* Standards	Lesson Objective
Two-Way Frequency Tables *MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.DP.1.1, MA.912.DP.1.2, MA.912.DP.1.3, MA.912.DP.3.1*	Construct two-way frequency tables for categorical data and interpret measures and associations within the data, including relative frequencies.
Unit Activity: Statistics *MA.K12.MTR.7.1, ELA.K12.EE.1.1, ELA.K12.EE.3.1, MA.912.DP.1.2*	Analyze, interpret, and justify conclusions from a set of data.

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Florida English 1, Semester A

Florida Course Code: 1001310 Credits: 0.5

Course Overview and Goals

English/Language Arts is the study of language through the interpretation and analysis of texts. You will examine a collection of diverse, authentic texts and analyze the techniques used by their authors. You will then apply that learning to your own writing, drawing on a wide range of authorial techniques to support your own development as an author and thinker. In Florida English 1, Semester A, you will analyze techniques in poetry, fiction, and nonfiction texts to analyze thematic connections and inform your own writing and in-class discussions. By the end of this course, you will be able to do the following:

- Closely read a range of informational texts, literature, and poetry, nimbly applying various reading strategies to support your understanding.
- Use textual evidence to inform your analysis and support your ideas about a text.
- Analyze how a text's structure can create tension, mystery, and suspense.
- Analyze how authors draw on and transform source material.
- Determine central ideas and themes in a text and analyze their development.
- Determine authors' purposes and points of view and compare them across texts.
- Examine how ideas unfold and connect across a text.
- Deconstruct, delineate, and evaluate arguments in a text.
- Analyze complex characters in a literary text, including how they develop and how they interact with other characters.
- Analyze multiple accounts of a subject, conveyed through different mediums.
- Draw on a range of strategies to determine the denotative, connotative, and technical meanings of words.
- Interpret nuances in word meaning and understand their impact on tone and meaning.
- Produce effective analytical, argumentative, narrative, and expository writing that is appropriate in tone and style and suited for task, purpose, and audience.
- Objectively summarize informational and literary texts.
- Engage in research to produce, publish, and present research findings in the forms of expository writing and multimedia presentations.

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Scope and Sequence

This document outlines the design of Florida English 1, Semester A, as well as the coverage of the Florida's B.E.S.T. Standards within the course.

Florida's B.E.S.T. Standards English Language Arts

UNIT 1: PAGE TURNERS AND PLOT TWISTS (DAYS 1 – 24)

In this unit, you will read a variety of modern and classic short stories. You will analyze how the structure and language of the stories create exciting effects for the reader, such as tension and suspense. You will explore connections among the stories, focusing on how authors of contemporary stories draw on and transform themes from classic source material. By the end of the unit, you will understand how an author's choices can keep us readers on the edge of our seats. You will also understand how to write analytically about these choices, grounding your claims and ideas in rich and relevant textual evidence.

Lesson/*Florida Standards*	**Lesson Objective**
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Clarifying Big Ideas: Thinking about Reading	Understand how to better comprehend a text by learning about what happens in your mind while you read.
Analyzing How Order of Events Creates Tension in "The Monkey's Paw" *ELA.9.R.1.1, ELA.9.R.3.3, ELA.9.V.1.3*	Analyze how an author uses the order of events to create tension and mystery, analyze how an author draws on and transforms source material, and identify and verify the meaning of words using reference materials.
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw" *ELA.9.R.1.1, ELA.9.R.3.2, ELA.9.C.1.3*	Analyze how an author uses pacing to create tension, provide an objective summary of a text, and write an analysis of how pacing and order of events create tension and mystery.
Analyzing How Pacing and Structure Create Suspense in "New Chicago" *ELA.9.R.1.1, ELA.9.C.1.3*	Analyze how a text's order of events, pacing, and structure create tension and suspense, and write and revise an analysis supported by strong text evidence.

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Lesson/*Florida Standards*	**Lesson Objective**
Analyzing Theme Development in "New Chicago" *ELA.9.R.1.1, ELA.9.R.1.2, ELA.9.C.1.3*	Identify a theme and analyze its development throughout a text, and write an analysis of theme development, focusing on creating cohesion between ideas.
Comparing a Text to Source Material in "The Monkey's Paw" and "New Chicago" *ELA.9.R.1.2, ELA.9.R.3.3*	Analyze how structure develops theme in works of fiction, analyze how an author draws upon and transforms source material, and write an analysis of how authors draw upon source material to develop themes.
Examining the Relationship Between Structure and Effect in "Games at Twilight" *ELA.9.R.1.1, ELA.9.R.1.4*	Analyze the effects of narrative structure on a text, analyze how cultural experience can be reflected in fiction, and write an analysis on how an author uses structure to create tension, focusing on creating clarity between claim and reasons.
Analyzing Character, Structure, and Theme in "The Odyssey" *ELA.9.R.1.1, ELA.9.R.1.3, ELA.9.V.1.3*	Identify the elements of epic poetry, and analyze the relationship between the characters, structures, and themes of a work of epic poetry.
Analyzing Nuance in Words in "The Tell-Tale Heart" *ELA.9.R.1.1, ELA.9.R.1.3, ELA.9.V.1.3*	Determine the denotative and connotative meanings of words, consult general and specialized reference materials to clarify word meanings, and analyze the impact of nuance in word meanings.
Unit Activity: Write a Literature Analysis on Authorial Techniques *ELA.9.R.1.1, ELA.9.C.1.3, ELA.9.C.3.1, ELA.9.V.1.1*	Plan, write, and revise a piece of analytical writing, analyze the techniques authors use to create mystery, tension, and surprise, and record strong text evidence to support your analysis.

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UNIT 2: LEAVING A LEGACY (DAYS 25 - 44)

This unit features a wide span of rich texts, from poetry to short fiction and from written arguments to spoken ones. This diversity in text type provides opportunities to build a range of skills, such as analyzing parallel structure, describing character interactions, and evaluating arguments. Across the unit, and prompted by the texts, you will reflect on the impact of legacy and on what it means to make a difference. You will develop these ideas through an independent research project, based on a carefully crafted research question inspired by themes of legacy.

Lesson/*Florida Standards*	**Lesson Objective**
Analyzing Theme Development through Details and Parallel Structure in "If" *ELA.9.R.1.1, ELA.9.R.1.2, ELA.9.R.3.1, ELA.9.C.3.1*	Analyze how a theme is shaped by details in a poem, examine the use of parallel structure in a poem, and write an analysis using parallel structure effectively.
Examining the Order of Ideas in "Yangon's Hero, Wielding Power of Stop and Go" *ELA.9.R.2.1, ELA.9.R.3.2*	Write an objective summary of a text and identify how sections of a text unfold and connect a series of ideas.
Clarifying Big Ideas: Benefits of Summarizing Click or tap here to enter text.	Learn about the value of summarizing as a strategy to understand and remember the key ideas of an informational text.
Evaluating Evidence in an Informational Text *ELA.9.R.2.2, ELA.9.R.2.4, ELA.9.R.3.2, ELA.9.C.3.1*	Write an objective summary of a text and identify the argument in a text and evaluate the evidence provided to support a claim.
Analyzing Argument in "Letter from Frederick Douglass to Harriet Tubman" *ELA.9.R.2.2, ELA.9.R.2.4*	Delineate an author's claim, and analyze how an author introduces, develops, and connects points in a text to create an argument.
Evaluating the Effectiveness of Michelle Obama's Argument in Her Health and Nutrition Speech *ELA.9.R.2.4, ELA.9.R.3.4*	Describe an author's argument and evaluate the effectiveness of an argument.

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Lesson/*Florida Standards*	Lesson Objective
Analyzing Character Interactions in "An Hour with Abuelo" *ELA.9.R.1.1, ELA.9.V.1.3*	Describe how a complex character interacts with other characters and write an analysis explaining how character interactions develop a character using a claim and textual support.
Analyzing Theme Development in "An Hour with Abuelo" *ELA.9.R.1.1, ELA.9.R.1.2, ELA.9.R.3.2*	Summarize a text and analyze how an author develops theme through characterization.
Researching What It Takes to Make a Difference *ELA.9.C.1.3, ELA.9.C.4.1, ELA.9.V.1.1*	Conduct research to answer a research question, develop a plan for writing an argument, and compose a paragraph synthesizing information to answer the research question.
Unit Activity: Write an Argument on What it Takes to Make a Difference *ELA.9.C.1.3, ELA.9.C.3.1*	Plan, write, and revise an argumentative essay using textual evidence and research to support a claim.

UNIT 3: LOOKING INWARD (DAYS 45 – 65)

In this unit, you will turn inward, focusing on personal narratives that explore themes of identity. Through analysis of these narrative texts, you will learn how to determine an author's point of view, examine how details refine and shape ideas, and compare stories of the same subject presented in different mediums. You will then plan and develop a personal narrative, applying the techniques you encountered in your analysis of mentor texts and drawing on the meaningful experiences that have shaped your own identity.

Lesson/*Florida Standards*	Lesson Objective
Determining the Central Idea in "The Cutting of My Long Hair" *ELA.9.R.2.2, ELA.9.V.1.3*	Determine the central idea of a text, write a summary, and use context to determine the meanings of unknown words.
Analyzing Central Idea Development in "By Any Other Name" *ELA.9.R.2.2*	Analyze how the central ideas in a personal narrative are developed through details that reveal the author's perspective; cite textual evidence to support your analysis of how specific details develop the central idea; verify the meaning of unknown words by using reference materials; plan how you will develop a central idea in your own writing.

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Lesson/*Florida Standards*	**Lesson Objective**
Analyzing Word Choice in "By Any Other Name" *ELA.9.R.3.4, ELA.9.V.1.3*	Use context to determine the meaning of unknown words, identify shades of meaning and nuance in words, and analyze the impact of an author's word choice on meaning and tone.
Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name" *ELA.9.R.2.2, ELA.9.C.1.3*	Compare and contrast authors' points of view and write a literary analysis that introduces and develops a claim with text evidence.
Analyzing How Ideas are Developed and Refined in "Inglés in Thirty Minutes" *ELA.9.R.2.1, ELA.9.V.1.3*	Analyze how an author's ideas are developed and refined in a text, determine word meanings by consulting reference materials, and write an analytical paragraph drawing upon thorough text evidence.
Analyzing Text Structure in "The Story of My Life" *ELA.9.R.2.1, ELA.9.C.3.1*	Examine how the author structures a text to unfold a series of events and ideas, and plan and write an analysis on the effect of text structure.
Analyzing Two Accounts of Helen Keller's Life *ELA.9.R.2.3, ELA.9.C.1.3*	Compare multiple accounts of the same event in various mediums and write a comparative analysis drawing upon text evidence and focusing on cohesion.
Planning and Developing Your Writing with Model Texts *ELA.9.C.1.2, ELA.9.C.3.1*	Analyze a model memoir and examine it for key ideas and narrative techniques and plan your own personal narrative.
Clarifying Big Ideas: Rethinking the Writing Process Click or tap here to enter text.	Learn how the writing process requires ongoing rethinking and rewriting.
Unit Activity: Write a Personal Narrative Exploring Identity *ELA.9.C.1.2, ELA.9.C.1.5, ELA.9.C.3.1*	Plan and write a personal narrative using effective techniques and revise your personal narrative to reflect correct use of parallel structure, spelling, and punctuation, including semicolons.

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UNIT 4: A NATURAL BALANCE (DAYS 66 – 90)

In this final unit of Semester A, you will read informational and literary texts that center around topics of nature. You will interpret technical language and figures of speech, analyze rhetoric and its role in advancing points of view, and develop skills for effective expository writing. The texts of this unit prompt us readers to consider our place in the natural world. You will develop your own ideas about this topic through an expository essay that explains the role of humans in nature. This unit also contains an optional novel study of *Frankenstein* by Mary Shelley, offering a deeper dive into analyzing the theme of one's place in nature.

Lesson/*Florida Standards*	**Lesson Objective**
Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility" *ELA.9.R.3.2, ELA.9.V.1.2, ELA.9.V.1.3*	Determine the meanings of unknown words by using context and analyzing patterns of word changes, identify the central idea of a text, and write an objective summary.
Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility" *ELA.9.R.2.1, ELA.9.C.3.1, ELA.9.V.1.1*	Analyze how an author unfolds a series of ideas and how those ideas are connected and refined throughout the text and write an expository paragraph explaining the factors that influence survival in harsh environments, focusing on transitions.
Clarifying Big Ideas: Benefits of Rereading	Learn about the value of rereading complex literary texts as a strategy to understand them at a deeper level.
Analyzing the Development of Theme in "To Build a Fire" *ELA.9.R.1.1, ELA.9.R.1.2*	Determine the theme of a text, analyze how details allow a theme to emerge and develop, and write a brief analysis about how details develop theme.
Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature" *ELA.9.R.2.1, ELA.9.C.1.4, ELA.9.V.1.3*	Analyze how an author develops and refines ideas and determine technical meanings of words and phrases using reference materials.
Determining Technical Meanings in "Clean Tech Rises Again" *ELA.9.C.1.4, ELA.9.V.1.1, ELA.9.V.1.3*	Determine the technical meaning of words and phrases with resources and reference materials, determine the central idea of a text and provide a summary, and write an expository response about how humans can utilize nature.

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Lesson/*Florida Standards*	**Lesson Objective**
Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West" *ELA.9.R.2.3, ELA.9.R.3.1, ELA.9.V.1.3*	Analyze connections between ideas and how they support a central idea of a text and analyze the role of figures of speech, verify the meaning of words and phrases using context and a dictionary.
Examining Rhetoric and Point of View in the Speech "All-of-the-Above" *ELA.9.R.2.3, ELA.9.R.3.4, ELA.9.C.1.4*	Identify rhetoric in a speech, analyze how rhetoric advances the speaker's point of view, and write an expository response about how a speaker uses rhetoric to advance a point of view.
Analyzing Point of View and Central Idea in Texts *ELA.9.R.2.2, ELA.9.R.3.1, ELA.9.V.1.3*	Determine the central idea or theme of a text, analyze a speaker's point of view in a poem, and examine how figures of speech, connotative meanings, and denotative meanings contribute to poems' meanings.
Course Activity: Examine How Figurative Language Creates Mood *ELA.9.R.1.1, ELA.9.R.3.1*	Identify various kinds of figurative language in texts, explain how figurative language creates mood in texts, and explain how language and mood enhances meaning of texts.
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature *ELA.9.C.1.4, ELA.9.C.1.5, ELA.9.C.3.1*	Plan and write an informational text to examine our role in nature, and revise and edit your writing to improve sentence structure, punctuation, and spelling.

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Florida M/J Physical Science, Semester A

Florida Course Code: 2003010 Credits: 0.5

Course Overview and Goals

Science is the study of the natural world. It relies on experimentation and evidence to describe the natural events that occur around us. Physical science is the study of matter and energy. In Florida M/J Physical Science, Semester A, you will describe the atomic and molecular structure of substances using models. You will investigate how chemical reactions involve energy and lead to changes in properties of substances. You will also model different kinds of forces and the effect they have on the motion of objects. You will solve problems involving work and power and apply these principles to simple machines. Finally, you will see how simple machines make up more complex machines that are important in our lives.

By the end of this course, you will be able to do the following:

- Apply the scientific method to explain phenomena involving matter and energy.
- Classify matter by its composition and properties.
- Model atomic and molecular structures of substances.
- Explain the relationship between thermal energy and states of matter.
- Describe the Bohr model of an atom.
- Research historical models of the atom developed by scientists.
- Compare properties of reactants and products to determine whether a chemical reaction has occurred.
- Develop a model to show that atoms are conserved in chemical reactions.
- Describe energy changes that occur during a chemical reaction.
- Design, build, test, and modify a device that relies on a transfer of thermal energy.
- Describe the properties and uses of synthetic materials and how they affect society.
- Identify and sketch forces that act on real-world objects.
- Analyze the motion of objects using words, equations, and graphs.
- Explain how the concepts of force and motion are related.
- Analyze input and output forces in simple machines.
- Solve problems involving work and power.
- Design, build, test, and modify a device that uses one or more simple machines.

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Scope and Sequence

This document outlines the design of Florida M/J Physical Science, Semester A, as well as the coverage of the Next Generation Sunshine State Standards within the course.

Florida M/J Physical Science Standards

UNIT 1: STRUCTURE AND PROPERTIES OF MATTER (DAYS 1 – 31)

In this unit, you will first learn about the scientific method and the kinds of phenomena studied in physical science. You will classify matter by its composition and properties, including matter that you find around your home. You will develop models for the molecular structure of matter and explain how matter changes state with the addition or removal of thermal energy. Finally, you will describe the model of the atom developed by Niels Bohr and explain how the model of the atom has changed over time based on the work of Bohr and other scientists.

Lesson/*Florida* *Standards*	Lesson Objective
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Introduction to Physical Science *SC.6.N.1.3, SC.6.N.1.5, SC.6.N.2.3, SC.6.N.3.3, SC.7.N.1.3, SC.7.N.1.6, SC.7.N.1.7, SC.7.N.3.1, SC.7.P.10.1, SC.8.N.1.1, SC.8.N.2.1, SC.8.N.2.2, SC.8.N.3.1, SC.8.N.3.2, SC.8.P.8.6, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Apply the steps of the scientific method, and identify the kinds of phenomena studied in physical science.
Course Activity: Scientific Reasoning *SC.6.N.1.2, SC.6.N.1.4, SC.6.N.2.1, SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3, SC.7.N.1.2, SC.7.N.1.3, SC.7.N.1.4, SC.7.N.1.5, SC.7.N.3.1, LAFS.68.RST.2.4*	Apply the scientific method to analyze scientific investigations.
Course Activity: Examining Matter *SC.6.N.3.3, SC.7.P.11.1, SC.8.N.1.1, SC.8.N.1.3, SC.8.N.1.5, SC.8.N.2.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1*	Carry out an investigation to compare properties of common household materials.
Matter Around Us *SC.8.P.8.3, SC.8.P.8.4, SC.8.P.8.5, SC.8.P.8.8, SC.8.P.8.9, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.WHST.1.2.d, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1*	Classify matter by its composition and properties.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Building Models of Atomic Arrangements *SC.8.N.1.1, SC.8.N.1.3, SC.8.N.3.1, SC.8.P.8.5, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Develop models of atomic arrangements of substances, and apply scientific ideas to develop an explanation for real-world phenomena.
Energy and Changes in State *SC.7.P.11.1, SC.7.P.11.4, SC.8.N.1.1, SC.8.P.8.8, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10*	Explain how the motion of particles of matter changes when thermal energy is added or removed.
Course Activity: Observing a Change in State *SC.8.N.1.1, SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Predict changes in the state of water when thermal energy is added or removed.
Atoms and Elements *SC.6.N.1.5, SC.6.N.2.2, SC.6.N.2.3, SC.7.N.3.1, SC.8.N.1.1, SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.1, SC.8.P.8.5, SC.8.P.8.6, SC.8.P.8.7, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Describe the Bohr model of the atom and explain how the model of the atom has changed over time.
Unit Activity *SC.6.N.3.3, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.8, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.a, LAFS.68.WHST.1.2.b, LAFS.68.WHST.1.2.c, LAFS.68.WHST.1.2.d, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10*	Research and write about how scientists developed historical models of the atom.

UNIT 2: CHEMICAL REACTIONS (DAYS 32 – 57)

In this unit, you will examine chemical reactions between substances. You will learn to determine whether a chemical reaction has occurred by comparing properties of reactants and products. You will also develop a model to show that atoms are conserved in chemical reactions and describe the energy changes that have taken place. You will apply ideas about chemical reactions to design, construct, test, and modify a device that releases or absorbs thermal energy. Finally, you will see how inventors use chemical reactions to create synthetic materials and how the products affect society.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Observing a Chemical Reaction *SC.6.N.3.3, SC.7.N.1.4, SC.7.P.11.1, SC.8.N.1.1, SC.8.N.1.3, SC.8.P.8.8, SC.8.P.9.1, SC.8.P.9.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Compare properties of reactants and products in a chemical reaction.
Properties and Chemical Reactions *SC.6.N.2.3, SC.6.N.3.3, SC.8.N.1.1, SC.8.N.3.1, SC.8.P.9.1, SC.8.P.9.2, SC.8.P.9.3, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.d*	Determine whether a chemical reaction has occurred by comparing properties of reactants and products.
Atoms in Chemical Reactions *SC.6.N.3.3, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.5, SC.8.P.9.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.7.1*	Develop a model that shows that atoms are conserved in chemical reactions.
Energy Changes in Chemical Reactions *SC.6.N.3.3, SC.6.P.11.1, SC.7.N.3.1, SC.8.N.1.1, SC.8.N.3.2, SC.8.P.8.8, SC.8.P.9.2, SC.8.P.9.3, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Describe energy changes that occur during a chemical reaction.
Course Activity: Building a Device That Uses Energy from Chemical Reactions *SC.8.N.1.1, SC.8.N.1.3, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.9.2, SC.8.P.9.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Design, construct, test, and modify a device that uses a chemical reaction to release or absorb thermal energy.
Synthetic Materials *SC.7.N.1.7, SC.8.N.1.1, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.8, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.5, LAFS.68.RST.2.6, LAFS.68.WHST.1.1.c, LAFS.68.WHST.1.1.e*	Describe the properties and uses of synthetic materials and how they affect society.

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Lesson/*Florida* Standards	Lesson Objective
Unit Activity *SC.7.N.1.4, SC.8.N.2.1, SC.8.P.9.3, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.3.8, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.a, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.1.c, LAFS.68.WHST.1.1.d, LAFS.68.WHST.1.1.e, LAFS.68.WHST.1.2.d, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10, LAFS.8.SL.2.5*	Evaluate energy resources and develop a plan to manage them in your community.

UNIT 3: FORCES AND MOTION (DAYS 58 – 90)

In this unit, you will explore the relationship between force and motion. You will identify and sketch forces that act on objects and predict how the objects will move. You will analyze the motion of objects using words, equations, and graphs. You will apply the concepts of force and motion to design a car bumper that will reduce the force on riders during a collision. Finally, you will analyze the forces involved in simple machines that make our lives easier, and you will solve problems involving work and power.

Lesson/*Florida* Standards	Lesson Objective
Course Activity: Exploring Forces *SC.6.P.13.1, SC.6.P.13.2, SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4*	Identify and sketch forces that act on real-world objects.
Motion and Motion Graphs *SC.6.P.12.1, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Analyze the motion of objects using words, equations, and graphs.
Using Forces to Predict Motion *SC.6.N.2.3, SC.6.N.3.3, SC.6.P.13.1, SC.6.P.13.2, SC.6.P.13.3, SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7*	Identify the forces exerted on an object and predict the object's motion.

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Lesson/*Florida* Standards	Lesson Objective
Course Activity: Investigating Forces and Motion *SC.6.N.3.3, SC.6.N.3.4, SC.8.N.1.3, SC.8.N.1.6, LAFS.68.RST.1.2, LAFS.68.RST.1.3, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1*	Plan and carry out an investigation to determine how force and motion are related to each other.
Collisions *SC.6.N.3.3, SC.6.P.13.1, SC.8.N.1.4, SC.8.N.1.6, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1, MAFS.K12.MP.7.1*	Identify force interactions between two objects and predict the motion of the objects.
Course Activity: Designing a Car Bumper *SC.6.N.3.4, SC.7.N.3.2, SC.8.N.1.2, SC.8.N.1.3, SC.8.N.1.4, SC.8.N.1.6, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1*	Design a car bumper that will reduce the force on riders during a collision.
Simple Machines *SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.WHST.1.2.d, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Analyze input and output forces in simple machines and solve problems involving work and power.
Unit Activity *SC.6.N.3.3, SC.6.P.12.1, SC.6.P.13.2, SC.6.P.13.3, SC.7.N.1.4, SC.7.P.11.3, LAFS.68.RST.3.7*	Design, build, test, and modify a tool or device that uses one or more simple machines.

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Florida M/J Physical Science, Semester B

Florida Course Code: 2003010 Credits: 0.5

Course Overview and Goals

Science is the study of the natural world. It relies on experimentation and evidence to describe the natural events that occur around us. Physical science is the study of matter and energy. In Florida Physical Science, Semester B, you will investigate gravitational, electric, and magnetic force fields and identify factors that determine their strength. You will apply concepts of electricity and magnetism to explain how motors, generators, and electromagnets work. You will discuss energy transformations in objects and systems, including how heat flows between objects that are at different temperatures. You will model how sound and light travel as waves and how they interact with different forms of matter. Finally, you will explore how electromagnetic waves help us communicate with one another and collect information about the universe.

By the end of this course, you will be able to do the following:

- Construct arguments that support the law of universal gravitation.
- Identify factors that determine the strength of forces created by electric charge and by magnets.
- Describe how current flows through series and parallel electric circuits.
- Differentiate between electromagnets, generators, and motors.
- Identify different forms of energy and discuss how energy flows through systems.
- Explain how the position of an object in a force field relates to its potential energy.
- Compute the kinetic energy of moving objects.
- Define the law of conservation of energy.
- Analyze models that show how heat flows between objects at different temperatures.
- Design, build, and test a device that involves transfer of thermal energy.
- Classify waves based on their characteristics and use mathematics to model them.
- Interpret models of interactions of light and matter.
- Assess how light from objects in space provides information about their temperature, composition, and distance.
- Compare and contrast the use of digital and analog signals in communication.

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Scope and Sequence

This document outlines the design of Florida M/J Physical Science, Semester B, as well as the coverage of the Next Generation Sunshine State Standards within the course.

Florida M/J Physical Science Standards

UNIT 1: FORCE FIELDS (DAYS 1 – 30)

In this unit, you will explore gravitational, electric, and magnetic force fields. You will use evidence to explain the force of gravity around you and understand how the strength (force) of gravity depends on an object's mass. You will also identify factors that determine the strength of forces created by electric charge and by magnets. You will model series and parallel circuits and explain how a current flows through them. You will apply your understanding of electricity and magnetism to classify devices as electromagnets, generators, and motors. You will describe the cause of Earth's magnetic field and explain how it protects our atmosphere from charged particles. Finally, in a real-world application, you will calculate how much electricity you use in your home and propose ways to conserve electricity.

Lesson/*Florida* Standards	**Lesson Objective**
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Gravity *SC.6.N.3.3, SC.6.P.13.1, SC.6.P.13.2, SC.7.N.2.1, SC.8.N.1.6, SC.8.N.3.1, SC.8.P.8.2, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.a, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.1.c, LAFS.68.WHST.1.2.d, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Use evidence to construct arguments supporting the claim that gravity is attractive and that its strength depends on the mass of objects.
Electricity and Magnetism *SC.6.P.13.1, SC.8.P.8.4, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9*	Identify factors that determine the strength of forces created by electric charge and by magnets.
Course Activity: Finding Evidence of Force Fields *SC.6.N.3.4, SC.8.N.1.3, SC.8.N.1.5, SC.8.N.1.6, SC.8.N.2.2, SC.8.N.3.1, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.3.1*	Carry out an investigation to report evidence of force fields acting between objects.

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Lesson/*Florida* Standards	Lesson Objective
Electric Circuits *SC.6.N.3.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Identify series and parallel circuits and explain how current flows through them.
Course Activity: Conserving Electricity at Home *SC.8.N.1.3, SC.8.N.1.6, SC.8.N.4.1, SC.8.N.4.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Calculate how much electricity you use in your home and propose ways to reduce the amount.
Electromagnets, Generators, and Motors *SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9*	Differentiate between electromagnets, generators, and motors, and describe how they work.
Unit Activity *SC.6.P.13.1, SC.8.P.8.4, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.3.8, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.a, LAFS.68.WHST.1.2.b, LAFS.68.WHST.1.2.c, LAFS.68.WHST.1.2.d, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10, LAFS.8.SL.2.5*	Describe the cause of Earth's magnetic field and explain how it protects our atmosphere from charged particles.

UNIT 2: ENERGY (DAYS 31 – 67)

In this unit, you will examine forms of energy and energy transformations. You will construct energy flow diagrams to describe the movement of energy through one or more systems. You will explain how the position of an object in a force field relates to its potential energy. You will also discuss how speed and mass affect the kinetic energy of an object. You will investigate how heat flows between objects at different temperatures and how that process relates to thermal energy. Finally, you will apply heat transfer ideas as you design, construct, test, and modify a device that minimizes or maximizes thermal energy transfer.

Lesson/*Florida* Standards	Lesson Objective
Course Activity: Describing the Movement of Energy *SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.2.1*	For an event that involves energy, describe what the energy did, where it came from, and where it went.

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Lesson/*Florida* Standards	Lesson Objective
Forms of Energy *SC.6.P.11.1, SC.7.P.11.2, SC.8.N.1.6, SC.8.N.2.1, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.3.9, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.2.d*	Identify examples of different forms of energy.
Course Activity: Investigating Gravity and Potential Energy *SC.6.P.11.1, SC.6.P.13.1, SC.8.N.1.3, SC.8.N.1.5, SC.8.N.2.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1*	Design an investigation that explores the relationship between position and gravitational potential energy.
Potential Energy *SC.6.P.11.1, SC.6.P.13.1, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Explain how the position of an object in a force field is related to the amount of its potential energy.
Kinetic Energy *SC.6.P.11.1, SC.8.N.1.4, SC.8.N.1.6, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Explain how the speed and mass of a moving object are related to the object's kinetic energy.
Energy Transfer and Transformation *SC.6.P.11.1, SC.7.P.11.2, SC.7.P.11.3, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.4.1, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, MAFS.K12.MP.8.1*	Explain that when the kinetic energy of an object changes, energy is transferred to or from the object.
Course Activity: Investigating Temperature Changes in Materials *SC.6.N.3.4, SC.7.P.11.4, SC.8.N.1.3, SC.8.N.3.1, LAFS.68.RST.1.3, LAFS.68.RST.2.4*	Plan and carry out an investigation to identify factors that affect an object's change in temperature.
Thermal Energy and Heat *SC.7.P.11.1, SC.7.P.11.4, SC.8.N.1.4, SC.8.N.1.6, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.4.10, LAFS.68.WHST.1.2.d*	Analyze models that illustrate how heat flows between objects at different temperatures.
Unit Activity *SC.6.P.11.1, SC.7.P.11.4, LAFS.68.RST.1.3, LAFS.68.RST.3.7*	Design, construct, test, and modify a device that minimizes or maximizes thermal energy transfer.

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UNIT 3: WAVES (DAYS 68 – 90)

In this unit, you will investigate the characteristics and applications of waves. You will learn the parts of a wave and how to represent waves mathematically. You will explain how visible light, one type of electromagnetic wave, interacts with matter and develop a model to describe what you see. You will assess how light from objects in space gives information about their temperature, composition, and distance. Finally, you will study a real-world application of waves as you compare and contrast the use of digital and analog signals in communication.

Lesson/*Florida* *Standards*	Lesson Objective
Exploring Waves *SC.7.N.3.1, SC.7.P.10.1, SC.7.P.10.3, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7, LAFS.68.RST.3.9, MAFS.K12.MP.4.1, MAFS.K12.MP.6.1*	Classify waves based on their characteristics and use mathematics to model them.
Course Activity: Describing How Light Interacts with Matter *SC.7.N.1.1, SC.7.P.10.1, SC.7.P.10.2, SC.8.N.1.3, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Observe interactions of light and matter and develop a model that describes your observations.
Interactions of Light with Matter *SC.7.P.10.1, SC.7.P.10.2, SC.7.P.10.3, SC.8.N.3.1, LAFS.68.RST.1.2, LAFS.68.RST.3.7*	Use models to describe interactions of light and matter.
Light and Information About the Universe *SC.7.N.2.1, SC.7.P.10.2, LAFS.68.RST.2.4, LAFS.68.RST.3.7*	Assess how light from objects in space provides information about their temperature, composition, and distance.
Unit Activity *SC.7.P.10.1, LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.2.4, LAFS.68.RST.2.6, LAFS.68.RST.3.7, LAFS.68.RST.4.10, LAFS.68.WHST.1.1.a, LAFS.68.WHST.1.1.b, LAFS.68.WHST.1.1.d, LAFS.68.WHST.1.1.e, LAFS.68.WHST.1.2.e, LAFS.68.WHST.1.2.f, LAFS.68.WHST.2.4, LAFS.68.WHST.2.5, LAFS.68.WHST.2.6, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.9, LAFS.68.WHST.4.10*	Compare and contrast the use of digital and analog signals in communication.

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Florida M/J Civics, Semester A

Florida Course Code: 2106010 Credits: 0.5

Course Overview and Goals

Florida M/J Civics is a course that offers 100% alignment to the Florida Standards for Civics. The course includes a variety of unit and lesson activities that examine the history, geography, culture, and economy of the state that encourage research and reflection. Semester A offers three units that cover topics including the political and physical geography of the United States, rights and responsibilities of American citizenship, the origins of American government, and the structure and function of our government. In Semester A, you'll also examine the American legal system, compare and contrast the US Constitution and the Florida Constitution, explore how the Constitution both protects and limits individual rights, and investigate the rights and responsibilities of American citizens through research and real-world examples.

By the end of this course, you will be able to do the following:

- Describe the physical and political geography of the United States.
- Describe the population and culture of the United States.
- Explain the rights and responsibilities of citizenship.
- Examine primary and secondary sources.
- Explain the importance of government.
- Identify influences on U.S. government.
- Summarize how the U.S. Constitution was written.
- Explain how the Constitution protects individual rights through the Bill of Rights and other amendments.
- Compare and contrast the Florida Constitution and the US Constitution.
- Explain the structure and function of the U.S. Congress.
- Explain the structure and function of the executive branch of the U.S. federal government.
- Explain the structure and function of the federal judicial system.
- Describe the roles of law enforcement and the courts in the U.S. legal system.

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Scope and Sequence

This document outlines the design of Florida M/J Civics Semester A, as well as the coverage of the Florida Standards for Civics within the course.

CPALMS: Florida Standards for Civics

UNIT 1: A NATION AND ITS PEOPLE (DAYS 1 – 25)

In this unit, you will learn about the physical and cultural landscape of the United States. The unit begins with a lesson on the political and physical geography of the country, in which you will learn about the unique features of different regions of the United States. The next lesson focuses on the cultural composition of the country, including an examination of maps and data related to the current population. Finally, you will investigate the roles, rights, and responsibilities of all American citizens, culminating with an interactive activity in which you will research and interview fellow Americans who have real-world experiences carrying out the duties of citizenship

Lesson/*Florida Standards*	**Lesson Objective**
Syllabus and Orientation	Review the Student Orientation and Course Syllabus at the beginning of this course.
Physical and Political Geography of the United States *SS.7.G.2.3, SS.7.G.1.1, SS.7.G.1.2, SS.7.G.1.3, SS.7.G.3.1, SS.7.G.5.1, SS.7.G.6.1, LAFS.68.RH.3.7, LAFS.7.SL.1.2, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1*	Describe the physical and political geography of the United States.
The People of the United States *SS.7.G.2.1, SS.7.G.2.2, SS.7.G.2.4, SS.7.G.4.1, SS.7.G.4.2*	Describe the population and culture of the United States.
Citizenship *SS.7.C.2.1, SS.7.C.2.2, SS.7.C.2.3, LAFS.68.RH.1.3, LAFS.68.RH.3.7, LAFS.7.SL.1.2, MAFS.K12.MP.6.1*	Explain the rights and responsibilities of citizenship.
Unit Activity *LAFS.68.WHST.3.7, LAFS.68.WHST.2.5*	Apply understanding of the responsibilities of citizenship to a real-world example.

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UNIT 2: FOUNDATIONS OF AMERICAN GOVERNMENT (DAYS 26 – 55)

Unit 2 focuses on the history of how our government was formed. It includes a discussion of major Enlightenment thinkers and their influence on our nation's founders, as well as explanation of fundamental concepts that shaped our American democracy, such as the social contract, natural rights, and the rule of law. You will also learn about other government systems that exist around the world. This unit also explains the events that led to the creation of the Declaration of Independence and early state and local governments. You will also closely examine the US Constitution, including an in-depth look at the Bill of Rights and several landmark Supreme Court cases that focused on matters of individual rights. Finally, you will research and closely read both the US Constitution and Florida Constitution to identify similarities and differences between these two governing documents. Throughout the unit, you will engage with many different primary and secondary sources to better understand how and why American democracy came to be.

Lesson/*Florida Standards*	**Lesson Objective**
What Is Government? *SS.7.C.3.1, SS.7.C.3.2, SS.7.C.3.14, LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.2.5*	Explain the importance of government.
Origins of American Government *SS.7.C.1.1, SS.7.C.1.2, SS.7.C.1.3, SS.7.C.1.4, SS.7.C.1.9, LAFS.68.RH.1.1, LAFS.68.RH.3.9*	Identify influences on U.S. government.
Writing the Constitution *SS.7.C.1.5, SS.7.C.1.1, SS.7.C.1.6, SS.7.C.1.7, SS.C.1.8, SS.7.C.1.9, SS.7.C.3.5*	Summarize how the U.S. Constitution was written.
The Bill of Rights and Individual Rights *SS.7.C.2.4, SS.7.C.2.5, SS.7.C.3.6, SS.7.C.3.7*	Explain how the Constitution protects individual rights through the Bill of Rights and other amendments.
Unit Activity *SS.7.C.3.13, LAFS.68.WHST.2.4, LAFS.68.WHST.2.6*	Compare and contrast the Florida Constitution and the US Constitution.

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UNIT 3: STRUCTURE AND FUNCTIONS OF THE U.S. GOVERNMENT (DAYS 56 – 90)

This unit explains the structures and functions of the US federal government branches. It begins with an examination of the legislative branch, including the Constitutional basis for its creation, as well its powers. The next lesson covers the Constitutional powers given to the executive branch, along with an explanation of the responsibilities of US president. The third lesson in this unit discusses the judicial branch of our government, including an explanation of the Supreme Court and our federal court system. Finally, you will learn about the American legal system and different types of law in the country, including case studies of landmark court cases that examine the role of law enforcement and the rights of the accused in matters of criminal law.

Lesson/*Florida Standards*	**Lesson Objective**
The Legislative Branch *SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.9, LAFS.68.RH.1.3*	Explain the structure and function of the U.S. Congress.
The Executive Branch *SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.12*	Explain the structure and function of the executive branch of the U.S. federal government.
The Judicial Branch *SS.7.C.3.3, SS.7.C.3.8, SS.7.C.3.11, SS.7.C.3.12*	Explain the structure and function of the federal judicial system.
The Legal System *SS.7.C.3.10, SS.7.C.3.12*	Describe the roles of law enforcement and the courts in the U.S. legal system.
Unit Activity *SS.7.C.2.6, LAFS.68.RH.1.3*	Analyze situations to determine the constitutional rights or process that must be respected.

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Florida M/J Civics, Semester B

Florida Course Code: 2106010 Credits: 0.5

Course Overview and Goals

Florida M/J Civics is a course that offers 100% alignment to the Florida Standards for Civics. The course includes a variety of unit and lesson activities that examine the history, geography, culture, and economy of the state that encourage research and reflection. Florida M/J Civics Semester B offers three units that cover topics including the American federal system, political parties and the election process, basic economic principles, and current matters regarding national and international economics. In Semester B, you will also examine the American political landscape, including voting and election process and evaluate local and national political figures. You will also compare and contrast the different levels of state and local governments, investigate current health-related public policies, and plan a community service project to address a local need. Finally, you will learn about the interconnected global economy and America's role in it, as well as plan and evaluate a personal financial budget.

By the end of this course, you will be able to do the following:

- Describe how power is distributed between state and federal governments.
- Explain the roles and functions of state and local governments.
- Understand the structure of the federal bureaucracy and how domestic policy is made.
- Explain how U.S. foreign policy is made and understand the role the United States has played in world affairs over time.
- Plan a service project that addresses a local community need.
- Explain the U.S. election process.
- Describe the ways voters and government might be influenced.
- Synthesize knowledge about elections to organize an election/political campaign and understand the important parts of the process.
- Define key economic concepts.
- Explain how the U.S. economy works and the ways in which the U.S. government is involved in the economy.
- Define key concepts in international economics.
- Utilize economic understanding to create a budget.

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Scope and Sequence

This document outlines the design of Florida M/J Civics Semester B, as well as the coverage of the Florida Standards for Civics within the course.

CPALMS: Florida Standards for Civics

UNIT 1: THE FEDERAL SYSTEM (DAYS 1 – 34)

In this unit, you will learn about structure of the American system of federalism, including an examination of the relationship between the central federal government and individual state governments. In addition, you will also read about the structures of state and local governments, including how powers are distributed and shared between each level. You will also explore how and why the national government sets domestic policy, including how the government regulates areas such as banking and finance and how it manages natural resources, healthcare, and law enforcement. Finally, the unit examines the US approach to foreign policy, including how the government works with other countries and international organizations to settle global issues.

Lesson/*Florida Standards*	**Lesson Objective**
State and Local Governments *SS.7.C.3.9, SS.7.C.3.1, SS.7.C.3.14, LAFS.68.RH.1.3*	Explain the roles and functions of state and local governments.
The Bureaucracy and Domestic Policy *SS.7.C.3.8, SS.7.C.3.9, SS.7.C.4.1*	Understand the structure of the federal bureaucracy and how domestic policy is made.
Foreign Policy *SS.7.C.3.8, SS.7.C.4.1, SS.7.C.4.2, SS.7.C.4.3, SS.7.C.2.13*	Explain how U.S. foreign policy is made and understand the role the United States has played in world affairs over time.
Unit Activity *SS.7.C.2.3, SS.7.C.2.12, SS.7.C.2.13, SS.7.C.2.14, HE.7.P.8.2, LAFS.68.WHST.1.1, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, MAFS.K12.MP.1.1*	Plan a service project that addresses a local community need.

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UNIT 2: THE AMERICAN POLITICAL SYSTEM (DAYS 35 – 61)

Unit 2 focuses on the history and evolution of American politics since the beginning of our nation. It includes an explanation of the major political parties in the country, including a discussion of how these parties formed and how their platforms have changed over time. In this unit, you will also receive a thorough explanation of political elections. You will learn about different types of elections, the nomination process, the voting process, and the role of the Electoral College in determining who will be president. Finally, the unit discusses role of the media and interest groups on informing and influencing public opinion in the country. This unit ends with an activity in which you will research and evaluate local political candidates or leaders and compare your political ideas to those of these individuals.

Lesson/*Florida Standards*	**Lesson Objective**
Political Parties *SS.7.C.2.8*	Describe types of political parties and analyze their role in the U.S. political process.
Elections *SS.7.C.2.9, SS.7.C.3.12, LAFS.68.RH.1.3*	Explain the U.S. election process.
Public Opinion, the Media, and Interest Groups *SS.7.C.2.10, SS.7.C.2.11, LAFS.68.RH.2.6, LAFS.68.RH.3.8*	Describe the ways voters and government might be influenced.
Unit Activity *SS.7.C.2.7, SS.7.C.2.9, LAFS.68.WHST.2.4*	Synthesize knowledge about elections to organize an election/political campaign and understand the important parts of the process.

UNIT 3: THE AMERICAN ECONOMIC SYSTEM (DAYS 62 – 90)

This unit explains our country's place in an ever-changing, 21st-century globalized and economy. It begins with an introduction to basic economic concepts before examining the specifics of the US economy, including a discussion of business, banking, and the government's role in maintaining and regulating the economic health of the nation. The unit also describes concepts related to international trade and how the country's economy and economic performance compares to that of other nations around the world. Finally, you will take the ideas and skills that you have learned throughout the lesson to create a personal budget based on an occupation and location of your choosing.

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Lesson/*Florida Standards*	**Lesson Objective**
Basic Economic Principles *SS.7.E.1.1, SS.7.E.1.3, SS.7.E.1.5, SS.7.E.2.4*	Define key economic concepts.
The U.S. Economy at Work *SS.7.E.1.2, SS.7.E.1.4, SS.7.E.2.1, SS.7.E.2.2, SS.7.E.2.3, SS.7.E.2.5*	Explain how the U.S. economy works and the ways in which the U.S. government is involved in the economy.
The United States and the Global Economy *SS.7.E.2.5, SS.7.E.3.1, SS.7.E.3.2, SS.7.E.3.3, SS.7.E.3.4*	Define key concepts in international economics.
Unit Activity *SS.7.E.1.6, SS.7.E.1.5, LAFS.68.WHST.1.2, MAFS.K12.MP.6.1*	Utilize economic understanding to create a budget.

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Syllabus

Florida Biology, Semester A

Course Overview

Florida Biology, Semester A, is a single-semester course designed to develop and enrich your knowledge in several core areas of biology. You will study cells, organs and organ systems, and heredity. This course consists of three units. In the first unit, you'll broaden your understanding of the nature of science and examine cell theory and cellular processes. In the next unit, you will explore how human body systems function and interact. In the final unit of this course, you'll study the role of cell division in an organism's growth and development and learn more about heredity and genetics, including genetic mutations and inheritance patterns. You will also have the option to learn more about biology through augmented reality and the use of the Edmentum AR Biology app on your mobile device.

Course Goals

By the end of this course, you will be able to do the following:

- Use the scientific method to investigate a biology question.
- Explain how atoms combine to form larger molecules that are necessary for various biological functions.
- Explain how different proteins produced by a cell carry out critical life functions through systems of specialized cells.
- Explain the working of different body systems using models.
- Conduct experiments to study the effect of exercise on muscles and heart rate and the effectiveness of enzymes under different conditions.
- Use a model to illustrate the role of mitosis and meiosis in producing and maintaining complex organisms.
- Make and defend a claim based on evidence that inheritable genetic variations may result from genetic mutations.
- Develop genetic models to calculate the probability of expressed traits in a population over several generations.
- Use statistics and probability to calculate variation and distribution of expressed traits in a population.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida Biology, Semester A, is a 0.5 credit course.

Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- (optional) mobile device with Edmentum AR Biology app downloaded

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Cells

Summary

In this unit, you'll practice using the scientific method to investigate scientific questions. Then you'll examine the nature of scientific knowledge, including scientific hypotheses, theories, and laws. You'll explore the foundational concepts of biochemistry. You'll learn to use a compound microscope and describe the vital importance of water in biology. You'll also explore the differences between the two types of cells: prokaryotic and

eukaryotic. Toward the end of the unit, you'll develop and explain a scientific argument supporting or opposing the view that AIDS currently meets the definition of a pandemic.

Day	**Activity**/*Objective*	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**Introduction to Biology** *Use the scientific method to investigate a biology question.*	Lesson
3 days: 5–7	**Scientific Theories and Laws** *Explain the nature of scientific theories and laws.*	Lesson
3 days: 8–10	**Introduction to Biochemistry** *Explain how atoms combine to form larger molecules that have various biological functions.*	Lesson
3 days: 11–13	**The Importance of Water** *Describe the properties of water that make it an essential molecule of life.*	Course Activity
3 days: 14–16	**Using a Microscope** *Use a compound microscope to investigate structures of different organisms.*	Course Activity
3 days: 17–19	**Cells: The Basic Units of Life** *Explain cell theory and the differences between prokaryotic and eukaryotic cells.*	Lesson
4 days: 20–23	**The AIDS Epidemic** *Construct and present a scientific argument supporting or opposing the view that AIDS currently meets the definition of a pandemic.*	Course Activity
3 days: 24–26	**Cell Processes and Transport** *Explain how different proteins produced by a cell carry out critical life functions through systems of specialized cells.*	Lesson
4 days: 27–30	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion

Day	**Activity**/*Objective*	Type
1 day: 31	**Posttest—Unit 1**	Assessment

Unit 2: Organ Systems

Summary

In this unit, you'll develop models to explain the functioning of the nervous, circulatory, respiratory, integumentary, immune, lymph, endocrine, and human reproductive systems. You'll study the effects of exercise on muscles and heart rate and investigate the effectiveness of enzymes under different conditions.

Day	**Activity**/*Objective*	Type
4 days: 32–35	**The Nervous System** *Develop and use a model to show how the nervous system processes and responds to stimuli from all other body systems.*	Lesson
4 days: 36–39	**The Effects of Exercise on Muscles and Heart Rate** *Plan and conduct an investigation to explain how exercise affects heart rate and muscle activity.*	Course Activity
4 days: 40–43	**The Respiratory and Circulatory Systems** *Develop a model to show how the circulatory and respiratory systems work together to provide oxygen to the body.*	Lesson
4 days: 44–47	**Enzymes** *Conduct an investigation that tests the effectiveness of an enzyme under different conditions.*	Course Activity
4 days: 48–51	**The Integumentary, Immune, Lymph, and Endocrine Systems** *Use models to explain how the integumentary, immune, lymph, and endocrine systems regulate the body and maintain homeostasis.*	Lesson

Day	**Activity**/*Objective*	Type
4 days: 52–55	**Human Reproduction and Development** *Use models to explain how human reproduction is controlled by anatomical and biochemical processes.*	Lesson
4 days: 56–59	**Unit Activity and Discussion—Unit 2** *Includes an Augmented Reality exploration: Frog Dissection*	Unit Activity with AR/ Discussion
1 day: 60	**Posttest—Unit 2**	Assessment

Unit 3: Heredity

Summary

This unit delves into the roles of mitosis, meiosis, DNA, and chromosomes in an organism's growth and development. You'll present supporting materials to answer questions based on the search for a cancer cure. Toward the end of this unit, you'll use genetic models, statistics, and probability to learn more about inheritance patterns.

Day	**Activity**/*Objective*	Type
4 days: 61–64	**Mitosis and Meiosis** *Use a model to illustrate the role of mitosis and meiosis in producing and maintaining complex organisms.*	Lesson
3 days: 65–67	**Genes: The Heredity Code** *Ask questions to clarify relationships about the role of DNA and chromosomes in passing traits from parents to offspring.*	Lesson
4 days: 68–71	**The Cure for Cancer** *Present evidence to answer questions about the search for a cancer cure.*	Course Activity
4 days: 72–75	**Genetic Mutations** *Make and defend a claim based on evidence that inheritable genetic variations may result from genetic mutations.*	Lesson
4 days: 76–79	**Genetic Models** *Develop genetic models to calculate the probability of expressed traits in a population over several generations.*	Course Activity

Day	Activity/*Objective*	Type
4 days: 80–83	**Inheritance Patterns and Genetic Research** *Use statistics and probability to calculate variation and distribution of expressed traits in a population.*	Lesson
4 days: 84–87	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 3**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida Biology, Semester B

Course Overview

Florida Biology, Semester B, is a single-semester course designed to complete your introduction to the fundamental concepts and branches of biology. This course includes lessons in which you will learn to classify organisms based on their characteristics. You'll study the effect of environmental changes on the evolution of different species over time. In addition, you will explore how energy is conserved in different ecosystems, study factors that affect the biodiversity of an ecosystem, and choose an appropriate solution to solve a biodiversity problem. You will also have the option to learn more about biology through augmented reality and the use of the Edmentum AR Biology app on your mobile device.

Course Goals

By the end of this course, you will be able to do the following:

- Explain the major characteristics of archaebacteria, bacteria, and protists.
- Compare and contrast the characteristics and biological processes of plants and fungi.
- Evaluate the effects of evolutionary mechanisms on the characteristics of current and extinct species.
- Design a simulation that shows how a change in the environment influences the selection of favorable traits in a population.
- Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans.
- Develop a model to show how photosynthesis and cellular respiration transform and use energy.
- Communicate the costs and benefits of renewable and nonrenewable energy resources to an audience of peers.
- Analyze evidence of the effects of environmental changes on relationships in an ecosystem.
- Use evidence and scientific reasoning to choose the best solution to a biodiversity problem.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida Biology, Semester B, is a 0.5 credit course.

Course Materials

- notebook
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- (optional) mobile device with Edmentum AR Biology app downloaded

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Organization of Organisms

Summary
At the beginning of this unit, you will classify insects based on their physical and developmental characteristics. Then you'll study and compare the basic characteristics of bacteria, protists, plants, and animals.

Day	**Activity**/*Objective*	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
2 days: 2–3	**Classifying Organisms** *Classify insects based on their physical and developmental characteristics. Includes an Augmented Reality exploration.*	Course Activity with AR
3 days: 4–6	**Bacteria and Protists** *Explain the major characteristics of archaebacteria, bacteria, and protists.*	Lesson
3 days: 7–9	**Plants and Fungi** *Compare and contrast the characteristics and biological processes of plants and fungi.*	Lesson
3 days: 10–12	**Animals** *Compare and contrast the characteristics and biological processes of invertebrates and vertebrates.*	Lesson
4 days: 13–16	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 17	**Posttest—Unit 1**	Assessment

Unit 2: Evolution

Summary

In this unit, you'll explore the process of evolution and design a simulation to show adaptations in a changing environment. You'll explain how genetic variation, natural selection, and environment lead to adaptations in organisms. You'll also explore early hominid evolution and show how environmental changes affect a species over time.

Day	**Activity**/*Objective*	Type
2 days: 18–19	**The Process of Evolution** *Evaluate the effects of evolutionary mechanisms on the characteristics of current and extinct species.*	Lesson

Day	**Activity**/*Objective*	Type
4 days: 20–23	**Adaptations in a Changing Environment** *Design a simulation that shows how a change in the environment influences the selection of desired traits in a population.*	Course Activity
3 days: 24–26	**Natural Selection** *Explain how genetic variation, natural selection, and environment lead to adaptations in organisms.*	Lesson
3 days: 27–29	**Early Hominid Evolution** *Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans.*	Course Activity
4 days: 30–33	**Artificial Selection and the English Bulldog** *Use the genetic data of the English bulldog to construct a written argument for the long-term viability of the breed.*	Course Activity
3 days: 34–36	**Environmental Impacts on Evolution** *Use evidence to show that changes in the environment may result in changes in a species over time.*	Lesson
4 days: 37–40	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 41	**Posttest—Unit 2**	Assessment

Unit 3: Energy Use and Organisms

Summary

You will explain conservation of energy as it relates to living things and different ecosystems. You'll develop models to study photosynthesis and cellular respiration and explore the relationship between aerobic and anaerobic respiration. You'll also study why the human body needs micro- and macronutrients. Then, you will explain the costs and benefits of renewable and nonrenewable energy resources to an audience of peers.

Day	**Activity**/*Objective*	Type
2 days: 42–43	**Introduction to Energy** *Explain conservation of energy as it relates to living things and different ecosystems.*	Lesson
3 days: 44–46	**Photosynthesis and Cellular Respiration** *Develop a model to show how photosynthesis and cellular respiration transform and use energy.*	Lesson
3 days: 47–49	**Aerobic and Anaerobic Respiration** *Use the results of an experiment to explain the relationship between aerobic and anaerobic respiration. Includes an Augmented Reality exploration.*	Course Activity with AR
3 days: 50–52	**Macronutrients and Micronutrients** *Explain why the human body needs macronutrients and micronutrients to support homeostasis and the use of energy.*	Lesson
3 days: 53–55	**Biology Research Project** *Communicate the costs and benefits of renewable and nonrenewable energy resources to an audience of peers.*	Course Activity
4 days: 56–59	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 60	**Posttest—Unit 3**	Assessment

Unit 4: The Interdependence of Ecosystems

Summary
In this unit, you'll explore how the cycling of matter and energy interacts with biological processes. You'll examine the effects of environmental changes on relationships in an ecosystem. You'll develop a model to show the flow of energy in an aquatic ecosystem and explain how changes in the environment affect the competition for resources. You will learn about the factors that affect the carrying capacity and biodiversity of an ecosystem. You'll create a simulation to test a solution for a biodiversity problem and use scientific reasoning to choose the best solution to a biodiversity problem.

Day	**Activity/***Objective*	Type
3 days: 61–63	**Cycles in Ecosystems** *Explain how the cycling of matter and energy interacts with biological processes.*	Lesson
3 days: 64–66	**Relationships in Ecosystems** *Analyze evidence of the effects of environmental changes on relationships in an ecosystem.*	Lesson
4 days: 67–70	**Competition in Aquatic Ecosystems** *Develop a model of the flow of energy in an aquatic ecosystem and show how an environmental change affects competition of resources.*	Course Activity
3 days: 71–73	**The Carrying Capacity of Ecosystems** *Use mathematics to explain the factors that affect carrying capacity of ecosystems at different scales.*	Lesson
3 days: 74–76	**Factors That Affect Biodiversity** *Use evidence to explain how a change affects biodiversity of an ecosystem.*	Lesson
4 days: 77–80	**Solving a Biodiversity Problem** *Create a simulation to test a solution that could relieve harmful impacts of human activity on biodiversity.*	Course Activity
3 days: 81–83	**Conserving Biodiversity** *Use evidence and scientific reasoning to choose the best solution to a biodiversity problem.*	Lesson
4 days: 84–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida M/J Language Arts 3, Semester A

Course Overview

English is the study of the creation and analysis of literature written in the English language. In Florida M/J Language Arts 3, Semester A, you will first explore literary features of diaries, memoirs, informative essays, and fictional narratives. In the second unit, you will improve your writing by using persuasive writing techniques. You will also compare literature and poetry adapted for different mediums. You will evaluate story characters and give multimedia presentations. Later, you will analyze informational texts to understand the history of the Civil War. In the final unit of the course, you will analyze literary elements such as point of view, conflict, theme, structure, and setting.

Course Goals

By the end of this course, you will be able to do the following:

- Describe the features of written forms of literature, such as diaries, memoirs, informative essays, and fictional narratives.
- Analyze stage directions and dialogue in a drama.
- Evaluate the main characters in a short story.
- Examine key elements of creating and delivering successful multimedia presentations.
- Interpret a film adaptation.
- Determine the main idea and point of view in Civil War texts.
- Investigate connections and distinctions between important Civil War events.
- Identify the impact of word choice and structure in stories with plot twists.
- Investigate approaches for writing argumentative essays about works of fiction.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida M/J Language Arts 3, Semester A, is a 0.5-credit course.

Course Materials

- Notebook
- Pencil or ink pen
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: How Can You Benefit from Written Communication?

Summary

The first unit will introduce you to different forms of literary writing, beginning with a lesson on diaries. You will look at examples of famous diaries and practice keeping your own diary. You will then identify point of view and theme in Frederick Douglass's memoir *Narrative of the Life of Frederick Douglass, an American Slave*. You will also examine the characteristics of informative essays and investigate purpose in fictional narratives and study techniques for reading them. In the final lesson of this unit, you will explore the process of creating a narrative.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation

Day	Activity/Objective	Type
3 days: 2–4	**Dear Diary: Writing for Yourself** *Review examples of famous diaries, and practice keeping your own diary.*	Lesson
3 days: 5–7	**Memoirs** *Identify point of view and theme in Frederick Douglass's Narrative of the Life of Frederick Douglass, an American Slave.*	Lesson
3 days: 8–10	**Writing Informative Essays** *List the characteristics of informative essays.*	Lesson
3 days: 11–13	**Reading Fictional Narratives** *Investigate purpose in fictional narratives and study techniques for reading them.*	Lesson
3 days: 14–16	**Writing Narratives** *Explore the process of creating a narrative.*	Lesson
3 days: 17–19	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 20	**Posttest—Unit 1**	Assessment

Unit 2: How Does Communication Style Affect Your Understanding?

Summary

In this unit, you will analyze literary works presented in different mediums. You will first explore the elements of drama in Susan Glaspell's *Trifles* and then evaluate the characters in Glaspell's short story "A Jury of Her Peers," an adaptation of *Trifles*. Later, you will examine the main features of creating and delivering successful multimedia presentations. You will also investigate and interpret a film adaptation of Sir Arthur Conan Doyle's "The Adventure of the Speckled Band." Then, you will examine techniques for delivering a dramatic reading of poems such as Lewis Carroll's "Jabberwocky," Robert Frost's "Design," and William Blake's "The Chimney Sweeper." At the end of the unit, you will investigate personal identity and role models and explore strategies for communicating effectively.

Day	Activity/Objective	Type
3 days: 21–23	**Elements of Drama: *Trifles*** *Determine the relationship between stage directions and dialogue in Susan Glaspell's play* Trifles.	Lesson
3 days: 24–26	**Character Study: "A Jury of Her Peers"** *Evaluate the main characters in Susan Glaspell's short story "A Jury of Her Peers," an adaptation of her play* Trifles.	Lesson
3 days: 27–29	**Giving Multimedia Presentations** *Examine key elements of creating and delivering successful multimedia presentations.*	Lesson
3 days: 30–32	**Film Adaptations** *Investigate and interpret a film adaptation of Sir Arthur Conan Doyle's "The Adventure of the Speckled Band."*	Lesson
3 days: 33–35	**Performing Poetry: Dramatic Readings** *Examine techniques for delivering a dramatic reading of a poem.*	Lesson
2 days: 36–37	**Personal Identity and Role Models** • *Identify a positive role model and explain how such role models can be beneficial.* • *List and describe 20 personal, professional, and other goals.* • *Identify expectations and stereotypes that affect students and compare these expectations to their own goals.* • *Use visualization to create positive images about their future.*	Lesson
2 days: 38–39	**Strategies for Effective Communication** *Learn how to build and maintain healthy relationships through communication.*	Lesson
3 days: 40–42	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 43	**Posttest—Unit 2**	Assessment

Unit 3: How Can You Make Peace with Conflict?

Summary
This unit focuses on informational texts related to the Civil War. First, you will explore the main idea and point of view in Abraham Lincoln's two inaugural speeches and Jefferson Davis's first inaugural speech. Next, you will analyze arguments for and against states' rights in Civil War documents. Later, you will investigate connections and distinctions between important Civil War events. Finally, you will explore the main features of persuasive essays and examine the process of preparing for and participating in a debate.

Day	Activity/Objective	Type
1 day: 44	**The Constitution and Bill of Rights** *Consider how the Constitution and Bill of Rights affect Americans today, focusing on how voting rights have changed throughout our nation's history.*	Course Activity
4 days: 45–48	**Determining Main Idea and Point of View** *Determine the main idea and point of view in Civil War texts.*	Lesson
4 days: 49–52	**Analyzing Arguments in Documents** *Examine arguments and evidence presented for and against states' rights in Civil War–era inaugural speeches.*	Lesson
4 days: 53–56	**Researching a Persuasive Argument** *Investigate connections and distinctions between important Civil War events.*	Lesson
4 days: 57–60	**Writing a Persuasive Argument** *Identify the characteristics of persuasive essays.*	Lesson
4 days: 61–64	**Debating an Argument** *Examine the process of preparing for and participating in a debate.*	Lesson
3 days: 65–67	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 68	**Posttest—Unit 3**	Assessment

Unit 4: How Do You Analyze Internal and External Struggles?

Summary
This unit focuses on internal and external struggles. First, you will evaluate point of view and structure in Amy Tan's "Rules of the Game" and Edgar Allan Poe's "The Tell-Tale Heart." Then, you will investigate the impact of word choice and structure in stories with plot twists. Next, you will examine theme and setting in Stephen Crane's "An Episode of War." Finally, you will investigate approaches for writing argumentative essays about works of fiction.

Day	Activity/Objective	Type
4 days: 69–72	**Point of View and Conflict with the Self in Short Stories** *Evaluate point of view and structure in Amy Tan's "Rules of the Game" and Edgar Allan Poe's "The Tell-Tale Heart."*	Lesson
4 days: 73–76	**Word Choice and Stories with Plot Twists** *Identify the impact of word choice and structure in stories with plot twists.*	Lesson
4 days: 77–80	**Theme, Setting, and Cultural Conflict in Short Stories** *Examine theme and setting in Stephen Crane's "An Episode of War."*	Lesson
4 days: 81–84	**Writing about Short Fiction** *Investigate approaches for writing argumentative essays about works of fiction.*	Lesson
3 days: 85–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida M/J Language Arts 3, Semester B

Course Overview

English is the study of the creation and analysis of literature written in the English language. In Florida M/J Language Arts 3, Semester B, you will first analyze informative essays to explore what they reveal about the process of growing up. You will identify strategies for attaining and maintaining mental and emotional health. In the second unit, you will analyze elements of poetry, such as theme, structure, meter, language, and sound techniques. In the third unit, you will read novels and analyze their literary elements and their use of literary devices. In the final unit of the course, you will reflect upon and evaluate aspects of your past, present, and future while reading Charles Dickens's *A Christmas Carol*.

Course Goals

By the end of this course, you will be able to do the following:

- Identify the main idea and supporting evidence in informative essays.
- Use writing techniques for writing your own short memoir.
- Explain the impact of alcohol, tobacco, and other drug use on one's behavior, brain chemistry, and ability to function.
- Describe the language and sound techniques used to compose a poem.
- Prepare and revise a persuasive essay on a topic related to poetry.
- Explain how novelists add meaning to their works by referencing other pieces of literature.
- Describe themes and symbolism in novels.
- Reflect upon and evaluate aspects of your past, present, and future life as a student while reading Charles Dickens's *A Christmas Carol*.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida M/J Language Arts 3, Semester B, is a 0.5-credit course.

Course Materials

- Notebook
- Pencil or ink pen
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: How Do Your Mind and Body Change as You Grow?

Summary

In the first unit, you will analyze the changes the adolescents' minds and bodies go through. You will read informative essays about body image and develop your own personal narrative. As you read, you will apply skills relevant to reading informative essays, such as identifying the main idea and supporting evidence and analyzing structure, technical meaning, and reasoning. You will explore techniques for writing your own short memoir and examine the benefits of peer review. Finally, you will explore disease prevention; the ill effects of alcohol, tobacco and drugs; and mental and emotional health.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation

Day	Activity/Objective	Type
2 days: 2–3	**Growing Up: Maintaining a Healthy Body Image** *Identify the main idea and supporting evidence in informative essays.*	Lesson
3 days: 4–6	**The Ups and Downs of Adolescence** *Analyze structure and technical meaning in texts about the role hormonal and chemical changes in the body have on mood.*	Lesson
3 days: 7–9	**Effects of Screen Time on Adolescent Development** *Evaluate structure and reasoning in texts about screen time usage in adolescent development.*	Lesson
3 days: 10–12	**Documenting Change: Memoirs Revisited** *Explore techniques for writing your own short memoir and examine the benefits of peer review.*	Lesson
2 days: 13–14	**Immunity and Preventing Disease** *Discuss the pathophysiology of disease and the immune response.*	Lesson
2 days: 15–16	**Health Effects of Using Alcohol, Tobacco, and Other Drugs** *Explain the impact of alcohol, tobacco, and other drug use on one's behavior, brain chemistry, and ability to function.*	Lesson
2 days: 17–18	**Maintaining Your Mental and Emotional Health** *Identify sources of help for mental and emotional health issues and construct strategies for attaining and maintaining mental and emotional health.*	Lesson
1 day: 19	**Marketing and Your Health**	Course Activity
3 days: 20–22	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 23	**Posttest—Unit 1**	Assessment

Unit 2: How Can You Change Your Perspective?

Summary

This unit focuses on poetry. You will first investigate the theme and structure in Robert Frost's poem "The Road Not Taken." Then you will analyze the impact of meter and punctuation in Emily Dickinson's "I'm Nobody! Who Are You?" Later, you will explore the

language and sound techniques used to compose a poem. Finally, you will prepare and revise a persuasive essay on a topic related to poetry.

Day	Activity/Objective	Type
5 days: 24–28	**Decision Making, Theme, and Structure in Poetry** *Investigate theme and structure in Robert Frost's poem "The Road Not Taken."*	Lesson
5 days: 29–33	**Meter, Punctuation, and Self-Understanding in Poetry** *Analyze the impact of meter and punctuation in Emily Dickinson's poem "I'm Nobody! Who Are You?"*	Lesson
4 days: 34–37	**An Introduction to Poetry Writing** *Explore the language and sound techniques used to compose a poem.*	Lesson
4 days: 38–41	**Writing Persuasively about Poetry** *Prepare and revise a persuasive essay on a topic related to poetry.*	Lesson
3 days: 42–44	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 45	**Posttest—Unit 2**	Assessment

Unit 3: Who Are You?

Summary

In this unit, you will explore literary elements of novels, such as character, setting, conflict, and theme. You will also explore how novelists use reference from other piece of literature to enhance meaning of their work. Then, you will examine the use of symbols in novels. Finally, you will write an argumentative essay exploring how you relate to the characters in the novel.

Day	Activity/Objective	Type
4 days: 46–49	**Characters and Setting in Novels** *Identify the characters and setting in novels.*	Lesson
3 days: 50–52	**How Novelists Reference Other Works** *Explore how novelists add meaning to their works by referencing other pieces of literature.*	Lesson
4 days: 53–56	**Key Conflicts in Novels** *Examine key conflicts in novels.*	Lesson

Day	Activity/Objective	Type
4 days: 57–60	**Themes and Symbols in Novels** *Investigate themes and symbolism in novels.*	Lesson
4 days: 61–64	**Writing about Characters in Novels** *Explore how you relate to the characters in a novel by writing an argumentative essay.*	Lesson
3 days: 65–67	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 68	**Posttest—Unit 3**	Assessment

Unit 4: Who Do You Want to Be?

Summary

This unit focuses on Charles Dickens's narrative approach about the past, present, and future in *A Christmas Carol*. You will first read the novel and evaluate your identity as a student. Then, you will reflect upon your past, present, and future reading, study, and writing habits.

Day	Activity/Objective	Type
5 days: 69–73	**Who You Were: Learning from Your Past** *Examine Charles Dickens's narrative approach to considering one's past in* A Christmas Carol *and apply that type of self-exploration to an investigation of your past study, reading, and writing habits.*	Lesson
4 days: 74–77	**Who You Are: Assessing Your Present** *Explore Charles Dickens's narrative approach to assessing one's present in* A Christmas Carol *and reflect on your current identity as a student.*	Lesson
3 days: 78–80	**Who You Will Be: Predicting Your Future** *Analyze Charles Dickens' narrative approach to predicting one's future behavior in* A Christmas Carol*.*	Lesson
4 days: 81–84	**Who You Want to Be: Shaping Your Identity** *Investigate Charles Dickens's narrative approach to shaping one's own identity in* A Christmas Carol *and brainstorm ways that you can change your behavior to become the type of student you want to be.*	Lesson

Day	Activity/Objective	Type
3 days: 85–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	Review
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida United States History, Semester A

Course Overview

Florida United States History, Semester A, is the study of the events, people, and culture of the United States over time. In this course, you will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. You will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. You will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You will then use that evidence to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development.

Course Goals

By the end of this course, you will be able to do the following:

- Examine and describe the reading and writing skills required for writing effective historical essays and use various methods to analyze historical information.
- Characterize the causes and consequences of the Civil War and explain military strategies, battles, and diplomacy during the war.
- Explain the establishment of Jim Crow laws in the South.
- Describe the effects of westward expansion on various communities and the United States as a whole.
- Analyze the ways that industrialization and the great immigration wave transformed US society.
- Discuss the impact of progressives, including their efforts to shape public policies.
- Describe the changing roles of women and African Americans during the Progressive Era and evaluate the rise of US imperialism.
- Analyze the role of the United States in World War I and examine the events surrounding the Treaty of Versailles.
- Characterize the causes and effects of the Great Depression.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida United States History, Semester A, is a 0.5-credit course.

Course Materials

- Notebook
- Pencils or ink pens
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to the school library or a public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: The Historical Process

Summary

In this unit, you will focus on the process involved in the study of history as a subject. You will learn the importance of reading and writing skills to the study of history. Then, you will review how historians gather and interpret historical evidence. Finally, you will use various methods to analyze historical information.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**Reading and Writing Essays about History** *Examine and describe the reading and writing skills required for writing effective essays about history.*	Lesson
3 days: 5–7	**Gathering and Interpreting Historical Sources** *Review and describe how historians gather and interpret historical evidence.*	Lesson
2 days: 8–9	**Analyzing Historical Information** *Use a variety of methods to analyze historical information.*	Lesson
5 days: 10–14	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 15	**Posttest—Unit 1**	Assessment

Unit 2: A Union in Crisis

Summary

In this unit, you will focus on the development of the United States before, during, and after the Civil War. You will analyze the causes of the war, explore the battles and events that took place during the war, and examine the impact of the Union's victory, including a discussion of Reconstruction and the fate of freed slaves immediately after the war.

Day	Activity/Objective	Type
3 days: 16–18	**Events Leading to the Civil War** *Characterize the causes and consequences of the Civil War.*	Lesson
3 days: 19–21	**The Civil War: Battles, Strategies, and Effects** *Identify and explain military strategies, battles, and diplomacy during the US Civil War.*	Lesson
3 days: 22–24	**Reconstruction** *Evaluate Reconstruction and its effects in the South.*	Lesson
2 days: 25–26	**The Jim Crow South** *Explain the establishment of Jim Crow laws in the South.*	Lesson
2 days: 27–28	**The Effects of Westward Expansion** *Describe the effects of westward expansion on various communities and the United States as a whole.*	Lesson
5 days: 29–33	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 34	**Posttest—Unit 2**	Assessment

Unit 3: The Rise of a Modern Nation

Summary

This unit focuses on the rapid transformation of the United States in the decades after the Civil War. You will trace the country's evolution due to industrialization, analyze the great immigration wave of the 1800s, examine the origin and principles of the populist movement, and discuss the changing roles of women and African women during the Progressive Era. Finally, you will evaluate the imperialist inclinations of the United States as a growing international power. In two course activities, in this unit, you will examine key events and key people in Florida during the late 1800s as well as during the Spanish American War.

Day	Activity/Objective	Type
2 days: 35–36	**The Industrial Revolution** *Analyze the ways that industrialization transformed US society.*	Lesson
3 days: 37–39	**Immigration in the Late 1800s** *Analyze the great immigration wave of the late 1800s and its effects on US society.*	Lesson

Day	Activity/Objective	Type
5 days: 40–44	**Florida Industrialization and Immigration** *Develop credible explanations of historical events and developments based on reasoned interpretations of evidence and examine key events and key people in Florida during the late 1800s as they relate to US history.*	Course Activity
2 days: 45–46	**The Populist Movement** *Examine the roots and key principles of the populist movement.*	Lesson
2 days: 47–48	**The Progressive Era** *Discuss the impact of progressives, including their efforts to shape public policies.*	Lesson
3 days: 49–51	**Women and African Americans in the Progressive Era** *Describe the changing roles of women and African Americans during the Progressive Era.*	Lesson
2 days: 52–53	**Toward an Imperialist United States** *Evaluate the rise of US imperialism.*	Lesson
5 days: 54–58	**Florida During the Spanish American War** *Develop credible explanations of historical events and developments based on reasoned interpretations of evidence.* *Employ online tools for research and analysis and communicate effectively.* *Examine key events and people in Florida history during the Spanish American War.*	Course Activity
5 days: 59–63	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 64	**Posttest—Unit 3**	Assessment

Unit 4: From War to Recovery

Summary

In this unit, you will focus on the turbulent times in the United States at the beginning of the twentieth century. You will begin by examining the role of the United States in World War I. You will then explore the prosperity of the 1920s, followed by the collapse and hardship of the Great Depression, and analyze the massive government-led effort to come out of the Depression in the 1930s.In a course activity, in this unit, you will examine key events and key people in Florida during the 1920s as they relate to US history.

Day	Activity/Objective	Type
3 days: 65–67	**The US Role in World War I** *Analyze the role of the United States in World War I and examine the events surrounding the Treaty of Versailles.*	Lesson
3 days: 68–70	**The Roaring Twenties** *Examine the economic, social, and political landscape of the 1920s.*	Lesson
5 days: 71–75	**Florida in the 1920s** *Analyze societal issues by examining credible explanations of historical events in order to examine key events and key people in Florida during the 1920s.*	Course Activity
3 days: 76–78	**Modernism and Antimodernism** *Examine modernist developments of the 1920s in science and the arts, as well as society's reactions to modernism.*	Lesson
2 days: 79–80	**The Great Depression** *Characterize the causes and effects of the Great Depression.*	Lesson
2 days: 81–82	**The New Deal** *Evaluate Franklin Roosevelt's New Deal policies and his efforts to reverse the Great Depression.*	Lesson
5 days: 83–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	Review
1 day: 90	**End-of-Semester Test**	Assessment

Syllabus

Florida United States History, Semester B

Course Overview

Florida United States History, Semester B, is the study of the events, people, and culture of the United States over time. In this course, you will apply historical inquiry to analyze societal issues, trends, and events of US history from World War II to the present, including the Cold War, Civil Rights, and other social movements, the Vietnam War, modern presidencies, and responses to global terrorism. You will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. You will also gather evidence from relevant documents and historical texts in order to develop credible explanations of events in US history. You will then use that evidence to evaluate change and continuity over time.

Course Goals

By the end of this course, you will be able to do the following:

- Evaluate the effects of World War II on the home front and analyze the economic boom and social transformation that occurred in the United States after World War II.
- Examine the causes of the Cold War and evaluate the US response to Soviet aggression during the Cold War.
- Evaluate the key individuals, organizations, and events that shaped the civil rights movement.
- Examine the presidencies of Gerald Ford and Jimmy Carter and analyze the economic and foreign policy changes of the 1970s.
- Examine the presidency of Ronald Reagan and trace the events that ended the Cold War.
- Describe domestic and international terrorist events of the early twenty-first century and evaluate the successes and failures of the US government's response.
- Examine the government of the United States and aspects of US citizenship and evaluate the diverse aspects of US culture over time.
- Examine the impact of scientific discoveries and technological innovations on the development of the United States.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the prerequisites section of the Student Orientation, found at the beginning of this course.

Credit Value

Florida United States History, Semester B, is a 0.5-credit course.

Course Materials

- Notebook
- Pencils or ink pens
- Computer with internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to the school library or a public library.

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: World War II and Its Aftermath

Summary

In this unit, you will focus on World War II and how the United States evolved after the war's conclusion. You will trace the causes and course of World War II, including US involvement, and discuss the impact of the war on US society and the economy. You will also explore the causes of the Cold War, evaluate the US response to Soviet aggression, and describe the rise of the middle class and changes in American society in the 1950s.

Day	Activity/Objective	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
3 days: 2–4	**World War II** *Trace US involvement in World War II.*	Lesson
3 days: 5–7	**The Effects of World War II on the Home Front** *Evaluate the effects of World War II on the home front.*	Lesson
3 days: 8–10	**Post-World War II Society** *Analyze the economic boom and social transformation that occurred in the United States after World War II.*	Lesson
3 days: 11–13	**Anticommunism and the Roots of the Cold War** *Examine the causes of the Cold War.*	Lesson
2 days: 14–15	**Cold War Events** *Evaluate the US response to Soviet aggression during the Cold War.*	Lesson
2 days: 16–17	**The Rise of the Middle Class** *Describe the rise of the middle class and changes in American society in the 1950s.*	Lesson
5 days: 18–22	**Unit Activity and Discussion—Unit 1**	Unit Activity/ Discussion
1 day: 23	**Posttest—Unit 1**	Assessment

Unit 2: A Time of Upheaval

Summary

In this unit, you will focus on the many dramatic changes that occurred during the 1960s and 1970s in the United States. You will look at the civil rights movement of the 1960s, describe US involvement in the Vietnam War, evaluate Johnson's Great Society transformation, and examine the outcomes of the presidencies of Richard Nixon, Gerald Ford, and Jimmy Carter.

Day	Activity/Objective	Type
4 days: 24–27	**The Civil Rights Movement** *Evaluate the key individuals, organizations, and events that shaped the civil rights movement.*	Lesson
3 days: 28–30	**The Vietnam War** *Describe US involvement in the Vietnam War.*	Lesson
3 days: 31–33	**The Domestic Policies of Johnson and Nixon** *Evaluate the domestic policies of presidents Lyndon B. Johnson and Richard Nixon.*	Lesson
4 days: 34–37	**The Ford and Carter Presidencies** *Examine the presidencies of Gerald Ford and Jimmy Carter and analyze the economic and foreign policy changes of the 1970s.*	Lesson
5 days: 38–42	**Unit Activity and Discussion—Unit 2**	Unit Activity/ Discussion
1 day: 43	**Posttest—Unit 2**	Assessment

Unit 3: The Reagan Era Through Today

Summary

In this unit, you will focus on modern domestic and international issues in the United States from 1980 through today. You will examine Ronald Reagan's presidency, trace the events that ended the Cold War, and describe the post-Cold War foreign policies of US presidents George H.W. Bush, Bill Clinton, and George W. Bush. You will also describe terrorism within and outside the United States and evaluate the successes and failures of the US government's response. You will conclude by describing the social concerns of the contemporary United States. In a course activity, within this unit, you will examine key events and key people in Florida as they relate to recent US history.

Day	Activity/Objective	Type
3 days: 44–46	**The Reagan Era and the End of the Cold War** *Examine the presidency of Ronald Reagan and trace the events that ended the Cold War.*	Lesson
3 days: 47–49	**Foreign Policy Challenges of the 1990s** *Describe foreign policy challenges during the presidencies of George H. W. Bush, Bill Clinton, and George W. Bush.*	Lesson

Day	Activity/Objective	Type
5 days: 50–54	**The 2000 Election** *Analyze societal issues, trends, and events, and develop credible explanations of historical events and developments based on reasoned interpretations of evidence.*	Course Activity
4 days: 55–58	**Domestic and International Terrorism** *Describe domestic and international terrorist events of the early twenty-first century and evaluate the successes and failures of the US government's response.*	Lesson
3 days: 59–61	**Contemporary Domestic Issues** *Describe the social concerns of the contemporary United States.*	Lesson
5 days: 62–66	**Unit Activity and Discussion—Unit 3**	Unit Activity/ Discussion
1 day: 67	**Posttest—Unit 3**	Assessment

Unit 4: Social Studies Concepts

Summary

This unit takes a broad view of social studies topics as they relate to the United States and the arc of US history. It brings together topics related to geography, government, cultural trends and forces, and the impact of technology and scientific discoveries while examining how these aspects of society have impacted the development of the United States over time.

Day	Activity/Objective	Type
4 days: 68–71	**Population, Geography, and the Physical Environment** *Examine the impact of population growth and geographic factors on the physical environment of the United States.*	Lesson
3 days: 72–74	**US Government and Citizenship** *Examine the government of the United States and aspects of US citizenship.*	Lesson
5 days: 75–79	**US Culture** *Evaluate the diverse aspects of US culture over time.*	Lesson
3 days: 80–82	**Science and Technology** *Examine the impact of scientific discoveries and technological innovations on the development of the United States.*	Lesson

Day	Activity/Objective	Type
5 days: 83–87	**Unit Activity and Discussion—Unit 4**	Unit Activity/ Discussion
1 day: 88	**Posttest—Unit 4**	Assessment
1 day: 89	**End-of-Semester Review**	Review
1 day: 90	**End-of-Semester Test**	Assessment

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English 8

English 8 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate clips and readings from speeches and discussions. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

The two-semester course is arranged in themed units, each with three to six lessons. Each lesson includes a variety of activities such as direct instruction, application of skills, performance tasks, and formative and summative assessments. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content and demonstrate their learning through computer- and teacher-scored assignments.

Length: Two semesters

UNIT 1: STORIES BASED ON STORIES

LESSON 1: PLOT ARCHETYPES

Read: "The Apple-Tree" by Katherine Mansfield
Read and comprehend a story.
Duration: 1 hr

Study: Plot Archetypes
Recognize the stages of plot, as well as plot and setting archetypes.
Duration: 0 hrs 45 mins

Checkup: Plot Archetypes
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Plot Archetypes
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Plot Archetypes
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 2: CHARACTER ARCHETYPES

Study: Character Archetypes
Recognize character archetypes.
Duration: 0 hrs 45 mins

Study: Point of View and Irony
Identify the point of view of a story and how dramatic irony is used.
Duration: 0 hrs 45 mins

Checkup: Character Archetypes
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Character Archetypes

Duration: 0 hrs 30 mins

Read: Independent Reading
Choose and begin reading a novel.
Duration: 4 hrs

Discuss: Connecting to a Novel
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 3: THEMATIC ARCHETYPES

Study: Symbolism
Identify symbols, explicit details, and implicit details, and make inferences.
Duration: 0 hrs 45 mins

Study: Symbolism and Theme
Recognize how symbols help to develop themes.
Duration: 0 hrs 45 mins

Checkup: Thematic Archetypes
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Thematic Archetypes
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

Practice: Write a Summary
Write objective and subjective summaries.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: STORIES BASED ON STORIES

Review: Stories Based on Stories
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Stories Based on Stories
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 2: STRUCTURE AND MEANING

LESSON 1: THE FORM OF A STORY

Read: "The Treasure of Lemon Brown" by Walter Dean Myers
Read and comprehend a story.
Duration: 1 hr

Study: The Form of a Story
Recognize different genres and media of stories.
Duration: 0 hrs 45 mins

Checkup: The Form of a Story
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: The Form of a Story
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Compare and contrast the genre and medium of two stories.
Duration: 1 hr 30 mins

LESSON 2: POETIC DEVICES

Read: A Selection of Poems
Read and comprehend a selection of poems.
Duration: 1 hr

Study: Poetic Devices
Recognize a variety of poetic devices and their effect on poems.
Duration: 0 hrs 45 mins

Checkup: Poetic Devices
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Poetic Devices
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Poetic Devices
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 3: POETIC STRUCTURE

Study: Poetic Structure
Recognize the meter and structure of poems.
Duration: 0 hrs 45 mins

Checkup: Poetic Structure
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Poetic Structure
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Poetic Structure
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 4: WRAP-UP: STRUCTURE AND MEANING

Review: Structure and Meaning
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Structure and Meaning
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 3: INFORMATIONAL WRITING

LESSON 1: READING AN INFORMATIONAL ESSAY

Study: Word Meaning, Part 1
Use context clues to determine word meanings.
Duration: 0 hrs 45 mins

Checkup: Word Meaning, Part 1

Duration: 0 hrs 30 mins

Quiz: Word Meaning, Part 1
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Read: An Example Informational Essay
Read and comprehend an essay.
Duration: 1 hr

LESSON 2: PLANNING AN INFORMATIONAL ESSAY

Study: Parts of an Essay
Recognize the parts of an informational essay.
Duration: 0 hrs 45 mins

Checkup: Parts of an Essay
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Parts of an Essay
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Plan an Informational Essay
Plan and organize an informational essay.
Duration: 1 hr 30 mins

LESSON 3: WRITING AN INFORMATIONAL ESSAY

Study: Writing as Craft: Punctuation
Recognize and use correct punctuation.
Duration: 0 hrs 45 mins

Study: Writing as Craft: Capitalization and Spelling
Recognize and use correct spelling and capitalization.
Duration: 0 hrs 45 mins

Checkup: Writing as Craft
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Writing as Craft
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

Practice: Write an Informational Essay
Write and revise an informational essay and participate in peer review.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: INFORMATIONAL WRITING

Review: Informational Writing
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Informational Writing
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 4: CREATIVE WRITING

Read: From *Alicia in Wonder Tierra* by Silvia Gonzalez
Read and comprehend part of a play.
Duration: 1 hr

Study: Storytelling
Understand how staging, dialogue, and description develop a story.
Duration: 0 hrs 45 mins

Study: Creative Writing
Recognize the elements of an engaging story.
Duration: 0 hrs 45 mins

Checkup: Storytelling and Creative Writing
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Storytelling and Creative Writing
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

LESSON 2: WRITING A WORK OF FLASH FICTION

Study: Writing as Craft: Phrases, Clauses, and Sentences
Recognize and correctly use phrases, clauses, and sentences.
Duration: 0 hrs 45 mins

Checkup: Writing as Craft
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Writing as Craft
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Write a Work of Flash Fiction
Write a work of flash fiction using narrative techniques.
Duration: 1 hr 30 mins

LESSON 3: REVISING FLASH FICTION

Study: Tone, Style, Mood, and Voice
Recognize tone, style, mood, and voice in texts.
Duration: 0 hrs 45 mins

Checkup: Tone, Style, Mood, and Voice
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Tone, Style, Mood, and Voice
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Revise a Work of Flash Fiction
Revise a work of flash fiction.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: CREATIVE WRITING

Review: Creative Writing
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 5: SEMESTER WRAP-UP

LESSON 1: SEMEST ER WRAP-UP

Review: Semester Review
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Exam: Semester Exam
Demonstrate understanding of key concepts from the semester.
Duration: 1 hr 15 mins

UNIT 6: NONFICTION

LESSON 1: LIT ERARY NONFICT ION

Read: A Work of Literary Nonfiction
Read and comprehend an excerpt from a work of literary nonfiction by John Steinbeck.
Duration: 1 hr

Study: Literary Nonfiction
Understand how to find the purpose, perspective, and message in a work of literary nonfiction.
Duration: 0 hrs 45 mins

Checkup: Literary Nonfiction
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Literary Nonfiction
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Literary Nonfiction
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 2: INFORMAT IONAL TEXT S

Read: Three Informational Texts
Read and comprehend three visually-organized documents.
Duration: 1 hr

Study: Informational Texts
Identify the characteristics of visually-organized documents.
Duration: 0 hrs 45 mins

Study: Graphics
Analyze the use of graphics to support understanding.
Duration: 0 hrs 45 mins

Checkup: Informational Texts
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Informational Texts
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 30 mins

Practice: Evaluate an Informational Text

Duration: 1 hr 30 mins

LESSON 3: CORRESPONDENCE

Study: Word Meaning, Part 2
Use strategies to determine the meaning of unfamiliar words.
Duration: 0 hrs 45 mins

Checkup: Word Meaning, Part 2
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Word Meaning, Part 2
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Write a Letter
Write a letter using domain-specific vocabulary.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: NONFICTION

Review: Nonfiction
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Nonfiction
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 7: PERSUASIVE TEXTS

LESSON 1: CONFLICTING ACCOUNTS

Read: Conflicting Accounts
Read and comprehend four texts that discuss women's suffrage.
Duration: 1 hr

Study: Conflicting Accounts
Identify how authors' perspectives and biases are revealed in texts.
Duration: 0 hrs 45 mins

Checkup: Conflicting Accounts
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Conflicting Accounts
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Conflicting Accounts
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 2: RHETORIC

Study: Rhetoric
Understand audience appeals and rhetorical devices.
Duration: 0 hrs 45 mins

Checkup: Rhetoric
Review important ideas and information from the lesson.

Quiz: Rhetoric
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Read: Political Ads
Watch and comprehend two political ads from opposing candidates.
Duration: 1 hr

Practice: Analyze Political Ads
Analyze how texts use rhetoric to persuade readers.
Duration: 1 hr 30 mins

LESSON 3: ANALYZING ARGUMENTS

Read: Example Argumentative Essay
Read and comprehend a sample student essay about internet access.
Duration: 1 hr

Study: Analyzing Arguments
Identify the traits of argumentative writing, including claims, reasons, and evidence.
Duration: 0 hrs 45 mins

Checkup: Analyzing Arguments
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Analyzing Arguments
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Discuss: Analyzing Arguments
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 4: WRAP-UP: PERSUASIVE TEXTS

Review: Persuasive Texts
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Persuasive Texts
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 8: ARGUMENTATIVE WRITING

LESSON 1: RESEARCH, PART 1

Study: Research, Part 1
Understand how to narrow down a research topic and find sources.
Duration: 0 hrs 45 mins

Checkup: Research, Part 1
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Research, Part 1
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

LESSON 2: RESEARCH, PART 2

Determine whether sources are credible and relevant.
Duration: 0 hrs 45 mins

Checkup: Research, Part 2
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Research, Part 2
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Plan an Argumentative Essay
Plan a researched argumentative essay.
Duration: 1 hr 30 mins

LESSON 3: WRITING AS CRAFT

Study: Writing as Craft: Pronouns and Verbs
Confirm understanding of pronouns and verbs.
Duration: 0 hrs 45 mins

Checkup: Writing as Craft
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Writing as Craft
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Write an Argumentative Essay
Write and revise a researched argumentative essay.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: ARGUMENTATIVE WRITING

Review: Argumentative Writing
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Argumentative Writing
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 9: MULTIMEDIA

LESSON 1: WORKING IN GROUPS

Study: Working in Groups
Understand how to work well in a group of peers.
Duration: 0 hrs 45 mins

Checkup: Working in Groups
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Working in Groups
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Create Lessons
Work with a group of peers to create two short lessons.

LESSON 2: GIVING SPEECHES

Study: Giving Speeches
Recognize the techniques for giving an effective speech.
Duration: 0 hrs 45 mins

Checkup: Giving Speeches
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Giving Speeches
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Prepare a Speech
Prepare a five-minute speech on an important topic.
Duration: 1 hr 30 mins

Discuss: Peer Evaluation
Participate in a discussion.
Duration: 0 hrs 45 mins

LESSON 3: MEDIA

Study: Media
Understand how media can be used to enhance a speech.
Duration: 0 hrs 45 mins

Checkup: Media
Review important ideas and information from the lesson.
Duration: 0 hrs 30 mins

Quiz: Media
Take a quiz to assess your understanding of the material.
Duration: 0 hrs 15 mins

Practice: Adapt a Speech
Adapt a speech to a different audience and situation.
Duration: 1 hr 30 mins

LESSON 4: WRAP-UP: MULTIMEDIA

Review: Multimedia
Review key terms and objectives from this unit.
Duration: 0 hrs 30 mins

Test (CS): Multimedia
Demonstrate understanding of key concepts from the unit.
Duration: 0 hrs 45 mins

UNIT 10: SEMESTER WRAP-UP

LESSON 1: SEMESTER WRAP-UP

Review: Semester Review
Review key terms and objectives from this semester.
Duration: 0 hrs 30 mins

Exam: Semester Exam
Demonstrate understanding of key concepts from the semester.
Duration: 1 hr 15 mins

Courseware

Curriculum Coverage Report to Florida Standards – Mathematics Courses 2022 - And Beyond -> Algebra 1-A (#1200370)

8/3/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida Algebra 1-A, Semester A
Florida Algebra 1-A, Semester B

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08.03.2022

Algebra 1-A (#1200370)

Algebraic Reasoning

MA.912.AR.1 Interpret and rewrite algebraic expressions and equations in equivalent forms.

MA.912.AR.1.1
Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

***Algebra 1 Example*: Derrick is using the formula $P = 1000(1 + .1)^t$ to make a prediction about the camel population in Australia. He identifies the growth factor as (1 + .1), or 1.1, and states that the camel population will grow at an annual rate of 10% per year.**

***Example*: The expression 1.15^t can be rewritten as $\left(1.15^{\frac{1}{12}}\right)^{12t}$ which is approximately equivalent to 1.012^{12t}. This latter expression reveals the approximate equivalent monthly interest rate of 1.2% if the annual rate is 15%.**

***Clarification 1*: Parts of an expression include factors, terms, constants, coefficients and variables.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

- Florida Algebra 1-A, Semester A
  - Unit 1: The Real Number System
    - Expressions
    - Equivalent Expressions
  - Unit 2: Linear Equations
    - Linear Equations
    - Applications of Ratio and Percent
    - Solving Linear Equations
    - Solving Advanced Linear Equations
  - Unit 3: Equations and Inequalities
    - Solving Literal Equations

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MA.912.AR.1.2

Rearrange equations or formulas to isolate a quantity of interest.

***Algebra 1 Example*: The Ideal Gas Law $PV = nRT$ can be rearranged as $T = \frac{PV}{nR}$ to isolate temperature as the quantity of interest.**

***Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for P.**
***Mathematics for Data and Financial Literacy Honors Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for t.**

***Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

- Florida Algebra 1-A, Semester A
  - Unit 3: Equations and Inequalities
    - Solving Literal Equations
- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Writing Linear Functions and Equations
  - Unit 4: Systems of Linear Equations and Inequalities
    - Writing and Solving Systems Using Substitution

MA.912.AR.2 Write, solve and graph linear equations, functions and inequalities in one and two variables.

MA.912.AR.2.1

Given a real-world context, write and solve one-variable multi-step linear equations.

- Florida Algebra 1-A, Semester A
  - Unit 2: Linear Equations
    - Linear Equations
    - Applications of Ratio and Percent
    - Solving Advanced Linear Equations
- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Unit Activity: Linear Relationships

MA.912.AR.2.2

Write a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context.

***Clarification 1*: Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.**

- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Writing Linear Functions and Equations
    - Unit Activity: Linear Relationships

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Constructing and Interpreting Functions
Unit 2: Special Linear Relationships
Special Lines
Direct Variation

MA.912.AR.2.3

Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.

***Clarification 1*: Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in −1 and that parallel lines have slopes that are the same.**
***Clarification 2*: Instruction includes representing a line with a pair of points on the coordinate plane or with an equation.**
***Clarification 3*: Problems include cases where one variable has a coefficient of zero.**

Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Special Lines

MA.912.AR.2.4

Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.

***Clarification 1*: Key features are limited to domain, range, intercepts and rate of change.**
***Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form.**
***Clarification 3*: Instruction includes cases where one variable has a coefficient of zero.**
***Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.**

Florida Algebra 1-A, Semester A
Unit 4: Functions
Unit Activity: Functions
Functions
Function Notation
Graphing Relations
Florida Algebra 1-A, Semester B
Unit 1: Linear Relationships
Slope and Graphing
Writing Linear Functions and Equations
Constructing and Interpreting Functions
Unit 2: Special Linear Relationships
Linear Function Transformations
Special Lines
Direct Variation

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MA.912.AR.2.5

Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

***Algebra 1 Example*: Lizzy's mother uses the function $C(p)$ = 450 + 7.75p, where $C(p)$ represents the total cost of a rental space and p is the number of people attending, to help budget Lizzy's 16th birthday party. Lizzy's mom wants to spend no more than $850 for the party. Graph the function in terms of the context.**

***Clarification 1*: Key features are limited to domain, range, intercepts and rate of change.**
***Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form.**
***Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.**
***Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.**
***Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
  - Writing Linear Functions and Equations
  - Unit Activity: Linear Relationships
- Unit 2: Special Linear Relationships
  - Special Lines

MA.912.AR.2.6

Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.

***Algebra 1 Example*: The compound inequality 2x ≤ 5x + 1 < 4 is equivalent to −1 ≤ 3x and 5x < 3, which is equivalent to $\frac{-1}{3} \leq x < \frac{3}{5}$.**

Florida Algebra 1-A, Semester A
- Unit 3: Equations and Inequalities
  - Solving Linear Inequalities
  - Solving Compound Inequalities

MA.912.AR.2.7

Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.

***Clarification 1*: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.**
***Clarification 2*: Instruction includes cases where one variable has a coefficient of zero.**

Florida Algebra 1-A, Semester B
- Unit 2: Special Linear Relationships
  - Linear Inequalities

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MA.912.AR.2.8
Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.

***Clarification 1*: Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.**
***Clarification 2*: Instruction includes cases where one variable has a coefficient of zero.**
Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Linear Inequalities

MA.912.AR.4 Write, solve and graph absolute value equations, functions and inequalities in one and two variables.

MA.912.AR.4.1
Given a mathematical or real-world context, write and solve one-variable absolute value equations.
Florida Algebra 1-A, Semester A
Unit 3: Equations and Inequalities
Absolute Value Equations

MA.912.AR.4.3
Given a table, equation or written description of an absolute value function, graph that function and determine its key features.

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry.**
***Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.**
Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Absolute Value Functions

MA.912.AR.9 Write and solve a system of two- and three-variable equations and inequalities that describe quantities or relationships.

MA.912.AR.9.1
Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.

***Clarification 1*: Within this benchmark, the expectation is to solve systems using elimination, substitution and graphing.**
***Clarification 2*: Within the Algebra 1 course, the system is limited to two equations.**
Florida Algebra 1-A, Semester B
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution

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Writing and Solving Systems Using Elimination

MA.912.AR.9.4

Graph the solution set of a system of two-variable linear inequalities.

***Clarification 1*: Instruction includes cases where one variable has a coefficient of zero.**
***Clarification 2*: Within the Algebra 1 course, the system is limited to two inequalities.**

Florida Algebra 1-A, Semester B
Unit 4: Systems of Linear Equations and Inequalities
Systems of Inequalities

MA.912.AR.9.6

Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or nonviable options.

***Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.**

Florida Algebra 1-A, Semester B
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination

Functions

MA.912.F.1 Understand, compare and analyze properties of functions.

MA.912.F.1.1

Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

***Clarification 1*: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.**
***Clarification 2*: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x$, $f(x) = x^2$, $f(x) = x^3$, $f(x) = \sqrt{x}$, $f(x) = \sqrt[3]{x}$, $f(x) = |x|$, $f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.**

Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Direct Variation

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MA.912.F.1.2

Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

***Algebra 1 Example*: The function $f(x)=\frac{x}{7}-8$ models Alicia's position in miles relative to a water stand x minutes into a marathon. Evaluate and interpret for a quarter of an hour into the race.**

***Clarification 1*: Problems include simple functions in two-variables, such as $f(x, y) = 3x - 2y$.**

***Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as $f(x) = 3x$.**

Florida Algebra 1-A, Semester A
- Unit 4: Functions
  - Unit Activity: Functions
  - Function Notation

MA.912.F.1.3

Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

***Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.**

Florida Algebra 1-A, Semester A
- Unit 4: Functions
  - Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
  - Writing Linear Functions and Equations
- Unit 2: Special Linear Relationships
  - Special Lines
  - Direct Variation

MA.912.F.1.5

Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

***Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.**

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Unit Activity: Linear Relationships
- Unit 2: Special Linear Relationships
  - Special Lines

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MA.912.F.1.8
Determine whether a linear, quadratic or exponential function best models a given real-world situation.

***Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.**
***Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.**

Florida Algebra 1-A, Semester A
- Unit 4: Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Writing Linear Functions and Equations
- Unit 2: Special Linear Relationships
  - Direct Variation

MA.912.F.2 Identify and describe the effects of transformations on functions. Create new functions given transformations.

MA.912.F.2.1
Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$ and $f(x + k)$ for specific values of k.

***Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.**
***Clarification 2*: Instruction focuses on including positive and negative values for k.**

Florida Algebra 1-A, Semester B
- Unit 2: Special Linear Relationships
  - Linear Function Transformations
- Unit 3: Extending Function Relationships
  - Absolute Value Functions

Financial Literacy

MA.912.FL.3 Describe the advantages and disadvantages of short-term and long-term purchases.

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MA.912.FL.3.2
Solve real-world problems involving simple, compound and continuously compounded interest.

***Example*: Find the amount of money on deposit at the end of 5 years if you started with $500 and it was compounded quarterly at 6% interest per year.**
Example: Joe won $25,000 on a lottery scratch-off ticket. How many years will it take at 6% interest compounded yearly for his money to double?

***Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.**
Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Direct Variation

MA.912.FL.3.4
Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

***Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.**

Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Direct Variation

Data Analysis and Probability

MA.912.DP.1 Summarize, represent and interpret categorical and numerical data with one and two variables.

MA.912.DP.1.3
Explain the difference between correlation and causation in the contexts of both numerical and categorical data.

***Algebra 1 Example*: There is a strong positive correlation between the number of Nobel prizes won by country and the per capita chocolate consumption by country. Does this mean that increased chocolate consumption in America will increase the United States of America's chances of a Nobel prize winner?**
Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships
Representing Data

MA.912.DP.2 Solve problems involving univariate and bivariate numerical data.

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MA.912.DP.2.4

Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

***Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology.**
***Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.**

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Representing Data
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities

MA.912.DP.2.6

Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

***Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.**

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Representing Data

Mathematical Thinking and Reasoning

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MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

***Clarifications*:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- **Cultivate a community of growth mindset learners.**
- **Foster perseverance in students by choosing tasks that are challenging.**
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Florida Algebra 1-A, Semester A
    Unit 3: Equations and Inequalities
        Solving Literal Equations
    Unit 4: Functions
        Unit Activity: Functions
Florida Algebra 1-A, Semester B
    Unit 4: Systems of Linear Equations and Inequalities
        Unit Activity: Systems of Linear Equations and Inequalities

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MA.K12.MTR.2.1

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

***Clarifications*:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- **Help students make connections between concepts and representations.**
- **Provide opportunities for students to use manipulatives when investigating concepts.**
- **Guide students from concrete to pictorial to abstract representations as understanding progresses.**
- **Show students that various representations can have different purposes and can be useful in different situations.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Real Numbers
- Unit 3: Equations and Inequalities
  - Solving Linear Inequalities
  - Solving Compound Inequalities
- Unit 4: Functions
  - Unit Activity: Functions
  - Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
  - Unit Activity: Linear Relationships
- Unit 2: Special Linear Relationships
  - Special Lines
- Unit 4: Systems of Linear Equations and Inequalities
  - Unit Activity: Systems of Linear Equations and Inequalities
  - Systems of Inequalities
  - Writing and Solving Systems Using Substitution

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MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

***Clarifications*:**
Teachers who encourage students to complete tasks with mathematical fluency:

- **Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.**
- **Offer multiple opportunities for students to practice efficient and generalizable methods.**
- **Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems
  - Expressions
  - Real Numbers
- Unit 2: Linear Equations
  - Linear Equations
  - Applications of Ratio and Percent
  - Solving Linear Equations
  - Solving Advanced Linear Equations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Slope
  - Slope and Graphing
- Unit 2: Special Linear Relationships
  - Special Lines
- Unit 4: Systems of Linear Equations and Inequalities
  - Writing and Solving Systems Using Elimination

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MA.K12.MTR.4.1

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

***Clarifications*:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- **Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.**
- **Create opportunities for students to discuss their thinking with peers.**
- **Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.**
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Expressions
- Unit 4: Functions
  - Function Notation

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Writing Linear Functions and Equations
- Unit 2: Special Linear Relationships
  - Linear Inequalities
  - Linear Function Transformations
  - Direct Variation
- Unit 3: Extending Function Relationships
  - Unit Activity: Extending Function Relationships
- Unit 4: Systems of Linear Equations and Inequalities
  - Systems of Inequalities

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MA.K12.MTR.5.1

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

***Clarifications*:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- **Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.**
- **Support students to develop generalizations based on the similarities found among problems.**
- **Provide opportunities for students to create plans and procedures to solve problems.**
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Florida Algebra 1-A, Semester A
- Unit 1: The Real Number System
  - Expressions
  - Equivalent Expressions
  - Real Numbers
- Unit 3: Equations and Inequalities
  - Solving Literal Equations
- Unit 4: Functions
  - Graphing Relations

Florida Algebra 1-A, Semester B
- Unit 1: Linear Relationships
  - Constructing and Interpreting Functions
- Unit 2: Special Linear Relationships
  - Linear Function Transformations
- Unit 3: Extending Function Relationships
  - Absolute Value Functions
  - Scatter Plots with Linear Associations
  - Representing Data

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

***Clarifications*:**
Teachers who encourage students to assess the reasonableness of solutions:

- **Have students estimate or predict solutions prior to solving.**
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- **Reinforce that students check their work as they progress within and after a task.**
- **Strengthen students' ability to verify solutions through justifications.**

Florida Algebra 1-A, Semester A
Unit 3: Equations and Inequalities
Absolute Value Equations
Florida Algebra 1-A, Semester B
Unit 2: Special Linear Relationships
Linear Inequalities
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Linear Equations

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

***Clarifications*:**
Teachers who encourage students to apply mathematics to real-world contexts:

- **Provide opportunities for students to create models, both concrete and abstract, and perform investigations.**
- **Challenge students to question the accuracy of their models and methods.**
- **Support students as they validate conclusions by comparing them to the given situation.**
- **Indicate how various concepts can be applied to other disciplines.**

Florida Algebra 1-A, Semester A
Unit 1: The Real Number System
Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems

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Expressions
Equivalent Expressions
Unit 3: Equations and Inequalities
Solving Literal Equations
Absolute Value Equations
Solving Linear Inequalities
Solving Compound Inequalities
Unit 4: Functions
Function Notation
Florida Algebra 1-A, Semester B
Unit 1: Linear Relationships
Writing Linear Functions and Equations
Unit Activity: Linear Relationships
Unit 2: Special Linear Relationships
Linear Inequalities
Direct Variation
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Representing Data
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Linear Equations
Writing and Solving Systems Using Substitution
Writing and Solving Systems Using Elimination

ELA Expectations for Students

ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

***Clarifications*:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

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Florida Algebra 1-A, Semester A
Unit 4: Functions
Functions
Graphing Relations
Florida Algebra 1-A, Semester B
Unit 1: Linear Relationships
Constructing and Interpreting Functions
Unit 2: Special Linear Relationships
Linear Inequalities
Linear Function Transformations
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships
Scatter Plots with Linear Associations
Unit 4: Systems of Linear Equations and Inequalities
Unit Activity: Systems of Linear Equations and Inequalities
Systems of Inequalities

ELA.K12.EE.2.1
Read and comprehend grade-level complex texts proficiently.

***Clarifications*:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data

ELA.K12.EE.3.1
Make inferences to support comprehension.

***Clarifications*:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Florida Algebra 1-A, Semester A
Unit 4: Functions
Graphing Relations
Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Using Models from Data
Unit Activity: Extending Function Relationships

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ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

***Clarifications*:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships

ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

***Clarifications*:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships

ELA.K12.EE.6.1

Use appropriate voice and tone when speaking or writing.

***Clarifications*:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Florida Algebra 1-A, Semester B
Unit 3: Extending Function Relationships
Unit Activity: Extending Function Relationships

English Language Development

ELD.K12.ELL.MA.1

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Florida Algebra 1-A, Semester A
Unit 1: The Real Number System
Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems
Unit 2: Linear Equations
Applications of Ratio and Percent

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- Florida Algebra 1-A, Semester B
  - Unit 1: Linear Relationships
    - Slope
    - Slope and Graphing
    - Writing Linear Functions and Equations
  - Unit 2: Special Linear Relationships
    - Special Lines
    - Direct Variation
  - Unit 3: Extending Function Relationships
    - Scatter Plots with Linear Associations
  - Unit 4: Systems of Linear Equations and Inequalities
    - Writing and Solving Systems Using Substitution

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Courseware

Curriculum Coverage Report to Florida Standards – Mathematics Courses 2022 - And Beyond -> Algebra 1-B (#1200380)

8/4/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida Algebra 1-B, Semester A
Florida Algebra 1-B, Semester B

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Algebra 1-B (#1200380)

Number Sense and Operations

MA.912.NSO.1 Generate equivalent expressions and perform operations with expressions involving exponents, radicals or logarithms.

MA.912.NSO.1.1
Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.

***Clarification 1*: Instruction includes the use of technology when appropriate.**
***Clarification 2*: Refer to the K-12 Formulas (Appendix E) for the Laws of Exponents.**
***Clarification 3*: Instruction includes converting between expressions involving rational exponents and expressions involving radicals.**
***Clarification 4*: Within the Mathematics for Data and Financial Literacy course, it is not the expectation to generate equivalent numerical expressions.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Radicals and Exponents

MA.912.NSO.1.2
Generate equivalent algebraic expressions using the properties of exponents.

***Example*: The expression 1.5^{3t+2} is equivalent to the expression $2.25(1.5)^{3t}$ which is equivalent to $2.25(3.375)^{t}$.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Radicals and Exponents
Properties of Exponents

MA.912.NSO.1.4
Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.

***Algebra 1 Example*: The expression $\frac{\sqrt{136}}{\sqrt{2}}$ is equivalent to $\sqrt{\frac{136}{2}}$ which is equivalent to $\sqrt{68}$ which is equivalent to $2\sqrt{17}$.**

***Clarification 1*: Within the Algebra 1 course, expressions are limited to a single arithmetic operation involving two square roots or two cube roots.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Performing Operations on Radicals
Simplifying Cube Roots

Algebraic Reasoning

MA.912.AR.1 Interpret and rewrite algebraic expressions and equations in equivalent forms.

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MA.912.AR.1.1

Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

***Algebra 1 Example*: Derrick is using the formula $P = 1000(1 + .1)^t$ to make a prediction about the camel population in Australia. He identifies the growth factor as (1 + .1), or 1.1, and states that the camel population will grow at an annual rate of 10% per year.**

***Example*: The expression 1.15^t can be rewritten as $\left(1.15^{\frac{1}{12}}\right)^{12t}$ which is approximately equivalent to 1.012^{12t}. This latter expression reveals the approximate equivalent monthly interest rate of 1.2% if the annual rate is 15%.**

***Clarification 1*: Parts of an expression include factors, terms, constants, coefficients and variables.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

Florida Algebra 1-B, Semester A
- Unit 2: Exponential Relationships
  - Modeling with Exponential Functions
- Unit 3: Polynomial Operations
  - Adding and Subtracting Polynomials
- Unit 4: Polynomials and Factors
  - Unit Activity: Polynomials and Factors

MA.912.AR.1.2

Rearrange equations or formulas to isolate a quantity of interest.

***Algebra 1 Example*: The Ideal Gas Law $PV = nRT$ can be rearranged as $T = \frac{PV}{nR}$ to isolate temperature as the quantity of interest.**

***Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for *P*.**
***Mathematics for Data and Financial Literacy Honors Example*: Given the Compound Interest formula $A = P\left(1+\frac{r}{n}\right)^{nt}$, solve for *t*.**

***Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.**
***Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.**

Florida Algebra 1-B, Semester B
- Unit 1: Quadratic Equations
  - Solving Quadratic Equations with Square Roots
- Unit 2: Quadratic Functions
  - Forms of Quadratic Equations
  - Writing Quadratic Functions and Equations
- Unit 3: Extending Quadratic Relationships
  - The Quadratic Formula

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MA.912.AR.1.3
Add, subtract and multiply polynomial expressions with rational number coefficients.

***Clarification 1*: Instruction includes an understanding that when any of these operations are performed with polynomials the result is also a polynomial.**
***Clarification 2*: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.**
Florida Algebra 1-B, Semester A
Unit 3: Polynomial Operations
Adding and Subtracting Polynomials
Multiplying Polynomials
Unit 4: Polynomials and Factors
Unit Activity: Polynomials and Factors

MA.912.AR.1.4
Divide a polynomial expression by a monomial expression with rational number coefficients.

***Clarification 1*: Within the Algebra 1 course, polynomial expressions are limited to 3 or fewer terms.**
Florida Algebra 1-B, Semester A
Unit 3: Polynomial Operations
Dividing by Monomials

MA.912.AR.1.7
Rewrite a polynomial expression as a product of polynomials over the real number system.

***Example*: The expression $4x^3y - 3x^2y^4$ is equivalent to the factored form $x^2y(4x - 3y^3)$.**
***Example*: The expression $16x^2 - 9y^2$ is equivalent to the factored form $(4x - 3y)(4x + 3y)$.**

***Clarification 1*: Within the Algebra 1 course, polynomial expressions are limited to 4 or fewer terms with integer coefficients.**
Florida Algebra 1-B, Semester A
Unit 4: Polynomials and Factors
Factoring Polynomials, Part 1
Factoring Polynomials, Part 2
Unit Activity: Polynomials and Factors

MA.912.AR.3 Write, solve and graph quadratic equations, functions and inequalities in one and two variables.

MA.912.AR.3.1
Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.

***Clarification 1*: Within the Algebra 1 course, instruction includes the concept of non-real answers, without determining non-real solutions.**
***Clarification 2*: Within this benchmark, the expectation is to solve by factoring techniques, taking square roots, the quadratic formula and completing the square.**
Florida Algebra 1-B, Semester B

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Unit 1: Quadratic Equations
Solving Quadratic Equations with Square Roots
Solving Quadratic Equations by Factoring
Unit 2: Quadratic Functions
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Unit Activity: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square
The Quadratic Formula

MA.912.AR.3.4

Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

***Algebra I Example*: Given a table of values from a quadratic function, write an equation of that function.**

***Clarification 1*: Within the Algebra 1 course, a graph, written description or table of values must include the vertex and two points that are equidistant from the vertex.**
***Clarification 2*: Instruction includes the use of standard form, factored form and vertex form.**
***Clarification 3*: Within the Algebra 2 course, one of the given points must be the vertex or an *x*-intercept.**

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Writing Quadratic Functions and Equations

MA.912.AR.3.5

Given the *x*-intercepts and another point on the graph of a quadratic function, write the equation for the function.

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Writing Quadratic Functions and Equations

MA.912.AR.3.6

Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.

Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Quadratic Relationships
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square

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MA.912.AR.3.7

Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.**
***Clarification 2*: Instruction includes the use of standard form, factored form and vertex form, and sketching a graph using the zeros and vertex.**
***Clarification 3*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 4*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.**

Florida Algebra 1-B, Semester B
- Unit 1: Quadratic Equations
  - Quadratic Relationships
- Unit 2: Quadratic Functions
  - Graphs of Quadratic Relationships
  - Forms of Quadratic Equations
  - Unit Activity: Quadratic Functions
- Unit 3: Extending Quadratic Relationships
  - Comparing Functions

MA.912.AR.3.8

Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.

***Algebra 1 Example*: The value of a classic car produced in 1972 can be modeled by the function $V(t) = 19.25t^2 - 440t + 3500$, where t is the number of years since 1972. In what year does the car's value start to increase?**

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior; vertex; and symmetry.**
***Clarification 2*: Instruction includes the use of standard form, factored form and vertex form.**
***Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.**
***Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.**

Florida Algebra 1-B, Semester B
- Unit 2: Quadratic Functions
  - Forms of Quadratic Equations
  - Writing Quadratic Functions and Equations
  - Unit Activity: Quadratic Functions
- Unit 3: Extending Quadratic Relationships
  - Comparing Functions

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MA.912.AR.5 Write, solve and graph exponential and logarithmic equations and functions in one and two variables.

MA.912.AR.5.3
Given a mathematical or real-world context, classify an exponential function as representing growth or decay.

***Clarification 1*: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Course Activity: Writing Exponential Functions

MA.912.AR.5.4
Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

***Clarification 1*: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.**
***Clarification 2*: Within the Algebra 1 course, tables are limited to having successive nonnegative integer inputs so that the function may be determined by finding ratios between successive outputs.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Course Activity: Writing Exponential Functions

MA.912.AR.5.6
Given a table, equation or written description of an exponential function, graph that function and determine its key features.

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; constant percent rate of change; end behavior and asymptotes.**
***Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.**
***Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.**
***Clarification 4*: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$, where b is a whole number greater than 1 or a unit fraction or $f(x) = a(1 \pm r)^x$, where $0 < r < 1$.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Graphs of Exponential Relationships
Comparing Exponential Functions

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MA.912.AR.9 Write and solve a system of two- and three-variable equations and inequalities that describe quantities or relationships.

MA.912.AR.9.6
Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or nonviable options.

***Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.**

The selected PLATO curriculum does not address this learning expectation.

Functions

MA.912.F.1 Understand, compare and analyze properties of functions.

MA.912.F.1.1
Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

***Clarification 1*: Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.**
***Clarification 2*: Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions: $f(x) = x$, $f(x) = x^2$, $f(x) = x^3$, $f(x) = \sqrt{x}$, $f(x) = \sqrt[3]{x}$, $f(x) = |x|$, $f(x) = 2^x$ and $f(x) = \left(\frac{1}{2}\right)^x$.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Nonlinear Functions
Course Activity: Writing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Comparing Functions

MA.912.F.1.2
Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

***Algebra 1 Example*: The function $f(x) = \frac{x}{7} - 8$ models Alicia's position in miles relative to a water stand x minutes into a marathon. Evaluate and interpret for a quarter of an hour into the race.**

***Clarification 1*: Problems include simple functions in two-variables, such as $f(x, y) = 3x - 2y$.**
***Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as $f(x) = 3x$.**

Florida Algebra 1-B, Semester A

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Unit 2: Exponential Relationships
Graphs of Exponential Relationships
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Quadratic Relationships
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Unit 3: Extending Quadratic Relationships
Comparing Functions

MA.912.F.1.3

Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

***Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Nonlinear Functions
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Comparing Functions

MA.912.F.1.6

Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions..

***Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior and asymptotes.**
***Clarification 2*: Within the Algebra 1 course, functions other than linear, quadratic or exponential must be represented graphically.**
***Clarification 3*: Within the Algebra 1 course, instruction includes verifying that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Nonlinear Functions
Course Activity: Writing Exponential Functions
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Comparing Functions

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MA.912.F.1.8
Determine whether a linear, quadratic or exponential function best models a given real-world situation.

***Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.**
***Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.**
Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Course Activity: Writing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Writing Quadratic Functions and Equations
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions

MA.912.F.2 Identify and describe the effects of transformations on functions. Create new functions given transformations.

MA.912.F.2.1
Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$ and $f(x+ k)$ for specific values of k.

***Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.**
***Clarification 2*: Instruction focuses on including positive and negative values for k.**
Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Unit Activity: Quadratic Functions

Financial Literacy

MA.912.FL.3 Describe the advantages and disadvantages of short-term and long-term purchases.

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MA.912.FL.3.2

Solve real-world problems involving simple, compound and continuously compounded interest.

***Example*: Find the amount of money on deposit at the end of 5 years if you started with $500 and it was compounded quarterly at 6% interest per year.**
***Example*: Joe won $25,000 on a lottery scratch-off ticket. How many years will it take at 6% interest compounded yearly for his money to double?**

***Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions

MA.912.FL.3.4

Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

***Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions

Data Analysis and Probability

MA.912.DP.1 Summarize, represent and interpret categorical and numerical data with one and two variables.

MA.912.DP.1.1

Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.

***Clarification 1*: Instruction includes discussions regarding the strengths and weaknesses of each data display.**
***Clarification 2*: Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.**
***Clarification 3*: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.**

Florida Algebra 1-B, Semester B

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Unit 4: Statistics
Visual Representations of Data
Comparing Data Sets
Two-Way Frequency Tables

MA.912.DP.1.2

Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.

***Clarification 1*: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.**

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Understanding Statistics
Comparing Data Sets
Two-Way Frequency Tables
Unit Activity: Statistics
Evaluating Reports

MA.912.DP.1.4

Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.

***Algebra 1 Example*: Based on a survey of 100 households in Twin Lakes, the newspaper reports that the average number of televisions per household is 3.5 with a margin of error of ±0.6. The actual population mean can be estimated to be between 2.9 and 4.1 television per household. Since there are 5,500 households in Twin Lakes the estimated number of televisions is between 15,950 and 22,550.**

***Clarification 1*: Within the Algebra 1 course, the margin of error will be given.**

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Understanding Statistics
Evaluating Reports

MA.912.DP.3 Solve problems involving categorical data.

MA.912.DP.3.1

Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Two-Way Frequency Tables

Mathematical Thinking and Reasoning

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MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

***Clarifications*:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- **Cultivate a community of growth mindset learners.**
- **Foster perseverance in students by choosing tasks that are challenging.**
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Florida Algebra 1-B, Semester B
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit 4: Statistics
Course Activity: Math in Persuasion

MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

***Clarifications*:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- **Help students make connections between concepts and representations.**
- **Provide opportunities for students to use manipulatives when investigating concepts.**
- **Guide students from concrete to pictorial to abstract representations as understanding progresses.**
- **Show students that various representations can have different purposes and can be useful in different situations.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships

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Performing Operations on Radicals
Radicals and Exponents
Unit Activity: Radical Relationships
Unit 2: Exponential Relationships
Nonlinear Functions
Graphs of Exponential Relationships
Comparing Exponential Functions
Unit 3: Polynomial Operations
Dividing by Monomials
Adding and Subtracting Polynomials
Multiplying Polynomials
Unit 4: Polynomials and Factors
Factoring Polynomials, Part 1
Factoring Polynomials, Part 2
Unit Activity: Polynomials and Factors
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Quadratic Relationships
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Forms of Quadratic Equations
Writing Quadratic Functions and Equations
Unit 3: Extending Quadratic Relationships
Comparing Functions
Unit 4: Statistics
Visual Representations of Data

MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

***Clarifications*:**
Teachers who encourage students to complete tasks with mathematical fluency:

- **Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.**
- **Offer multiple opportunities for students to practice efficient and generalizable methods.**
- **Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.**

Florida Algebra 1-B, Semester A

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Unit 1: Radical Relationships
Performing Operations on Radicals
Simplifying Cube Roots
Unit Activity: Radical Relationships
Properties of Exponents
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Solving Quadratic Equations with Square Roots
Unit 3: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square
The Quadratic Formula

MA.K12.MTR.4.1

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

***Clarifications*:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- **Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.**
- **Create opportunities for students to discuss their thinking with peers.**
- **Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.**
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Florida Algebra 1-B, Semester A
Unit 1: Radical Relationships
Properties of Exponents
Unit 2: Exponential Relationships
Comparing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 1: Quadratic Equations
Solving Quadratic Equations with Square Roots
Solving Quadratic Equations by Factoring
Unit 3: Extending Quadratic Relationships
Solving Quadratic Equations by Completing the Square
Unit 4: Statistics
Comparing Data Sets
Course Activity: Math in Persuasion

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MA.K12.MTR.5.1

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

***Clarifications*:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- **Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.**
- **Support students to develop generalizations based on the similarities found among problems.**
- **Provide opportunities for students to create plans and procedures to solve problems.**
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Florida Algebra 1-B, Semester A
- Unit 2: Exponential Relationships
  - Modeling with Exponential Functions
- Unit 3: Polynomial Operations
  - Dividing by Monomials
  - Adding and Subtracting Polynomials
  - Multiplying Polynomials
- Unit 4: Polynomials and Factors
  - Factoring Polynomials, Part 1
  - Factoring Polynomials, Part 2
  - Unit Activity: Polynomials and Factors

Florida Algebra 1-B, Semester B
- Unit 3: Extending Quadratic Relationships
  - Course Activity: Modeling with Functions

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

***Clarifications*:**
Teachers who encourage students to assess the reasonableness of solutions:

- **Have students estimate or predict solutions prior to solving.**
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- **Reinforce that students check their work as they progress within and after a task.**
- **Strengthen students' ability to verify solutions through justifications.**

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Unit Activity: Extending Quadratic Relationships

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

***Clarifications*:**
Teachers who encourage students to apply mathematics to real-world contexts:

- **Provide opportunities for students to create models, both concrete and abstract, and perform investigations.**
- **Challenge students to question the accuracy of their models and methods.**
- **Support students as they validate conclusions by comparing them to the given situation.**
- **Indicate how various concepts can be applied to other disciplines.**

Florida Algebra 1-B, Semester A
Unit 2: Exponential Relationships
Modeling with Exponential Functions
Course Activity: Writing Exponential Functions
Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Unit Activity: Quadratic Functions

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Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit Activity: Extending Quadratic Relationships
Unit 4: Statistics
Comparing Data Sets
Course Activity: Math in Persuasion
Two-Way Frequency Tables
Unit Activity: Statistics

ELA Expectations for Students

ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

***Clarifications*:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Florida Algebra 1-B, Semester B
Unit 2: Quadratic Functions
Graphs of Quadratic Relationships
Unit Activity: Quadratic Functions
Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit 4: Statistics
Comparing Data Sets
Course Activity: Math in Persuasion
Two-Way Frequency Tables
Unit Activity: Statistics
Evaluating Reports

ELA.K12.EE.2.1
Read and comprehend grade-level complex texts proficiently.

***Clarifications*:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Florida Algebra 1-B, Semester B

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Unit 3: Extending Quadratic Relationships
Course Activity: Modeling with Functions
Unit 4: Statistics
Evaluating Reports

ELA.K12.EE.3.1

Make inferences to support comprehension.

***Clarifications*:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Understanding Statistics
Visual Representations of Data
Comparing Data Sets
Two-Way Frequency Tables
Unit Activity: Statistics
Evaluating Reports

ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

***Clarifications*:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Course Activity: Math in Persuasion

ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

***Clarifications*:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Florida Algebra 1-B, Semester B
Unit 4: Statistics
Course Activity: Math in Persuasion

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ELA.K12.EE.6.1

Use appropriate voice and tone when speaking or writing.

***Clarifications*:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- Florida Algebra 1-B, Semester A
  - Unit 2: Exponential Relationships
    - Course Activity: Writing Exponential Functions
- Florida Algebra 1-B, Semester B
  - Unit 4: Statistics
    - Course Activity: Math in Persuasion

English Language Development

ELD.K12.ELL.MA.1

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- Florida Algebra 1-B, Semester A
  - Unit 2: Exponential Relationships
    - Course Activity: Writing Exponential Functions
  - Unit 3: Polynomial Operations
    - Dividing by Monomials
    - Adding and Subtracting Polynomials
    - Multiplying Polynomials
- Florida Algebra 1-B, Semester B
  - Unit 1: Quadratic Equations
    - Solving Quadratic Equations by Factoring
  - Unit 2: Quadratic Functions
    - Forms of Quadratic Equations
    - Writing Quadratic Functions and Equations
  - Unit 3: Extending Quadratic Relationships
    - Solving Quadratic Equations by Completing the Square
    - The Quadratic Formula
  - Unit 4: Statistics
    - Visual Representations of Data

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Courseware

Curriculum Coverage Report to Florida Standards – Social Studies Courses (Frameworks) 2022 - 2023 -> M/J Civics (#2106010) 2022 - 2023

6/2/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida M/J Civics, Semester A v2.0
Florida M/J Civics, Semester B v2.0

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M/J Civics (#2106010) 2022 - 2023

Social Studies Strands

Strand: Civics and Government

SS.7.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 18-19. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution

SS.7.C.1.2 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 20-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government

SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 22-23. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government

SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 24-25. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

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Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government

SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 27. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 28-29. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
How Federalism Works

SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 30. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

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SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution

SS.7.C.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.C.2.1 Define the term "citizen," and identify legal means of becoming a United States citizen. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 32-33. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Citizenship

SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 34-35. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Citizenship

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels. Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Citizenship
Unit Activity: A Nation and Its People
Physical and Political Geography of the United States
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch

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Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Unit Activity: Local Community Service

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 36-37. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 38-39. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
Unit Activity: The Judicial System

SS.7.C.2.7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Elections

SS.7.C.2.8 Identify America's current political parties, and illustrate their ideas about government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 40. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Political Parties

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SS.7.C.2.9 Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 41-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Unit Activity: The American Political System

SS.7.C.2.10. Examine the impact of media, individuals, and interest groups on monitoring and influencing government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 43. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
The Bureaucracy and Domestic Policy
Unit 2: The American Political System
Public Opinion, the Media, and Interest Groups

SS.7.C.2.11 Analyze media and political communications (bias, symbolism, propaganda). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Public Opinion, the Media, and Interest Groups

SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 46-47. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

The selected PLATO curriculum does not address this learning expectation.

SS.7.C.2.13 Examine multiple perspectives on public and current issues. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional

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resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 2: The American Political System
Political Parties

SS.7.C.2.14 Conduct a service project to further the public good. Clarifications: The project can be at the school, community, state, national, or international level.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Unit Activity: Local Community Service

SS.7.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.7.C.3.1 Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 50. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
What Is Government?

SS.7.C.3.2 Compare parliamentary, federal, confederal, and unitary systems of government. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 51-52. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
What Is Government?

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 53-54. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch
The Executive Branch

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The Judicial Branch
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
How Federalism Works

SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 55. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
How Federalism Works

SS.7.C.3.5 Explain the Constitutional amendment process. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 56. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution

SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 57. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 58-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights

SS.7.C.3.8 Analyze the structure, functions, and processes of the legislative, executive, and judicial branches. Clarifications: This benchmark is annually

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evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch
The Executive Branch
The Judicial Branch
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
The Bureaucracy and Domestic Policy
Foreign Policy

SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 60-61. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legislative Branch
The Legal System
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
State and Local Governments
The Bureaucracy and Domestic Policy

SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 62. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government
The Legal System

SS.7.C.3.11 Diagram the levels, functions, and powers of courts at the state and federal levels. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 63-64. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 3: Structure and Functions of the U.S. Government

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The Judicial Branch
The Legal System
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
State and Local Governments

SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page 65. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
The Bill of Rights and Individual Rights
Unit 3: Structure and Functions of the U.S. Government
The Executive Branch
The Judicial Branch
The Legal System
Unit Activity: The Judicial System

SS.7.C.3.13 Compare the constitutions of the United States and Florida. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 66-67. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
Writing the Constitution
Unit Activity: Foundations of American Government

SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 68-69. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester A v2.0
Unit 2: Foundations of American Government
What Is Government?
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
State and Local Governments
How Federalism Works

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SS.7.C.4 Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 70-71. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
The Bureaucracy and Domestic Policy
Foreign Policy

SS.7.C.4.2 Recognize government and citizen participation in international organizations. Clarifications: Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice. This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 72-73. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Foreign Policy

SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts. Clarifications: This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 74-75. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Foreign Policy

Strand: Economics

SS.7.E.1 Understand the fundamental concepts relevant to the development of a market economy.

SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Basic Economic Principles

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SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Basic Economic Principles

SS.7.E.1.4 Discuss the function of financial institutions in the development of a market economy.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work
Basic Economic Principles

SS.7.E.1.6 Compare the national budget process to the personal budget process. Clarifications: Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Unit Activity: Budgeting

SS.7.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.2.2 Describe the banking system in the United States and its impact on the money supply. Clarifications: Examples are the Federal Reserve System and privately owned banks.

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Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.2.3 Identify and describe United States laws and regulations adopted to promote economic competition.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Basic Economic Principles

SS.7.E.2.5 Explain how economic institutions impact the national economy. Clarifications: Examples are the stock market, banks, credit unions.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work

SS.7.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

SS.7.E.3.3 Compare and contrast a single resource economy with a diversified economy.

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

SS.7.E.3.4 Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

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Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The United States and the Global Economy

Strand: Geography

SS.7.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America. Clarifications: Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.2 Understand physical and cultural characteristics of places.

SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States. Clarifications: Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
The People of the United States

SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States. Clarifications: Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
The People of the United States
Physical and Political Geography of the United States

SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and

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inter-governmental relations in North America.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.2.4 Describe current major cultural regions of North America. Clarifications: Examples are the South, Rust-belt, Silicon Valley.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
The People of the United States

SS.7.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.4 Understand the characteristics, distribution, and migration of human populations.

SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.

The selected PLATO curriculum does not address this learning expectation.

SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

The selected PLATO curriculum does not address this learning expectation.

SS.7.G.5 Understand how human actions can impact the environment.

SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Clarifications: Examples are tri-county mangrove decimation, beach erosion.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

SS.7.G.6 Understand how to apply geography to interpret the past and present and plan for the future.

SS.7.G.6.1 Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Clarifications: Examples are population density, changes in census data, and district reapportionment over time.

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Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States

Supporting Standards

Mathematical Thinking and Reasoning

MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Unit Activity: Budgeting

MA.K12.MTR.2.1
Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
Unit Activity: Budgeting

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MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States
Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work
Unit Activity: Budgeting

MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

The selected PLATO curriculum does not address this learning expectation.

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Physical and Political Geography of the United States
Florida M/J Civics, Semester B v2.0
Unit 3: The American Economic System
The U.S. Economy at Work
Unit Activity: Budgeting

ELA Expectations for Students

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

The selected PLATO curriculum does not address this learning expectation.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Unit Activity: A Nation and Its People
Physical and Political Geography of the United States
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution
The Bill of Rights and Individual Rights
Unit 3: Structure and Functions of the U.S. Government
The Executive Branch
The Legal System
Unit Activity: The Judicial System
Florida M/J Civics, Semester B v2.0

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Unit 1: The Federal System
Unit Activity: Local Community Service
Unit 3: The American Economic System
The U.S. Economy at Work

ELA.K12.EE.3.1 Make inferences to support comprehension.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Unit Activity: A Nation and Its People
Physical and Political Geography of the United States
Unit 2: Foundations of American Government
Origins of American Government
Writing the Constitution
The Bill of Rights and Individual Rights
Unit 3: Structure and Functions of the U.S. Government
The Executive Branch
The Legal System
Unit Activity: The Judicial System
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Unit Activity: Local Community Service
Unit 3: The American Economic System
The U.S. Economy at Work

ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Discussion: A Nation and Its People
Unit 2: Foundations of American Government
Discussion: Foundations of American Government
Unit 3: Structure and Functions of the U.S. Government
Discussion: Structure and Functions of the U.S. Government
Florida M/J Civics, Semester B v2.0
Unit 1: The Federal System
Discussion: The Federal System
Unit 2: The American Political System
Discussion: The American Political System
Unit 3: The American Economic System
Discussion: The American Economic System

ELA.K12.EE.5.1
Use the accepted rules governing a specific format to create quality work.

The selected PLATO curriculum does not address this learning expectation.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

Florida M/J Civics, Semester A v2.0
Unit 1: A Nation and Its People
Unit Activity: A Nation and Its People

English Language Development for English Language Learners

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ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

- Florida M/J Civics, Semester A v2.0
  - Unit 1: A Nation and Its People
    - Discussion: A Nation and Its People
  - Unit 2: Foundations of American Government
    - Discussion: Foundations of American Government
  - Unit 3: Structure and Functions of the U.S. Government
    - Discussion: Structure and Functions of the U.S. Government
- Florida M/J Civics, Semester B v2.0
  - Unit 1: The Federal System
    - Discussion: The Federal System
  - Unit 2: The American Political System
    - Discussion: The American Political System
  - Unit 3: The American Economic System
    - Discussion: The American Economic System

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- Florida M/J Civics, Semester A v2.0
  - Unit 1: A Nation and Its People
    - Unit Activity: A Nation and Its People
  - Unit 2: Foundations of American Government
    - Unit Activity: Foundations of American Government
  - Unit 3: Structure and Functions of the U.S. Government
    - Unit Activity: The Judicial System
- Florida M/J Civics, Semester B v2.0
  - Unit 1: The Federal System
    - Unit Activity: Local Community Service
  - Unit 2: The American Political System
    - Unit Activity: The American Political System
  - Unit 3: The American Economic System
    - Unit Activity: Budgeting

Health Education

HE.7.P.8.2 Articulate a position on a health-related issue and support it with accurate health information. Clarifications: Bullying prevention, Internet safety, and nutritional choices.

- Florida M/J Civics, Semester B v2.0
  - Unit 1: The Federal System
    - Unit Activity: Local Community Service

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Courseware

Curriculum Coverage Report to Florida Standards – Science Courses 2022 - And Beyond -> M/J Physical Science (#2003010) 2022 - And Beyond

5/27/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida M/J Physical Science, Semester A
Florida M/J Physical Science, Semester B

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M/J Physical Science (#2003010) 2022 - And Beyond

Content Standards

SC.6.N Nature of Science

SC.6.N.1 The Practice of Science

SC.6.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

- Florida M/J Physical Science, Semester A
  - Unit 2: Chemical Reactions
    - Course Activity: Observing a Chemical Reaction
    - Course Activity: Building a Device that Uses Energy from Chemical Reactions
  - Unit 3: Forces and Motion
    - Using Forces to Predict Motion
    - Course Activity: Exploring Forces
    - Course Activity: Investigating Forces and Motion
    - Collisions
    - Course Activity: Designing a Car Bumper
    - Unit Activity: Forces and Motion
  - Unit 1: Structure and Properties of Matter
    - Introduction to Physical Science
    - Course Activity: Examining Matter
    - Energy and Changes in State
    - Course Activity: Observing a Change in State
- Florida M/J Physical Science, Semester B
  - Unit 1: Force Fields
    - Electricity and Magnetism
    - Gravity
    - Course Activity: Finding Evidence of Force Fields
    - Electric Circuits
    - Electromagnets, Generators, and Motors
  - Unit 2: Energy
    - Course Activity: Describing the Movement of Energy
    - Course Activity: Investigating Gravity and Potential Energy
    - Potential Energy
    - Kinetic Energy
    - Energy Transfer and Transformation
    - Course Activity: Investigating Temperature Changes in Materials
    - Thermal Energy and Heat
    - Unit Activity: Energy
  - Unit 3: Waves
    - Exploring Waves

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Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.6.N.1.2 Explain why scientific investigations should be replicable.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning

SC.6.N.1.3 Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Observing a Chemical Reaction
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Course Activity: Examining Matter
Course Activity: Observing a Change in State

SC.6.N.1.4 Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

The selected PLATO curriculum does not address this learning expectation.

SC.6.N.1.5 Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Course Activity: Designing a Car Bumper
Unit Activity: Forces and Motion
Unit 1: Structure and Properties of Matter
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors
Unit 2: Energy
Energy Transfer and Transformation
Unit Activity: Energy

SC.6.N.2 The Characteristics of Scientific Knowledge

SC.6.N.2.1 Distinguish science from other activities involving thought.

Florida M/J Physical Science, Semester A

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Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.6.N.2.2 Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 3: Waves
Light and Information About the Universe

SC.6.N.2.3 Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors

SC.6.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.6.N.3.1 Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.6.N.3.2 Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter

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Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.6.N.3.3 Give several examples of scientific laws.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Energy Changes in Chemical Reactions
Unit 3: Forces and Motion
Using Forces to Predict Motion
Course Activity: Investigating Forces and Motion
Collisions
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Unit 2: Energy
Energy Transfer and Transformation

SC.6.N.3.4 Identify the role of models in the context of the sixth grade science benchmarks.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Using Forces to Predict Motion
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Course Activity: Building Models of Atomic Arrangements
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Finding Evidence of Force Fields
Electric Circuits
Unit 2: Energy
Energy Transfer and Transformation
Unit 3: Waves
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.7.N Nature of Science

SC.7.N.1 The Practice of Science

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SC.7.N.1.1 Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

- Florida M/J Physical Science, Semester A
  - Unit 2: Chemical Reactions
    - Course Activity: Observing a Chemical Reaction
    - Course Activity: Building a Device that Uses Energy from Chemical Reactions
  - Unit 3: Forces and Motion
    - Using Forces to Predict Motion
    - Course Activity: Exploring Forces
    - Course Activity: Investigating Forces and Motion
    - Collisions
    - Course Activity: Designing a Car Bumper
    - Unit Activity: Forces and Motion
  - Unit 1: Structure and Properties of Matter
    - Introduction to Physical Science
    - Course Activity: Examining Matter
    - Energy and Changes in State
    - Course Activity: Observing a Change in State
- Florida M/J Physical Science, Semester B
  - Unit 1: Force Fields
    - Electricity and Magnetism
    - Gravity
    - Course Activity: Finding Evidence of Force Fields
    - Electric Circuits
    - Electromagnets, Generators, and Motors
  - Unit 2: Energy
    - Course Activity: Describing the Movement of Energy
    - Course Activity: Investigating Gravity and Potential Energy
    - Potential Energy
    - Kinetic Energy
    - Energy Transfer and Transformation
    - Course Activity: Investigating Temperature Changes in Materials
    - Thermal Energy and Heat
    - Unit Activity: Energy
  - Unit 3: Waves
    - Exploring Waves
    - Course Activity: Describing How Light Interacts with Matter
    - Interactions of Light with Matter

SC.7.N.1.2 Differentiate replication (by others) from repetition (multiple trials).

- Florida M/J Physical Science, Semester A
  - Unit 1: Structure and Properties of Matter
    - Course Activity: Scientific Reasoning

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SC.7.N.1.3 Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Course Activity: Observing a Chemical Reaction
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Introduction to Physical Science
  - Course Activity: Examining Matter
  - Course Activity: Observing a Change in State

SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Course Activity: Observing a Chemical Reaction
- Unit 1: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Course Activity: Observing a Change in State

Florida M/J Physical Science, Semester B
- Unit 2: Energy
  - Kinetic Energy
  - Course Activity: Investigating Temperature Changes in Materials

SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

Florida M/J Physical Science, Semester A
- Unit 1: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Course Activity: Examining Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Finding Evidence of Force Fields

SC.7.N.1.6 Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Electromagnets, Generators, and Motors
- Unit 3: Waves
  - Light and Information About the Universe

SC.7.N.1.7 Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

Florida M/J Physical Science, Semester A

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Unit 2: Chemical Reactions
Synthetic Materials
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.7.N.2 The Characteristics of Scientific Knowledge

SC.7.N.2.1 Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Unit 3: Waves
Light and Information About the Universe

SC.7.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.7.N.3.1 Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.7.N.3.2 Identify the benefits and limitations of the use of scientific models.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Finding Evidence of Force Fields

SC.8.N Nature of Science

SC.8.N.1 The Practice of Science

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SC.8.N.1.1 Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

- Florida M/J Physical Science, Semester A
  - Unit 2: Chemical Reactions
    - Course Activity: Observing a Chemical Reaction
    - Course Activity: Building a Device that Uses Energy from Chemical Reactions
  - Unit 3: Forces and Motion
    - Using Forces to Predict Motion
    - Course Activity: Exploring Forces
    - Course Activity: Investigating Forces and Motion
    - Collisions
    - Course Activity: Designing a Car Bumper
    - Unit Activity: Forces and Motion
  - Unit 1: Structure and Properties of Matter
    - Introduction to Physical Science
    - Course Activity: Examining Matter
    - Energy and Changes in State
    - Course Activity: Observing a Change in State
- Florida M/J Physical Science, Semester B
  - Unit 1: Force Fields
    - Electricity and Magnetism
    - Gravity
    - Course Activity: Finding Evidence of Force Fields
    - Electric Circuits
    - Electromagnets, Generators, and Motors
  - Unit 2: Energy
    - Course Activity: Describing the Movement of Energy
    - Course Activity: Investigating Gravity and Potential Energy
    - Potential Energy
    - Kinetic Energy
    - Energy Transfer and Transformation
    - Course Activity: Investigating Temperature Changes in Materials
    - Thermal Energy and Heat
    - Unit Activity: Energy
  - Unit 3: Waves
    - Exploring Waves
    - Course Activity: Describing How Light Interacts with Matter
    - Interactions of Light with Matter

SC.8.N.1.2 Design and conduct a study using repeated trials and replication.

- Florida M/J Physical Science, Semester B
  - Unit 2: Energy
    - Course Activity: Investigating Gravity and Potential Energy

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SC.8.N.1.3 Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

The selected PLATO curriculum does not address this learning expectation.

SC.8.N.1.4 Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Electromagnets, Generators, and Motors

SC.8.N.1.5 Analyze the methods used to develop a scientific explanation as seen in different fields of science.

Florida M/J Physical Science, Semester A
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter
  - Course Activity: Scientific Reasoning
  - Course Activity: Examining Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Finding Evidence of Force Fields

SC.8.N.1.6 Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Course Activity: Building a Device that Uses Energy from Chemical Reactions
- Unit 3: Forces and Motion
  - Collisions
  - Course Activity: Designing a Car Bumper
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Finding Evidence of Force Fields
  - Electromagnets, Generators, and Motors
- Unit 2: Energy
  - Energy Transfer and Transformation
  - Thermal Energy and Heat

SC.8.N.2 The Characteristics of Scientific Knowledge

SC.8.N.2.1 Distinguish between scientific and pseudoscientific ideas.

The selected PLATO curriculum does not address this learning expectation.

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SC.8.N.2.2 Discuss what characterizes science and its methods.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science

SC.8.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.8.N.3.1 Select models useful in relating the results of their own investigations.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Using Forces to Predict Motion
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Finding Evidence of Force Fields
Electric Circuits
Unit 3: Waves
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.8.N.3.2 Explain why theories may be modified but are rarely discarded.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Scientific Reasoning
Introduction to Physical Science
Atoms and Elements
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.8.N.4 Science and Society

SC.8.N.4.1 Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Course Activity: Conserving Electricity at Home

SC.8.N.4.2 Explain how political, social, and economic concerns can affect science, and vice versa.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions

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Energy Changes in Chemical Reactions
Synthetic Materials
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors
Unit 2: Energy
Forms of Energy
Unit 3: Waves
Unit Activity: Waves

Physical Science

SC.6.P.11 Energy Transfer and Transformations

SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

Florida M/J Physical Science, Semester B
Unit 2: Energy
Course Activity: Describing the Movement of Energy
Forms of Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

SC.6.P.12 Motion of Objects

SC.6.P.12.1 Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

Florida M/J Physical Science, Semester A
Unit 3: Forces and Motion
Motion and Motion Graphs

SC.6.P.13 Forces and Changes in Motion

SC.6.P.13.1 Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

Florida M/J Physical Science, Semester A
Unit 3: Forces and Motion
Using Forces to Predict Motion
Course Activity: Exploring Forces
Course Activity: Investigating Forces and Motion
Collisions
Course Activity: Designing a Car Bumper
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Course Activity: Finding Evidence of Force Fields

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SC.6.P.13.2 Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

Florida M/J Physical Science, Semester A
Unit 3: Forces and Motion
Using Forces to Predict Motion
Course Activity: Investigating Forces and Motion
Collisions

SC.7.P.10 Forms of Energy

SC.7.P.10.1 Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electromagnets, Generators, and Motors
Unit 3: Waves
Exploring Waves
Light and Information About the Universe
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter
Unit Activity: Waves

SC.7.P.10.2 Observe and explain that light can be reflected, refracted, and/or absorbed.

Florida M/J Physical Science, Semester B
Unit 3: Waves
Light and Information About the Universe
Course Activity: Describing How Light Interacts with Matter
Interactions of Light with Matter

SC.7.P.10.3 Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

Florida M/J Physical Science, Semester B
Unit 3: Waves
Exploring Waves

SC.7.P.11 Energy Transfer and Transformations

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SC.7.P.11.1 Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Energy and Changes in State
Course Activity: Observing a Change in State
Florida M/J Physical Science, Semester B
Unit 2: Energy
Thermal Energy and Heat

SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.

Florida M/J Physical Science, Semester B
Unit 2: Energy
Course Activity: Describing the Movement of Energy
Forms of Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Energy Changes in Chemical Reactions
Florida M/J Physical Science, Semester B
Unit 2: Energy
Energy Transfer and Transformation

SC.7.P.11.4 Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Course Activity: Observing a Change in State
Florida M/J Physical Science, Semester B
Unit 2: Energy
Course Activity: Investigating Temperature Changes in Materials
Thermal Energy and Heat
Unit Activity: Energy

SC.8.P.8 Properties of Matter

SC.8.P.8.1 Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter

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Atoms and Elements

SC.8.P.8.2 Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.8.P.8.3 Explore and describe the densities of various materials through measurement of their masses and volumes.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Unit 1: Structure and Properties of Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity

SC.8.P.8.4 Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Synthetic Materials
Unit 1: Structure and Properties of Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Electricity and Magnetism
Unit Activity: Force Fields

SC.8.P.8.5 Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Course Activity: Building Models of Atomic Arrangements
Atoms and Elements

SC.8.P.8.6 Recognize that elements are grouped in the periodic table according to similarities of their properties.

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Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Atoms and Elements

SC.8.P.8.7 Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Atoms and Elements

SC.8.P.8.8 Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Observing a Chemical Reaction
Unit 1: Structure and Properties of Matter
Matter Around Us

SC.8.P.8.9 Distinguish among mixtures (including solutions) and pure substances.

Florida M/J Physical Science, Semester A
Unit 1: Structure and Properties of Matter
Matter Around Us

SC.8.P.9 Changes in Matter

SC.8.P.9.1 Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Atoms in Chemical Reactions
Unit 1: Structure and Properties of Matter
Course Activity: Observing a Change in State

SC.8.P.9.2 Differentiate between physical changes and chemical changes.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Observing a Chemical Reaction
Properties and Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions

SC.8.P.9.3 Investigate and describe how temperature influences chemical changes.

Florida M/J Physical Science, Semester A

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Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Properties and Chemical Reactions
Energy Changes in Chemical Reactions

Supporting Standards

Mathematical Thinking and Reasoning

MA.K12.MTR.1.1
Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- **Analyze the problem in a way that makes sense given the task.**
- **Ask questions that will help with solving the task.**
- **Build perseverance by modifying methods as needed while solving a challenging task.**
- **Stay engaged and maintain a positive mindset when working to solve tasks.**
- **Help and support each other when attempting a new method or approach.**

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Motion and Motion Graphs
Course Activity: Investigating Forces and Motion
Collisions
Course Activity: Designing a Car Bumper
Simple Machines
Unit 1: Structure and Properties of Matter
Course Activity: Examining Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Electric Circuits
Course Activity: Conserving Electricity at Home
Unit 2: Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

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MA.K12.MTR.2.1

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- **Build understanding through modeling and using manipulatives.**
- **Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.**
- **Progress from modeling problems with objects and drawings to using algorithms and equations.**
- **Express connections between concepts and representations.**
- **Choose a representation based on the given context or purpose.**

Florida M/J Physical Science, Semester A
- Unit 3: Forces and Motion
  - Motion and Motion Graphs
  - Collisions
- Unit 1: Structure and Properties of Matter
  - Course Activity: Examining Matter
  - Matter Around Us

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Course Activity: Conserving Electricity at Home
- Unit 2: Energy
  - Course Activity: Investigating Gravity and Potential Energy
  - Potential Energy
  - Kinetic Energy
  - Energy Transfer and Transformation

MA.K12.MTR.3.1

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- **Select efficient and appropriate methods for solving problems within the given context.**
- **Maintain flexibility and accuracy while performing procedures and mental calculations.**
- **Complete tasks accurately and with confidence.**
- **Adapt procedures to apply them to a new context.**
- **Use feedback to improve efficiency when performing calculations.**

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Properties and Chemical Reactions
  - Course Activity: Building a Device that Uses Energy from Chemical Reactions
- Unit 3: Forces and Motion
  - Motion and Motion Graphs
  - Course Activity: Investigating Forces and Motion
  - Collisions
  - Course Activity: Designing a Car Bumper

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Simple Machines
Unit 1: Structure and Properties of Matter
Course Activity: Examining Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Electric Circuits
Course Activity: Conserving Electricity at Home
Unit 2: Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

MA.K12.MTR.4.1
Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- **Communicate mathematical ideas, vocabulary and methods effectively.**
- **Analyze the mathematical thinking of others.**
- **Compare the efficiency of a method to those expressed by others.**
- **Recognize errors and suggest how to correctly solve the task.**
- **Justify results by explaining methods and processes.**
- **Construct possible arguments based on evidence.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.5.1
Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- **Focus on relevant details within a problem.**
- **Create plans and procedures to logically order events, steps or ideas to solve problems.**
- **Decompose a complex problem into manageable parts.**
- **Relate previously learned concepts to new concepts.**
- **Look for similarities among problems.**
- **Connect solutions of problems to more complicated large-scale situations.**

Florida M/J Physical Science, Semester B
Unit 2: Energy
Energy Transfer and Transformation

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MA.K12.MTR.6.1
Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- **Estimate to discover possible solutions.**
- **Use benchmark quantities to determine if a solution makes sense.**
- **Check calculations when solving problems.**
- **Verify possible solutions by explaining the methods used.**
- **Evaluate results based on the given context.**

The selected PLATO curriculum does not address this learning expectation.

MA.K12.MTR.7.1
Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- **Connect mathematical concepts to everyday experiences.**
- **Use models and methods to understand, represent and solve problems.**
- **Perform investigations to gather data or determine if a method is appropriate.**
- **Redesign models and methods to improve accuracy or efficiency.**

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Properties and Chemical Reactions
Course Activity: Building a Device that Uses Energy from Chemical Reactions
Unit 3: Forces and Motion
Motion and Motion Graphs
Course Activity: Investigating Forces and Motion
Collisions
Course Activity: Designing a Car Bumper
Simple Machines
Unit 1: Structure and Properties of Matter
Course Activity: Examining Matter
Matter Around Us
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Gravity
Electric Circuits
Course Activity: Conserving Electricity at Home
Unit 2: Energy
Course Activity: Investigating Gravity and Potential Energy
Potential Energy
Kinetic Energy
Energy Transfer and Transformation

ELA Expectations for Students

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
Florida M/J Physical Science, Semester A

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Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Unit 3: Waves
Unit Activity: Waves

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Discussion: Chemical Reactions
Properties and Chemical Reactions
Atoms in Chemical Reactions
Synthetic Materials
Unit 3: Forces and Motion
Using Forces to Predict Motion
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Matter Around Us
Energy and Changes in State
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Gravity
Electric Circuits
Unit 2: Energy
Forms of Energy
Thermal Energy and Heat
Unit 3: Waves
Interactions of Light with Matter
Unit Activity: Waves

ELA.K12.EE.3.1 Make inferences to support comprehension.

Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Discussion: Chemical Reactions
Properties and Chemical Reactions
Atoms in Chemical Reactions
Synthetic Materials
Unit 3: Forces and Motion
Using Forces to Predict Motion
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Matter Around Us
Energy and Changes in State
Florida M/J Physical Science, Semester B

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Unit 1: Force Fields
Unit Activity: Force Fields
Gravity
Electric Circuits
Unit 2: Energy
Forms of Energy
Thermal Energy and Heat
Unit 3: Waves
Interactions of Light with Matter
Unit Activity: Waves

ELA.K12.EE.4.1
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Discussion: Chemical Reactions
Unit 3: Forces and Motion
Discussion: Forces and Motion
Unit 1: Structure and Properties of Matter
Discussion: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Discussion: Force Fields
Unit 2: Energy
Discussion: Energy
Unit 3: Waves
Discussion: Waves

ELA.K12.EE.5.1
Use the accepted rules governing a specific format to create quality work.
Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Unit 3: Waves
Unit Activity: Waves

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.
Florida M/J Physical Science, Semester A
Unit 2: Chemical Reactions
Unit Activity: Chemical Reactions
Unit 1: Structure and Properties of Matter
Unit Activity: Structure and Properties of Matter
Florida M/J Physical Science, Semester B
Unit 1: Force Fields
Unit Activity: Force Fields
Unit 3: Waves

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Unit Activity: Waves

English Language Development for English Language Learners

ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Discussion: Chemical Reactions
- Unit 3: Forces and Motion
  - Discussion: Forces and Motion
- Unit 1: Structure and Properties of Matter
  - Discussion: Structure and Properties of Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Discussion: Force Fields
- Unit 2: Energy
  - Discussion: Energy
- Unit 3: Waves
  - Discussion: Waves

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

Florida M/J Physical Science, Semester A
- Unit 2: Chemical Reactions
  - Unit Activity: Chemical Reactions
- Unit 1: Structure and Properties of Matter
  - Unit Activity: Structure and Properties of Matter

Florida M/J Physical Science, Semester B
- Unit 1: Force Fields
  - Unit Activity: Force Fields
- Unit 3: Waves
  - Unit Activity: Waves

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Courseware

Curriculum Coverage Report to Florida Standards – English/Language Arts Courses 2022 - And Beyond

8/15/2022

INTRODUCTION

Edmentum Courseware supports the flexible needs of today's educators as they facilitate effective personalized learning. Courses may be used in their entirety, or modules can be used independently to supplement or enhance individual and varied learning environments. Use this document to review alignment of standards to each instructional activity.

The following courses were used in this correlation report:

Florida English 1, Semester A v4.0
Florida English 1, Semester B v4.0

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English/Language Arts Courses 2022 - And Beyond

1001310 - English 1

Content Standards

9th Grade

Communication

ELA.9.C.1 Communicating Through Writing

ELA.9.C.1.2:
Narrative Writing
Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

Benchmark Clarifications:
Clarification 1: **See Writing Types and Narrative Techniques.**

- Florida English 1, Semester A v4.0
  - Unit 3: Looking Inward
    - Unit Activity: Write a Personal Narrative Exploring Identity
    - Planning and Developing Your Writing with Model Texts
- Florida English 1, Semester B v4.0
  - Unit 2: More Than Just Fun and Games
    - Determining and Analyzing Theme in "The Perfect Match"

ELA.9.C.1.3:
Argumentative Writing
Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

Benchmark Clarification:
Clarification 1: **See Writing Types and Elaborative Techniques.**

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Unit Activity: Write a Literature Analysis on Authorial Techniques
    - Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
    - Analyzing How Pacing and Structure Create Suspense in "New Chicago"
    - Analyzing Theme Development in "New Chicago"
  - Unit 2: Leaving a Legacy
    - Researching What It Takes to Make a Difference
    - Unit Activity: Write an Argument on What it Takes to Make a Difference
  - Unit 3: Looking Inward
    - Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name"

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Analyzing Two Accounts of Helen Keller's Life
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Analyzing Shakespeare's "Romeo and Juliet" and Ovid's "Pyramus and Thisbe"
Analyzing Dramatic Irony and Theme in Romeo and Juliet: Act 5, Scene 3
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Comparing Character Interactions in Romeo and Juliet: Act 4
Analyzing Character Motivations in Romeo and Juliet: Act 1, Scenes 1-2
Analyzing Character Interaction in Romeo and Juliet: Act 1, Scenes 3-4
Analyzing a Visual Representation of Romeo and Juliet: Act 1, Scene 5
Analyzing Tension in Romeo and Juliet: Act 2, Scenes 1-3
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches
Drafting a Rhetorical Analysis

ELA.9.C.1.4:

Expository Writing

Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

Benchmark Clarifications:

Clarification 1: **See Writing Types.**

Florida English 1, Semester A v4.0
Unit 4: A Natural Balance
Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature"
Determining Technical Meanings in "Clean Tech Rises Again"
Examining Rhetoric and Point of View in the Speech "All-of-the-Above"
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Unit Activity: Write an Expository Essay Explaining the Impact of Technology

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Conducting Research on the Impact of Technology
Unit 4: The Power of Youth
Analyzing Structural Elements of an Expository Text to Develop an Outline
Synthesizing and Citing Sources to Develop a Paper
Strengthening Writing through Editing, Revision, and Feedback
Crafting a Research Question and Developing a Plan

ELA.9.C.1.5:

Improving Writing

Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

Florida English 1, Semester A v4.0
Unit 3: Looking Inward
Unit Activity: Write a Personal Narrative Exploring Identity
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Unit 4: The Power of Youth
Strengthening Writing through Editing, Revision, and Feedback
Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.2 Communicating Orally

ELA.9.C.2.1:

Oral Presentation

Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

Benchmark Clarifications:

Clarification 1: **At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.**

Clarification 2: **For further guidance, see the Secondary Oral Communication Rubric.**

Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Unit Activity: Write an Expository Essay Explaining the Impact of Technology
Unit 4: The Power of Youth
Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.3 Following Conventions

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ELA.9.C.3.1:

Conventions

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1:

Skills to be implemented but not yet mastered are as follows:

- **Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.**
- **Use knowledge of usage rules to create flow in writing and presenting.**

Clarification 2: **See Convention Progression by Grade Level.**

Florida English 1, Semester A v4.0
- Unit 1: Page Turners and Plot Twists
  - Unit Activity: Write a Literature Analysis on Authorial Techniques Examining the Relationship Between Structure and Effect in "Games at Twilight"
- Unit 2: Leaving a Legacy
  - Analyzing Theme Development through Details and Parallel Structure in "If"
  - Evaluating Evidence in an Informational Text
  - Unit Activity: Write an Argument on What it Takes to Make a Difference
- Unit 3: Looking Inward
  - Analyzing Text Structure in The Story of My Life
- Unit 4: A Natural Balance
  - Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
  - Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature

Florida English 1, Semester B v4.0
- Unit 1: Love and Conflict in Romeo and Juliet
  - Unit Activity: Write a Literature Analysis on Love and Conflict Comparing Character Interactions in Romeo and Juliet: Act 4
- Unit 2: More Than Just Fun and Games
  - Course Activity: Compare and Evaluate Opposing Arguments
  - Unit Activity: Write an Expository Essay Explaining the Impact of Technology
- Unit 3: Historically Speaking
  - Unit Activity: Writing and Presenting an Argument
- Unit 4: The Power of Youth
  - Strengthening Writing through Editing, Revision, and Feedback
  - Creating a Multimedia Presentation
  - Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.4 Researching

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ELA.9.C.4.1:

Researching and Using Information

Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

Benchmark Clarifications:

Clarification 1: **There is no requirement that students research the additional questions generated.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Researching What It Takes to Make a Difference
- Florida English 1, Semester B v4.0
  - Unit 2: More Than Just Fun and Games
    - Analyzing Portrayals of Katherine Johnson in Different Mediums
    - Conducting Research on the Impact of Technology
  - Unit 3: Historically Speaking
    - Analyzing Purpose, Audience, and Message in "Four Freedoms"
  - Unit 4: The Power of Youth
    - Gathering Information Using Keywords and Phrases
    - Evaluating Sources to Determine Usefulness and Connections to the Research Topic
    - Evaluating Sources for Credibility and Reliability
    - Synthesizing and Citing Sources to Develop a Paper
    - Crafting a Research Question and Developing a Plan

ELA.9.C.5 Creating and Collaborating

ELA.9.C.5.1:

Multimedia

Create digital presentations with coherent ideas and a clear perspective.

Benchmark Clarifications:

Clarification 1: **The presentation may be delivered live or delivered as a stand-alone digital experience.**

- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
  - Unit 2: More Than Just Fun and Games
    - Unit Activity: Write an Expository Essay Explaining the Impact of Technology
  - Unit 4: The Power of Youth
    - Creating a Multimedia Presentation
    - Unit Activity: Presenting and Publishing Research Findings

ELA.9.C.5.2:

Technology in Communication

Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

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Florida English 1, Semester B v4.0
Unit 4: The Power of Youth
Unit Activity: Presenting and Publishing Research Findings

Reading

ELA.9.R.1 Reading Prose and Poetry

ELA.9.R.1.1:
Literary Elements
Explain how key elements enhance or add layers of meaning and/or style in a literary text.

Benchmark Clarifications:
Clarification 1: **Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.**
Clarification 2: **For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:**
Layer 1) the literal level, what the words actually mean
Layer 2) mood, those feelings that are evoked in the reader
Layer 3) tone, the author's attitude
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Clarification 3: **Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Unit Activity: Write a Literature Analysis on Authorial Techniques
Analyzing Character, Structure, and Theme in "The Odyssey"
Analyzing How Order of Events Creates Tension in "The Monkey's Paw"
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
Analyzing How Pacing and Structure Create Suspense in "New Chicago"
Analyzing Theme Development in "New Chicago"
Examining the Relationship Between Structure and Effect in "Games at Twilight"
Analyzing Nuance in Words in "The Tell-Tale Heart"
Unit 2: Leaving a Legacy
Analyzing Theme Development through Details and Parallel Structure in "If"
Analyzing Character Interactions in "An Hour with Abuelo"
Analyzing Theme Development in "An Hour with Abuelo"

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Unit 4: A Natural Balance
Analyzing the Development of Theme in "To Build a Fire"
Course Activity: Examine How Figurative Language Creates Mood
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Analyzing How Characters Develop Theme in Romeo and Juliet: Act 3, Scenes 1-2
Analyzing How Language Reveals Character and Theme in Romeo and Juliet: Act 3, Scenes 3-5
Comparing Character Interactions in Romeo and Juliet: Act 4
Analyzing Character Motivations in Romeo and Juliet: Act 1, Scenes 1-2
Analyzing Character Interaction in Romeo and Juliet: Act 1, Scenes 3-4
Analyzing Tension in Romeo and Juliet: Act 2, Scenes 1-3
Unit 2: More Than Just Fun and Games
Determining and Analyzing Theme in "The Perfect Match"

ELA.9.R.1.2:
Theme
Analyze universal themes and their development throughout a literary text.

Benchmark Clarifications:
Clarification 1: **A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Analyzing Theme Development in "New Chicago"
Comparing a Text to Source Material in "The Monkey's Paw" and "New Chicago"
Unit 2: Leaving a Legacy
Analyzing Theme Development through Details and Parallel Structure in "If"
Analyzing Theme Development in "An Hour with Abuelo"
Unit 4: A Natural Balance
Analyzing the Development of Theme in "To Build a Fire"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet

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Analyzing Shakespeare's "Romeo and Juliet" and Ovid's "Pyramus and Thisbe"
Analyzing Dramatic Irony and Theme in Romeo and Juliet: Act 5, Scene 3
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Analyzing How Characters Develop Theme in Romeo and Juliet: Act 3, Scenes 1-2
Comparing Character Interactions in Romeo and Juliet: Act 4
Unit 2: More Than Just Fun and Games
Determining and Analyzing Theme in "The Perfect Match"

ELA.9.R.1.3:
Perspective and Point of View
Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

Benchmark Clarifications:
Clarification 1: **See Rhetorical Devices for more information on irony.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Analyzing Nuance in Words in "The Tell-Tale Heart"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
Analyzing Dramatic Irony and Theme in Romeo and Juliet: Act 5, Scene 3
Analyzing Tension in Romeo and Juliet: Act 2, Scenes 1-3

ELA.9.R.1.4:
Poetry
Analyze the characters, structures, and themes of epic poetry.

Benchmark Clarifications:
Clarification 1: **For more information, see Literary Periods.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Analyzing Character, Structure, and Theme in "The Odyssey"

ELA.9.R.2 Reading Informational Text

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ELA.9.R.2.1:

Structure

Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

Benchmark Clarifications:

Clarification 1: **Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.**

Clarification 2: **Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Examining the Order of Ideas in “Yangon’s Hero, Wielding Power of Stop and Go”
  - Unit 3: Looking Inward
    - Analyzing How Ideas are Developed and Refined in "Ingles in Thirty Minutes"
    - Analyzing Text Structure in The Story of My Life
  - Unit 4: A Natural Balance
    - Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
    - Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature"
- Florida English 1, Semester B v4.0
  - Unit 2: More Than Just Fun and Games
    - Analyzing Portrayals of Katherine Johnson in Different Mediums
  - Unit 4: The Power of Youth
    - Gathering Information Using Keywords and Phrases
    - Analyzing Structural Elements of an Expository Text to Develop an Outline

ELA.9.R.2.2:

Central Idea

Evaluate the support an author uses to develop the central idea(s) throughout a text.

Benchmark Clarifications:

Clarification 1: **In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.**

Clarification 2: **See Rhetorical Appeals and Rhetorical Devices.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Evaluating Evidence in an Informational Text
    - Analyzing Argument in "Letter from Frederick Douglass to Harriet Tubman"
  - Unit 3: Looking Inward
    - Analyzing Central Idea Development in "By Any Other Name"

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Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name"
Unit 4: A Natural Balance
Analyzing Point of View and Central Idea in Texts
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Analyzing Central Idea and Author's Purpose in Informational Texts
Analyzing Connections Between Ideas in an Informational Text
Unit 3: Historically Speaking
Examining the Elements of Argument in The Declaration of Independence
Analyzing an Author's use of Rhetoric to Advance Purpose in "What to a Slave is the Fourth of July?"
Unit 4: The Power of Youth
Gathering Information Using Keywords and Phrases

ELA.9.R.2.3:
Purpose and Perspective
Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

Benchmark Clarifications:
Clarification 1: **Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.**
Clarification 2: **Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.**
Clarification 3: **See Secondary Figurative Language.**
Clarification 4: **See Rhetorical Appeals and Rhetorical Devices.**

Florida English 1, Semester A v4.0
Unit 3: Looking Inward
Analyzing Two Accounts of Helen Keller's Life
Unit 4: A Natural Balance
Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West"
Examining Rhetoric and Point of View in the Speech "All-of-the-Above"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Unit 3: Historically Speaking
Examining the Elements of Argument in The Declaration of Independence
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches

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Drafting a Rhetorical Analysis
Analyzing an Author's use of Rhetoric to Advance Purpose in "What to a Slave is the Fourth of July?"
Analyzing Purpose, Audience, and Message in "Four Freedoms"
Analyzing the Development of Claims in "Four Freedoms"

ELA.9.R.2.4:
Argument
Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

Benchmark Clarifications:
Clarification 1: **Validity refers to the soundness of the arguments.**

Florida English 1, Semester A v4.0
Unit 2: Leaving a Legacy
Evaluating Evidence in an Informational Text
Analyzing Argument in "Letter from Frederick Douglass to Harriet Tubman"
Evaluating the Effectiveness of Michelle Obama's Argument in Her Health and Nutrition Speech
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 3: Historically Speaking
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches
Drafting a Rhetorical Analysis
Analyzing the Development of Claims in "Four Freedoms"

ELA.9.R.3 Reading Across Genres

ELA.9.R.3.1:
Interpreting Figurative Language
Explain how figurative language creates mood in text(s).

Benchmark Clarifications:
Clarification 1: **Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.**
Clarification 2: **See Secondary Figurative Language.**

Florida English 1, Semester A v4.0
Unit 2: Leaving a Legacy
Analyzing Theme Development through Details and Parallel Structure in "If"
Unit 4: A Natural Balance

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Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West"
Analyzing Point of View and Central Idea in Texts
Course Activity: Examine How Figurative Language Creates Mood
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Analyzing How Language Reveals Character and Theme in Romeo and Juliet: Act 3, Scenes 3-5

ELA.9.R.3.2:
Paraphrasing and Summarizing
Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: **Most grade-level texts are appropriate for this benchmark.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
Unit 2: Leaving a Legacy
Examining the Order of Ideas in “Yangon’s Hero, Wielding Power of Stop and Go”
Evaluating Evidence in an Informational Text
Analyzing Theme Development in "An Hour with Abuelo"
Unit 3: Looking Inward
Determining the Central Idea in "The Cutting of My Long Hair"
Unit 4: A Natural Balance
Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility"
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Examining Language in Romeo and Juliet: The Prologue
Unit 2: More Than Just Fun and Games
Analyzing Central Idea and Author's Purpose in Informational Texts
Unit 3: Historically Speaking
Analyzing the Development of Claims in "Four Freedoms"
Unit 4: The Power of Youth
Evaluating Sources to Determine Usefulness and Connections to the Research Topic
Synthesizing and Citing Sources to Develop a Paper

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ELA.9.R.3.3:

Comparative Reading

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

Benchmark Clarifications:

Clarification 1: **The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.**

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Analyzing How Order of Events Creates Tension in "The Monkey's Paw"
    - Comparing a Text to Source Material in "The Monkey's Paw" and "New Chicago"
- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Analyzing Shakespeare's "Romeo and Juliet" and Ovid's "Pyramus and Thisbe"
    - Analyzing a Visual Representation of Romeo and Juliet: Act 1, Scene 5

ELA.9.R.3.4:

Understanding Rhetoric

Explain an author's use of rhetoric in a text.

Benchmark Clarifications:

Clarification 1: **Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.**
Clarification 2: **See Secondary Figurative Language and Rhetorical Devices.**

- Florida English 1, Semester A v4.0
  - Unit 2: Leaving a Legacy
    - Evaluating the Effectiveness of Michelle Obama's Argument in Her Health and Nutrition Speech
  - Unit 3: Looking Inward
    - Analyzing Word Choice in "By Any Other Name"
  - Unit 4: A Natural Balance
    - Examining Rhetoric and Point of View in the Speech "All-of-the-Above"
- Florida English 1, Semester B v4.0
  - Unit 3: Historically Speaking
    - Examining the Elements of Argument in The Declaration of Independence
    - Drafting a Rhetorical Analysis

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Analyzing an Author's use of Rhetoric to Advance Purpose in "What to a Slave is the Fourth of July?"
Evaluating the Impact of Word Choice and Rhetoric in "What to a Slave is the Fourth of July" and The Declaration of Independence

Vocabulary

ELA.9.V.1 Finding Meaning

ELA.9.V.1.1:
Academic Vocabulary
Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: **To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.**
Clarification 2: **Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Unit Activity: Write a Literature Analysis on Authorial Techniques
Unit 2: Leaving a Legacy
Researching What It Takes to Make a Difference
Unit 4: A Natural Balance
Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
Determining Technical Meanings in "Clean Tech Rises Again"
Florida English 1, Semester B v4.0
Unit 2: More Than Just Fun and Games
Analyzing Portrayals of Katherine Johnson in Different Mediums
Conducting Research on the Impact of Technology
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I Am for the Equal Rights Amendment" Speeches
Drafting a Rhetorical Analysis

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ELA.9.V.1.2:

Morphology

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:

Clarification 1: **Etymology refers to the study of word origins and the ways that words have changed over time.**

Clarification 2: **Derivation refers to making new words from an existing word by adding affixes.**

Florida English 1, Semester A v4.0
- Unit 4: A Natural Balance
  - Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility"

ELA.9.V.1.3:

Context and Connotation

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: **Review of words learned in this way is critical to building background knowledge and related vocabulary.**

Clarification 2: **See Context Clues and Word Relationships.**

Clarification 3: **See ELA.9.R.3.1 and Secondary Figurative Language.**

Florida English 1, Semester A v4.0
- Unit 1: Page Turners and Plot Twists
  - Analyzing How Order of Events Creates Tension in "The Monkey's Paw"
  - Analyzing Nuance in Words in "The Tell-Tale Heart"
- Unit 2: Leaving a Legacy
  - Analyzing Character Interactions in "An Hour with Abuelo"
- Unit 3: Looking Inward
  - Determining the Central Idea in "The Cutting of My Long Hair"
  - Analyzing Word Choice in "By Any Other Name"
  - Analyzing How Ideas are Developed and Refined in "Ingles in Thirty Minutes"
- Unit 4: A Natural Balance
  - Using Vocabulary and Summarizing Strategies in "Survival is Your Own Responsibility"
  - Analyzing How Ideas are Developed and Refined in "Nobel Goes for Developing Drugs from Nature"
  - Determining Technical Meanings in "Clean Tech Rises Again"
  - Drawing Connections Between Ideas in "The Wild Parks and Forest Reservations of the West"
  - Analyzing Point of View and Central Idea in Texts

Florida English 1, Semester B v4.0

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Unit 1: Love and Conflict in Romeo and Juliet
Examining Language in Romeo and Juliet: The Prologue
Unit 2: More Than Just Fun and Games
Analyzing Central Idea and Author's Purpose in Informational Texts
Analyzing Connections Between Ideas in an Informational Text
Unit 3: Historically Speaking
Evaluating the Impact of Word Choice and Rhetoric in "What to a Slave is the Fourth of July" and The Declaration of Independence

Supporting Standards

K-12 ELA Expectations for Students

ELA.K12.EE.1.1
Cite evidence to explain and justify reasoning.

Clarifications
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Examining the Relationship Between Pacing and Tension in "The Monkey's Paw"
Unit 3: Looking Inward
Analyzing Central Idea Development in "By Any Other Name"
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Analyzing Structure and Theme in Romeo and Juliet: Act 2, Scenes 4-6
Unit 4: The Power of Youth
Synthesizing and Citing Sources to Develop a Paper
Unit Activity: Presenting and Publishing Research Findings

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ELA.K12.EE.2.1

Read and comprehend grade-level complex texts proficiently.

Clarifications

See Text Complexity for grade-level complexity bands and a text complexity rubric.

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Examining the Relationship Between Structure and Effect in "Games at Twilight"
  - Unit 4: A Natural Balance
    - Analyzing How Authors Connect Ideas in "Survival is Your Own Responsibility"
- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Analyzing Character Interaction in Romeo and Juliet: Act 1, Scenes 3-4
  - Unit 3: Historically Speaking
    - Analyzing Purpose, Audience, and Message in "Four Freedoms"

ELA.K12.EE.3.1

Make inferences to support comprehension.

Clarifications

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- Florida English 1, Semester A v4.0
  - Unit 1: Page Turners and Plot Twists
    - Analyzing Theme Development in "New Chicago"
  - Unit 2: Leaving a Legacy
    - Analyzing Theme Development through Details and Parallel Structure in "If"
- Florida English 1, Semester B v4.0
  - Unit 1: Love and Conflict in Romeo and Juliet
    - Analyzing How Language Reveals Character and Theme in Romeo and Juliet: Act 3, Scenes 3-5
  - Unit 2: More Than Just Fun and Games
    - Determining and Analyzing Theme in "The Perfect Match"

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ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because ." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Florida English 1, Semester A v4.0
- Unit 4: A Natural Balance
  - Course Activity: Examine How Figurative Language Creates Mood

Florida English 1, Semester B v4.0
- Unit 2: More Than Just Fun and Games
  - Course Activity: Compare and Evaluate Opposing Arguments

ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

Clarifications

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Florida English 1, Semester A v4.0
- Unit 1: Page Turners and Plot Twists
  - Unit Activity: Write a Literature Analysis on Authorial Techniques
- Unit 3: Looking Inward
  - Unit Activity: Write a Personal Narrative Exploring Identity

Florida English 1, Semester B v4.0
- Unit 1: Love and Conflict in Romeo and Juliet
  - Unit Activity: Write a Literature Analysis on Love and Conflict
- Unit 3: Historically Speaking
  - Unit Activity: Writing and Presenting an Argument

ELA.K12.EE.6.1

Use appropriate voice and tone when speaking or writing.

Clarifications

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Florida English 1, Semester A v4.0
- Unit 2: Leaving a Legacy

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Unit Activity: Write an Argument on What it Takes to Make a Difference
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument

ELD.K12.ELL.LA.1. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Florida English 1, Semester A v4.0
Unit 1: Page Turners and Plot Twists
Unit Activity: Write a Literature Analysis on Authorial Techniques
Unit 2: Leaving a Legacy
Unit Activity: Write an Argument on What it Takes to Make a Difference
Unit 3: Looking Inward
Unit Activity: Write a Personal Narrative Exploring Identity
Unit 4: A Natural Balance
Unit Activity: Write an Expository Essay Explaining Humans' Role in Nature
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Unit Activity: Write a Literature Analysis on Love and Conflict
Unit 2: More Than Just Fun and Games
Unit Activity: Write an Expository Essay Explaining the Impact of Technology
Unit 3: Historically Speaking
Unit Activity: Writing and Presenting an Argument
Unit 4: The Power of Youth
Creating a Multimedia Presentation
Unit Activity: Presenting and Publishing Research Findings

ELD.K12.ELL.SI.1. English language learners communicate for social and instructional purposes within the school setting.

Florida English 1, Semester A v4.0
Unit 3: Looking Inward
Unit Activity: Write a Personal Narrative Exploring Identity
Unit 4: A Natural Balance
Course Activity: Examine How Figurative Language Creates Mood
Florida English 1, Semester B v4.0
Unit 1: Love and Conflict in Romeo and Juliet
Course Activity: Evaluate the Impact of Irony in Romeo and Juliet
Unit 2: More Than Just Fun and Games
Course Activity: Compare and Evaluate Opposing Arguments
Unit 4: The Power of Youth
Unit Activity: Presenting and Publishing Research Findings

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The Correlation of PLATO® Curricula to Florida Next Generation Sunshine State Standards: Science -> Grades 09-12 -> Life Science.

7/19/2017

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Florida Next Generation Sunshine State Standards: Science -> Grades 09-12 -> Life Science, Science, Grades 09-12, Life Science.

URL: http://www.flstandards.org/.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

PLATO Course Biology, Semester A v6.0
PLATO Course Biology, Semester B v6.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

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Life Science

Standard 14: Organization and Development of Living Organisms

SC.912.L.14.01 Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - Unit Activity: Organ Systems

SC.912.L.14.02 Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Cells: The Basic Units of Life
  - Cell Processes and Transport
  - Course Activity: Using a Microscope

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Animals
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration

SC.912.L.14.03 Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Cells: The Basic Units of Life
  - Course Activity: Using a Microscope

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
  - Animals
  - Course Activity: Classifying Organisms
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration

SC.912.L.14.04 Compare and contrast structure and function of various types of microscopes.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: Using a Microscope

SC.912.L.14.05 Explain the evidence supporting the scientific theory of the origin of eukaryotic cells (endosymbiosis).

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists

SC.912.L.14.06 Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Unit Activity: Cells
Course Activity: The AIDS Epidemic
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Unit 3: Heredity
Course Activity: The Cure for Cancer

SC.912.L.14.07 Relate the structure of each of the major plant organs and tissues to physiological processes.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Plants and Fungi

SC.912.L.14.08 Explain alternation of generations in plants.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Mitosis and Meiosis

SC.912.L.14.09 Relate the major structure of fungi to their functions.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Plants and Fungi
Unit 3: Energy Use and Organisms
Course Activity: Aerobic and Anaerobic Respiration

SC.912.L.14.10 Discuss the relationship between the evolution of land plants and their anatomy.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.14.11 Classify and state the defining characteristics of epithelial tissue, connective tissue, muscle tissue, and nervous tissue.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.12 Describe the anatomy and histology of bone tissue.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.13 Distinguish between bones of the axial skeleton and the appendicular skeleton.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.14 Identify the major bones of the axial and appendicular skeleton.

PLATO Course Biology, Semester A v6.0

Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.15 Identify major markings (such as foramina, fossae, tubercles, etc.) on a skeleton. Explain why these markings are important.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.16 Describe the anatomy and histology, including ultrastructure, of muscle tissue.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.17 List the steps involved in the sliding filament of muscle contraction.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.18 Describe signal transmission across a myoneural junction.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.19 Explain the physiology of skeletal muscle.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Skeletal and Muscle Systems

SC.912.L.14.20 Identify the major muscles of the human on a model or diagram.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.14.21 Describe the anatomy, histology, and physiology of the central and peripheral nervous systems and name the major divisions of the nervous system.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.22 Describe the physiology of nerve conduction, including the generator potential, action potential, and the synapse.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.23 Identify the parts of a reflex arc.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.24 Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Digestive and Excretory Systems
  - Unit Activity: Organ Systems
  - The Nervous System
  - The Skeletal and Muscle Systems

SC.912.L.14.25 Identify the major parts of a cross section through the spinal cord.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.26 Identify the major parts of the brain on diagrams or models.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Nervous System

SC.912.L.14.27 Identify the functions of the major parts of the brain, including the meninges, medulla, pons, midbrain, hypothalamus, thalamus, cerebellum and cerebrum.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Nervous System

SC.912.L.14.28 Identify the major functions of the spinal cord.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.29 Define the terms endocrine and exocrine.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.30 Compare endocrine and neural controls of physiology.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.31 Describe the physiology of hormones including the different types and the mechanisms of their action.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.32 Describe the anatomy and physiology of the endocrine system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.33 Describe the basic anatomy and physiology of the reproductive system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit Activity: Organ Systems

SC.912.L.14.34 Describe the composition and physiology of blood, including that of the plasma and the formed elements.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: Using a Microscope
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.35 Describe the steps in hemostasis, including the mechanism of coagulation. Include the basis for blood typing and transfusion reactions.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: Using a Microscope
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.36 Describe the factors affecting blood flow through the cardiovascular system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.37 Explain the components of an electrocardiogram.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Unit Activity: Cells
Course Activity: The AIDS Epidemic

SC.912.L.14.38 Describe normal heart sounds and what they mean.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: The Effects of Exercise on Muscles and Heart Rate
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.39 Describe hypertension and some of the factors that produce it.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: The AIDS Epidemic

SC.912.L.14.40 Describe the histology of the major arteries and veins of systemic, pulmonary, hepatic portal, and coronary circulation.

PLATO Course Biology, Semester A v6.0

Unit 2: Organ Systems
The Digestive and Excretory Systems
The Respiratory and Circulatory Systems

SC.912.L.14.41 Describe fetal circulation and changes that occur to the circulatory system at birth.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit 3: Heredity
Mitosis and Meiosis

SC.912.L.14.42 Describe the anatomy and the physiology of the lymph system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems

SC.912.L.14.43 Describe the histology of the respiratory system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Respiratory and Circulatory Systems

SC.912.L.14.44 Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Unit Activity: Organ Systems
The Respiratory and Circulatory Systems

SC.912.L.14.45 Describe the histology of the alimentary canal and its associated accessory organs.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes
The Digestive and Excretory Systems
Unit Activity: Organ Systems

SC.912.L.14.46 Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes
The Digestive and Excretory Systems
Unit Activity: Organ Systems

SC.912.L.14.47 Describe the physiology of urine formation by the kidney.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems

SC.912.L.14.48 Describe the anatomy, histology, and physiology of the ureters, the urinary bladder and the urethra.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems

SC.912.L.14.49 Identify the major functions associated with the sympathetic and parasympathetic nervous systems.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems
Unit Activity: Organ Systems
The Nervous System
The Skeletal and Muscle Systems

SC.912.L.14.50 Describe the structure of vertebrate sensory organs. Relate structure to function in vertebrate sensory systems.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Digestive and Excretory Systems

SC.912.L.14.51 Describe the function of the vertebrate integumentary system.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems

SC.912.L.14.52 Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Unit Activity: Cells
  - Course Activity: The AIDS Epidemic
- Unit 2: Organ Systems
  - The Integumentary, Immune, Lymph, and Endocrine Systems
  - Unit Activity: Organ Systems

SC.912.L.14.53 Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Plants and Fungi

Standard 15: Diversity and Evolution of Living Organisms

SC.912.L.15.01 Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Unit Activity: Organization of Organisms
- Unit 2: Evolution
  - Unit Activity: Evolution

SC.912.L.15.02 Discuss the use of molecular clocks to estimate how long ago various groups of organisms diverged evolutionarily from one another.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Unit Activity: Organization of Organisms
- Unit 2: Evolution
  - Unit Activity: Evolution

SC.912.L.15.03 Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.

PLATO Course Biology, Semester B v6.0

Unit 1: Organization of Organisms
Unit Activity: Organization of Organisms
Unit 2: Evolution
Environmental Impacts on Evolution
Unit Activity: Evolution
Natural Selection
Unit 4: The Interdependence of Ecosystems
Factors that Affect Biodiversity
Unit Activity: The Interdependence of Ecosystems

SC.912.L.15.04 Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Unit Activity: Organization of Organisms
Course Activity: Classifying Organisms
Unit 2: Evolution
Unit Activity: Evolution

SC.912.L.15.05 Explain the reasons for changes in how organisms are classified.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.15.06 Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Plants and Fungi
Animals
Unit Activity: Organization of Organisms
Course Activity: Classifying Organisms
Unit 3: Energy Use and Organisms
Course Activity: Aerobic and Anaerobic Respiration

SC.912.L.15.07 Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Animals

Course Activity: Classifying Organisms
Unit 2: Evolution
The Process of Evolution

SC.912.L.15.08 Describe the scientific explanations of the origin of life on Earth.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists

SC.912.L.15.09 Explain the role of reproductive isolation in the process of speciation.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution

SC.912.L.15.10 Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Unit 2: Evolution
The Process of Evolution

SC.912.L.15.11 Discuss specific fossil hominids and what they show about human evolution.

PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Unit 2: Evolution
The Process of Evolution

SC.912.L.15.12 List the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature. Use the Hardy-Weinberg equation to predict genotypes in a population from observed phenotypes.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Natural Selection

SC.912.L.15.13 Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Genes: The Heredity Code
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Natural Selection

SC.912.L.15.14 Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Natural Selection

SC.912.L.15.15 Describe how mutation and genetic recombination increase genetic variation.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity
Mitosis and Meiosis
Course Activity: The Cure for Cancer
Genes: The Heredity Code
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Unit Activity: Evolution
The Process of Evolution
Natural Selection

Standard 16: Heredity and Reproduction

SC.912.L.16.01 Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Mitosis and Meiosis
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

SC.912.L.16.02 Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

SC.912.L.16.03 Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells
  - Cell Processes and Transport
- Unit 3: Heredity
  - Unit Activity: Heredity
  - Genes: The Heredity Code

SC.912.L.16.04 Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Unit Activity: Heredity
  - Course Activity: The Cure for Cancer
  - Genes: The Heredity Code
  - Genetic Mutations

PLATO Course Biology, Semester B v6.0
- Unit 2: Evolution
  - Unit Activity: Evolution
  - The Process of Evolution
  - Natural Selection

SC.912.L.16.05 Explain the basic processes of transcription and translation, and how they result in the expression of genes.

PLATO Course Biology, Semester A v6.0
- Unit 1: Cells

Cell Processes and Transport
Unit 3: Heredity
Genetic Mutations

SC.912.L.16.06 Discuss the mechanisms for regulation of gene expression in prokaryotes and eukaryotes at transcription and translation level.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Genetic Mutations

SC.912.L.16.07 Describe how viruses and bacteria transfer genetic material between cells and the role of this process in biotechnology.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cells: The Basic Units of Life
Cell Processes and Transport
Unit 2: Organ Systems
The Integumentary, Immune, Lymph, and Endocrine Systems
Unit 3: Heredity
Unit Activity: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
The Process of Evolution

SC.912.L.16.08 Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Unit Activity: Heredity
Mitosis and Meiosis
Course Activity: The Cure for Cancer
Genes: The Heredity Code
Genetic Mutations
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Unit Activity: Evolution

The Process of Evolution
Natural Selection

SC.912.L.16.09 Explain how and why the genetic code is universal and is common to almost all organisms.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
The Process of Evolution

SC.912.L.16.10 Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
The Process of Evolution

SC.912.L.16.11 Discuss the technologies associated with forensic medicine and DNA identification, including restriction fragment length polymorphism (RFLP) analysis.

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity

SC.912.L.16.12 Describe how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, polymerase chain reaction, ligation, and transformation) is used to construct recombinant DNA molecules (DNA cloning).

PLATO Course Biology, Semester A v6.0
Unit 3: Heredity
Unit Activity: Heredity
Genetic Mutations
Inheritance Patterns and Genetic Research
PLATO Course Biology, Semester B v6.0

Unit 2: Evolution
The Process of Evolution

SC.912.L.16.13 Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit Activity: Organ Systems
Unit 3: Heredity
Mitosis and Meiosis

SC.912.L.16.14 Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Cell Processes and Transport
Unit 3: Heredity
Mitosis and Meiosis
Genes: The Heredity Code

SC.912.L.16.15 Compare and contrast binary fission and mitotic cell division.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Human Reproduction and Development
Unit 3: Heredity
Mitosis and Meiosis
Genes: The Heredity Code
PLATO Course Biology, Semester B v6.0
Unit 1: Organization of Organisms
Bacteria and Protists
Plants and Fungi
Animals

SC.912.L.16.16 Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

PLATO Course Biology, Semester A v6.0
- Unit 3: Heredity
  - Mitosis and Meiosis
  - Course Activity: Genetic Models
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

SC.912.L.16.17 Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - Human Reproduction and Development
- Unit 3: Heredity
  - Mitosis and Meiosis
  - Course Activity: Genetic Models
  - Genes: The Heredity Code
  - Inheritance Patterns and Genetic Research

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
  - Animals

Standard 17: Independence

SC.912.L.17.01 Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.

PLATO Course Biology, Semester B v6.0
- Unit 4: The Interdependence of Ecosystems
  - Conserving Biodiversity
  - The Carrying Capacity of Ecosystems

SC.912.L.17.02 Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

PLATO Course Biology, Semester B v6.0
- Unit 4: The Interdependence of Ecosystems

Course Activity: Competition in Aquatic Ecosystems

SC.912.L.17.03 Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Course Activity: Competition in Aquatic Ecosystems

SC.912.L.17.04 Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution

SC.912.L.17.05 Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

PLATO Course Biology, Semester A v6.0
Unit 1: Cells
Course Activity: The AIDS Epidemic
PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
The Carrying Capacity of Ecosystems

SC.912.L.17.06 Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Unit 3: Energy Use and Organisms
Introduction to Energy
Unit 4: The Interdependence of Ecosystems
Relationships in Ecosystems

SC.912.L.17.07 Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms

Introduction to Energy

SC.912.L.17.08 Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

PLATO Course Biology, Semester B v6.0
- Unit 2: Evolution
  - Environmental Impacts on Evolution
  - Natural Selection
- Unit 4: The Interdependence of Ecosystems
  - The Carrying Capacity of Ecosystems
  - Factors that Affect Biodiversity

SC.912.L.17.09 Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Introduction to Energy
- Unit 4: The Interdependence of Ecosystems
  - Course Activity: Competition in Aquatic Ecosystems
  - Relationships in Ecosystems

SC.912.L.17.10 Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Course Activity: Aerobic and Anaerobic Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.17.11 Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Introduction to Energy
- Unit 4: The Interdependence of Ecosystems
  - Conserving Biodiversity

SC.912.L.17.12 Discuss the political, social, and environmental consequences of sustainable use of land.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Unit Activity: The Interdependence of Ecosystems

SC.912.L.17.13 Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.17.14 Assess the need for adequate waste management strategies.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
Unit Activity: The Interdependence of Ecosystems

SC.912.L.17.15 Discuss the effects of technology on environmental quality.

The selected PLATO curriculum does not address this learning expectation.

SC.912.L.17.16 Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

PLATO Course Biology, Semester B v6.0
Unit 2: Evolution
Environmental Impacts on Evolution
Unit 4: The Interdependence of Ecosystems
Course Activity: Solving a Biodiversity Problem
Conserving Biodiversity
The Carrying Capacity of Ecosystems
Factors that Affect Biodiversity
Unit Activity: The Interdependence of Ecosystems

SC.912.L.17.17 Assess the effectiveness of innovative methods of protecting the environment.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms

Introduction to Energy
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity

SC.912.L.17.18 Describe how human population size and resource use relate to environmental quality.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
The Carrying Capacity of Ecosystems

SC.912.L.17.19 Describe how different natural resources are produced and how their rates of use and renewal limit availability.

PLATO Course Biology, Semester B v6.0
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity

SC.912.L.17.20 Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Introduction to Energy
Unit 4: The Interdependence of Ecosystems
Conserving Biodiversity
The Carrying Capacity of Ecosystems

Standard 18: Matter and Energy Transformations

SC.912.L.18.01 Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Unit Activity: Energy Use and Organisms
Macronutrients and Micronutrients

SC.912.L.18.02 Describe the important structural characteristics of monosaccharides, disaccharides, and polysaccharides and explain the functions of carbohydrates in living things.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Unit Activity: Energy Use and Organisms
Macronutrients and Micronutrients

Course Activity: Aerobic and Anaerobic Respiration

SC.912.L.18.03 Describe the structures of fatty acids, triglycerides, phospholipids, and steroids. Explain the functions of lipids in living organisms. Identify some reactions that fatty acids undergo. Relate the structure and function of cell membranes.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Macronutrients and Micronutrients

SC.912.L.18.04 Describe the structures of proteins and amino acids. Explain the functions of proteins in living organisms. Identify some reactions that amino acids undergo. Relate the structure and function of enzymes.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes
The Digestive and Excretory Systems
PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Unit Activity: Energy Use and Organisms
Macronutrients and Micronutrients

SC.912.L.18.05 Discuss the use of chemiosmotic gradients for ATP production in chloroplasts and mitochondria.

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

SC.912.L.18.06 Discuss the role of anaerobic respiration in living things and in human society.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
The Respiratory and Circulatory Systems
PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Introduction to Energy
Photosynthesis and Cellular Respiration
Course Activity: Aerobic and Anaerobic Respiration
Unit 4: The Interdependence of Ecosystems
Cycles in Ecosystems

SC.912.L.18.07 Identify the reactants, products, and basic functions of photosynthesis.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.18.08 Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Respiratory and Circulatory Systems

PLATO Course Biology, Semester B v6.0
- Unit 3: Energy Use and Organisms
  - Introduction to Energy
  - Photosynthesis and Cellular Respiration
  - Course Activity: Aerobic and Anaerobic Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.18.09 Explain the interrelated nature of photosynthesis and cellular respiration.

PLATO Course Biology, Semester B v6.0
- Unit 1: Organization of Organisms
  - Bacteria and Protists
  - Plants and Fungi
- Unit 3: Energy Use and Organisms
  - Photosynthesis and Cellular Respiration
- Unit 4: The Interdependence of Ecosystems
  - Cycles in Ecosystems

SC.912.L.18.10 Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

PLATO Course Biology, Semester A v6.0
- Unit 2: Organ Systems
  - The Skeletal and Muscle Systems
- Unit 3: Heredity
  - Genes: The Heredity Code

PLATO Course Biology, Semester B v6.0
Unit 3: Energy Use and Organisms
Photosynthesis and Cellular Respiration

SC.912.L.18.11 Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

PLATO Course Biology, Semester A v6.0
Unit 2: Organ Systems
Course Activity: Enzymes

SC.912.L.18.12 Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

The selected PLATO curriculum does not address this learning expectation.

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The Correlation of PLATO® Curricula to Florida Next Generation Sunshine State Standards: Social Studies 2008 -> Grade: 9-12 -> American History.

4/17/2017

INTRODUCTION

Edmentum, Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Florida Next Generation Sunshine State Standards: Social Studies 2008 -> Grade: 9-12 -> American History, Social Studies 2008, Grade: 9-12, American History.

URL: http://www.flstandards.org/.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

PLATO Course US History, Semester A v2.0
PLATO Course US History, Semester B v2.0

Edmentum, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

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American History

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.In.a: Identify the importance of the use of authentic sources and critical review by historians to write about events.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis
- Unit 4: The Rise of a Modern Nation
  - Unit Activity: The Rise of a Modern Nation
- Unit 5: From War to Recovery
  - Unit Activity: From War to Recovery

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval
  - Unit Activity: A Time of Upheaval
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.Su.a: Identify the importance of the use of authentic sources by historians to write about events.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History

SS.912.A.1.Pa.a: Recognize that historians write about events.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Reading and Writing Essays about History

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SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.In.b: Identify the author and purpose of significant historical documents using primary and secondary sources.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis
- Unit 4: The Rise of a Modern Nation
  - Unit Activity: The Rise of a Modern Nation
- Unit 5: From War to Recovery
  - Unit Activity: From War to Recovery

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval
  - Unit Activity: A Time of Upheaval
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.Su.b: Identify the author and purpose of significant historical documents.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval
  - Unit Activity: A Time of Upheaval
- Unit 4: Social Studies Concepts

Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.b: Use appropriate sources to obtain information about history.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Analyzing Historical Information
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.In.c: Use a timeline to identify the sequence of historical data.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Analyzing Historical Information
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Su.c: Use a timeline to identify a historical event.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process

Analyzing Historical Information
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.c: Use a timeline to recognize an event that occurred in the past.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Gathering and Interpreting Historical Sources
Analyzing Historical Information
Reading and Writing Essays about History
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.In.d: Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Analyzing Historical Information
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Su.d: Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Analyzing Historical Information
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

PLATO Course US History, Semester B v2.0
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.d: Recognize pictures, cartoons, or artifacts about the past.

PLATO Course US History, Semester A v2.0
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

PLATO Course US History, Semester B v2.0
- Unit 4: Social Studies Concepts
  - Unit Activity: Social Studies Concepts

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.In.e: Determine the accuracy of current events and Internet resources by comparing them to reliable sources.

PLATO Course US History, Semester A v2.0
- Unit 1: The Historical Process
  - Unit Activity: The Historical Process
  - Gathering and Interpreting Historical Sources
  - Reading and Writing Essays about History
- Unit 2: The Foundation of the United States
  - Unit Activity: The Foundation of the United States
- Unit 3: A Union in Crisis
  - Unit Activity: A Union in Crisis
- Unit 5: From War to Recovery
  - Unit Activity: From War to Recovery

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - Unit Activity: World War II and Its Aftermath
- Unit 2: A Time of Upheaval



Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Su.e: Recognize the accuracy of current events and Internet resources by comparing them to reliable sources.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Unit Activity: The Historical Process
Gathering and Interpreting Historical Sources
Reading and Writing Essays about History
Unit 2: The Foundation of the United States
Unit Activity: The Foundation of the United States
Unit 3: A Union in Crisis
Unit Activity: A Union in Crisis
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Unit Activity: World War II and Its Aftermath
Unit 2: A Time of Upheaval
Unit Activity: A Time of Upheaval
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.Pa.e: Recognize information about current events.

PLATO Course US History, Semester A v2.0
Unit 1: The Historical Process
Analyzing Historical Information
Reading and Writing Essays about History
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Unit Activity: Social Studies Concepts

SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.In.f: Use a case study to identify social, political, legal, and economic relationships in history.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation



Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.1.Su.f: Use a case study to recognize social, political, legal, and economic relationships in history.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.1.Pa.f: Use a case study to obtain information on history.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.1.In.g: Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship
US Culture

SS.912.A.1.Su.g: Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.1.Pa.g: Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship
US Culture

Standard 2 : Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

SS.912.A.2.1: Review causes and consequences of the Civil War.

SS.912.A.2.In.a: Identify the major causes and consequences of the Civil War.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Civil War: Battles, Strategies, and Effects
Unit Activity: A Union in Crisis

SS.912.A.2.Su.a: Recognize the major causes and consequences of the Civil War.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Civil War: Battles, Strategies, and Effects
Unit Activity: A Union in Crisis

SS.912.A.2.Pa.a: Recognize characteristics of life during the Civil War.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.

SS.912.A.2.In.b: Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Su.b: Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Pa.b: Recognize there were leaders who promoted social justice.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

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SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.

SS.912.A.2.In.c: Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Su.c: Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction

SS.912.A.2.Pa.c: Recognize that groups of people continued to disagree about slavery after the war.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Events Leading to the Civil War

SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.In.d: Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.2.Su.d: Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.2.Pa.d: Recognize that African American males have the right to vote.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.2.In.e: Identify the purpose of laws of segregation, often called Jim Crow Laws.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.Su.e: Recognize examples of laws of segregation, often called Jim Crow Laws.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.Pa.e: Recognize the social issue of segregation.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

SS.912.A.2.In.f: Identify the sharecropping and debt peonage system that was practiced in the United States.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South

SS.912.A.2.Su.f: Recognize that sharecropping was a common way of life for freed people.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South

SS.912.A.2.Pa.f: Recognize the social issue of segregation.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.2.7: Review the Native American experience.

SS.912.A.2.In.g: Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis

The Effects of Westward Expansion

SS.912.A.2.Su.g: Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion

SS.912.A.2.Pa.g: Recognize the social issue of forced integration.

The selected PLATO curriculum does not address this learning expectation.

Standard 3 : Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.In.a: Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.3.Su.a: Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.3.Pa.a: Recognize employment options in America.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.In.b: Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone).

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Su.b: Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Pa.b: Recognize goods that are manufactured, such as clothing.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.

SS.912.A.3.In.c: Identify technological developments and inventions in the Industrial Revolutions in the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.Su.c: Recognize technological developments and inventions in the Industrial Revolutions in the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.Pa.c: Recognize that inventions changed life in the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
The Progressive Era

SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.In.d: Identify how developments in industry affected the United States economy, such as railroads, forms of communication, and corporations.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Su.d: Recognize how a development in industry affected the United States economy, such as railroads or forms of communication.

PLATO Course US History, Semester A v2.0

Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s
The Progressive Era

SS.912.A.3.Pa.d: Recognize transportation and communication systems.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.In.e: Identify a significant inventor of the Industrial Revolution, including an African American or a woman.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS.912.A.3.Su.e: Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS.912.A.3.Pa.e: Recognize that inventions help people.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Science and Technology

SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.In.f: Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit 5: From War to Recovery
The Roaring Twenties



Modernism and Antimodernism

SS.912.A.3.Su.f: Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Effects of Westward Expansion
- Unit 4: The Rise of a Modern Nation
  - The Industrial Revolution
  - Immigration in the Late 1800s

SS.912.A.3.Pa.f: Recognize that government can control business.

PLATO Course US History, Semester B v2.0
- Unit 3: The Reagan Era Through Today
  - Contemporary Domestic Issues

SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.In.g: Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.

PLATO Course US History, Semester A v2.0
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

SS.912.A.3.Su.g: Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment.

PLATO Course US History, Semester A v2.0
- Unit 4: The Rise of a Modern Nation
  - Immigration in the Late 1800s

SS.912.A.3.Pa.g: Recognize the social issue of inequality.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Jim Crow South

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval

The Civil Rights Movement
The Vietnam War
The Domestic Policies of Johnson and Nixon

SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.In.h: Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s

SS.912.A.3.Su.h: Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s

SS.912.A.3.Pa.h: Recognize types of assistance for personal and social needs.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.In.i: Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.

PLATO Course US History, Semester A v2.0

Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.Su.i: Recognize a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.Pa.i: Recognize that workers have rights.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.3.10: Review different economic and philosophic ideologies.

SS.912.A.3.In.j: Identify major differences in economic systems, such as capitalism and communism.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion

SS.912.A.3.Su.j: Recognize an example of an economic system, such as capitalism.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion

SS.912.A.3.Pa.j: Recognize that people buy and sell goods and services.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

SS.912.A.3.In.k: Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.3.Su.k: Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.3.Pa.k: Recognize that powerful groups have a strong influence on government.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

SS.912.A.3.In.l: Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation

Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.3.Su.l: Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation
PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.3.Pa.l: Recognize an organization in the community that helps people.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.3.In.m: Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 4: The Rise of a Modern Nation
The Industrial Revolution
Immigration in the Late 1800s

SS.912.A.3.Su.m: Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis

The Effects of Westward Expansion

SS.912.A.3.Pa.m: Recognize a key event or person in Florida history.

The selected PLATO curriculum does not address this learning expectation.

Standard 4 : Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

SS.912.A.4.1: Analyze the major factors that drove United States imperialism.

SS.912.A.4.In.a: Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Su.a: Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Pa.a: Recognize the continuing growth over time of the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.

SS.912.A.4.In.b: Identify the benefits of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Su.b: Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Pa.b: Recognize the continuing growth over time of the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.

SS.912.A.4.In.c: Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States

SS.912.A.4.Su.c: Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation

Toward an Imperialist United States

SS.912.A.4.Pa.c: Recognize the continuing growth over time of the United States.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

SS.912.A.4.In.d: Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Su.d: Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

SS.912.A.4.Pa.d: Recognize that a canal is a man-made waterway for travel.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Toward an Imperialist United States
Unit Activity: The Rise of a Modern Nation

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SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.

SS.912.A.4.In.e: Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.4.Su.e: Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies' plan for peace.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.4.Pa.e: Recognize how countries help each other in a war.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

SS.912.A.4.In.f: Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.f: Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.f: Recognize that citizens support their country during a war.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

SS.912.A.4.In.g: Identify impacts of the development of airplanes, battleships, and new weapons during World War I.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.g: Recognize an impact of the development of airplanes, battleships, or new weapons during World War I.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.g: Recognize types of transportation used in wars.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.In.h: Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.h: Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.h: Recognize people in the armed services.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.In.i: Identify impacts of the war on diverse groups of people in the United States, including dissenters.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.Su.i: Recognize an impact of the war on diverse groups of people in the United States, including dissenters.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.4.Pa.i: Recognize that some people do not support war.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

SS.912.A.4.In.j: Identify that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.Su.j: Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.Pa.j: Recognize an unintended effect of an agreement (treaty).

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history

SS.912.A.4.In.k: Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Su.k: Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.4.Pa.k: Recognize a contribution of Florida as it relates to American history.

The selected PLATO curriculum does not address this learning expectation.

Standard 5 : Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

SS.912.A.5.1: Discuss the economic outcomes of demobilization.

SS.912.A.5.In.a: Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction.

PLATO Course US History, Semester A v2.0
- Unit 5: From War to Recovery
  - The US Role in World War I
  - The Roaring Twenties

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - The Rise of the Middle Class
  - The Effects of World War II on the Home Front
  - Post-World War II Society
- Unit 3: The Reagan Era Through Today
  - Domestic and International Terrorism

SS.912.A.5.Su.a: Recognize a result of demobilization, such as the reintegration of soldiers into civilian life.

PLATO Course US History, Semester A v2.0
- Unit 5: From War to Recovery
  - The US Role in World War I
  - The Roaring Twenties

PLATO Course US History, Semester B v2.0
- Unit 1: World War II and Its Aftermath
  - The Effects of World War II on the Home Front

SS.912.A.5.Pa.a: Recognize that soldiers return home after a war.

PLATO Course US History, Semester A v2.0
- Unit 5: From War to Recovery
  - The US Role in World War I
  - The Roaring Twenties

SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.In.b: Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.b: Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.b: Recognize behaviors that result from fears.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.

SS.912.A.5.In.c: Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.c: Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery



The Roaring Twenties

SS.912.A.5.Pa.c: Recognize that the government makes rules about taxes and spending.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Post-World War II Society

SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

SS.912.A.5.In.d: Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.d: Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Effects of Westward Expansion
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.d: Recognize that when people have more money, they can buy more goods.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.5.In.e: Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.e: Recognize that the League of Nations was formed to prevent wars.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.e: Recognize that countries want to prevent wars.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.In.f: Identify the influences of Hollywood, the Harlem Renaissance, and prohibition on American society in the 1920s.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Su.f: Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Progressive Era
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Pa.f: Recognize the influences of groups with different beliefs.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.In.g: Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Su.g: Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Pa.g: Recognize that people in the same ethnic group may feel a sense of community.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

SS.912.A.5.In.h: Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.5.Su.h: Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.5.Pa.h: Recognize that people in the same ethnic group may feel a sense of community.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
Modernism and Antimodernism
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts

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US Culture

SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.In.i: Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Su.i: Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.Pa.i: Recognize that groups may fear people who are different.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.In.j: Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
Reconstruction
The Jim Crow South
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.5.Su.j: Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
The Industrial Revolution

SS.912.A.5.Pa.j: Recognize that groups may fear people who are different.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.

SS.912.A.5.In.k: Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Great Depression
The New Deal

SS.912.A.5.Su.k: Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
Unit Activity: From War to Recovery
The Great Depression
The New Deal

SS.912.A.5.Pa.k: Recognize that people struggle to meet their needs when they don't have enough money.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Great Depression

SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.

SS.912.A.5.In.l: Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The New Deal

SS.912.A.5.Su.l: Recognize key events in Florida, such as the Florida land boom and the development of air conditioning.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.5.Pa.l: Recognize an important development in Florida, such as air conditioning.

The selected PLATO curriculum does not address this learning expectation.

Standard 6 : Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.In.a: Identify major causes and consequences of World War II on the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Su.a: Recognize a major cause and result of World War II on the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Pa.a: Recognize that the United States fought in a war.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.2 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

SS.912.A.6.In.b: Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Su.b: Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Pa.b: Recognize that a country can provide aid to other countries (allies) during a war.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

SS.912.A.6.In.c: Identify the impact of the Holocaust during World War II on Jews and other groups.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.Su.c: Recognize an impact of the Holocaust during World War II on Jews and other groups.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.Pa.c: Recognize that groups may be treated badly because they are different.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.6.4 Examine efforts to expand or contract rights for various populations during World War II.

SS.912.A.6.In.d: Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Su.d: Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Pa.d: Recognize that groups may be treated differently during a war.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The US Role in World War I

SS.912.A.6.5 Explain the impact of World War II on domestic government policy.

SS.912.A.6.In.e: Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Su.e: Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.Pa.e: Recognize that war causes changes in home life.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.6.6 Analyze the use of atomic weapons during World War II and the aftermath of the bombings.

SS.912.A.6.In.f: Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Su.f: Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.Pa.f: Recognize that countries may take drastic measures to end a war.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
The Effects of World War II on the Home Front

SS.912.A.6.7 Describe the attempts to promote international justice through the Nuremberg Trials.

SS.912.A.6.In.g: Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Su.g: Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials).

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Pa.g: Recognize that people who commit war crimes may have a trial.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
World War II

SS.912.A.6.8 Analyze the effects of the Red Scare on domestic United States policy.

SS.912.A.6.In.h: Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee.

PLATO Course US History, Semester A v2.0
Unit 5: From War to Recovery
The Roaring Twenties
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Su.h: Recognize an effect of the Red Scare on the United States, such as the loyalty review program.

PLATO Course US History, Semester A v2.0

Unit 5: From War to Recovery
The Roaring Twenties

SS.912.A.6.Pa.h: Recognize loyalty to one's country.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

SS.912.A.6.In.i: Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Su.i: Recognize a peacekeeping role of the United Nations.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.Pa.i: Recognize that countries work together in the United Nations.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

SS.912.A.6.In.j: Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Anticommunism and the Roots of the Cold War
Cold War Events
Unit 4: Social Studies Concepts

US Government and Citizenship

SS.912.A.6.Su.j: Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Pa.j: Recognize that countries help each other to prevent wars.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Anticommunism and the Roots of the Cold War
Cold War Events

SS.912.A.6.11 Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

SS.912.A.6.In.k: Identify concerns about the spread of nuclear technology in the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.6.Su.k: Recognize a concern about the spread of nuclear technology in the United States and the world.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
Population, Geography, and the Physical Environment

SS.912.A.6.Pa.k: Recognize that countries make agreements to prevent war.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.12 Examine causes, course, and consequences of the Korean War.

SS.912.A.6.In.l: Identify a cause and consequence of the Korean War.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Su.l: Recognize a cause and consequence of the Korean War.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Pa.l: Recognize that countries help other countries in war.

PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

SS.912.A.6.In.m: Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Su.m: Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Pa.m: Recognize that the United States is involved with other nations.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.

SS.912.A.6.In.n: Identify causes and results of the Vietnam War.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Su.n: Recognize a cause and result of the Vietnam War.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.Pa.n: Recognize that countries help other countries in war.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.6.15 Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.6.In.o: Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Su.o: Recognize key events in Florida, such as the construction of military bases and the development of the space program.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.6.Pa.o: Recognize a development in Florida, such as the space program.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

Standard 7 : Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society.

SS.912.A.7.In.a: Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
The Effects of World War II on the Home Front
Post-World War II Society

SS.912.A.7.Su.a: Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
Post-World War II Society

SS.912.A.7.Pa.a: Recognize a characteristic of post-World War II, such as suburbs and modern appliances.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.2 Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

SS.912.A.7.In.b: Identify the prosperity of different ethnic groups and social classes in the post-World War II period.

PLATO Course US History, Semester B v2.0

Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
The Effects of World War II on the Home Front
Post-World War II Society

SS.912.A.7.Su.b: Recognize the prosperity of different ethnic groups and social classes in the post-World War II period.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Rise of the Middle Class
The Effects of World War II on the Home Front
Post-World War II Society

SS.912.A.7.Pa.b: Recognize that different groups of people may be rich or poor.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present.

SS.912.A.7.In.c: Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.Su.c: Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front

SS.912.A.7.Pa.c: Recognize a role of women, such as working outside the home.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
The Effects of World War II on the Home Front
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.4 Evaluate the success of 1960s era presidents' foreign and domestic policies.

SS.912.A.7.In.d: Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the Great Society.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Su.d: Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events
Unit 2: A Time of Upheaval
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.Pa.d: Recognize a government program that helps people.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today

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Contemporary Domestic Issues

SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.In.e: Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Jim Crow South

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval
  - The Civil Rights Movement
  - The Vietnam War
- Unit 4: Social Studies Concepts
  - US Culture

SS.912.A.7.Su.e: Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.

PLATO Course US History, Semester A v2.0
- Unit 3: A Union in Crisis
  - The Jim Crow South

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval
  - The Civil Rights Movement
  - The Vietnam War
- Unit 4: Social Studies Concepts
  - US Culture

SS.912.A.7.Pa.e: Recognize that people act in violent and nonviolent ways to bring about change.

PLATO Course US History, Semester B v2.0
- Unit 2: A Time of Upheaval
  - The Civil Rights Movement
  - The Vietnam War

SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.In.f: Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Su.f: Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Pa.f: Recognize that people act in violent and nonviolent ways to bring about change.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.In.g: Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.

PLATO Course US History, Semester A v2.0

Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.Su.g: Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.Pa.g: Recognize that people act in violent and nonviolent ways to bring about change.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
The Vietnam War

SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

SS.912.A.7.In.h: Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit Activity: A Time of Upheaval
Unit 3: The Reagan Era Through Today

Contemporary Domestic Issues
Unit Activity: The Reagan Era Through Today
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.Su.h: Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973).

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
The Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit Activity: A Time of Upheaval
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues
Unit Activity: The Reagan Era Through Today
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.Pa.h: Recognize that Supreme Court cases have important outcomes that affect all citizens.

PLATO Course US History, Semester A v2.0
Unit 3: A Union in Crisis
The Jim Crow South
Unit 4: The Rise of a Modern Nation
The Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues
Unit Activity: The Reagan Era Through Today
Unit 4: Social Studies Concepts
US Government and Citizenship

SS.912.A.7.9 Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

SS.912.A.7.In.i: Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Su.i: Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement
Unit 4: Social Studies Concepts
US Culture

SS.912.A.7.Pa.i: Recognize that people work together for positive change.

PLATO Course US History, Semester A v2.0
Unit 2: The Foundation of the United States
The Role of Religion in the United States
Unit 4: The Rise of a Modern Nation
Women and African Americans in the Progressive Era
PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Civil Rights Movement

SS.912.A.7.10 Analyze the significance of Vietnam and Watergate on the government and people of the United States.

SS.912.A.7.In.j: Identify the impact of the Vietnam War and Watergate on the United States.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon

SS.912.A.7.Su.j: Recognize an impact of the Vietnam War and Watergate on the United States.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon

SS.912.A.7.Pa.j: Recognize an impact of war on people.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War

SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.In.k: Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Anticommunism and the Roots of the Cold War
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
The Reagan Era and the End of the Cold War

SS.912.A.7.Su.k: Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath

Anticommunism and the Roots of the Cold War
Cold War Events
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
The Reagan Era and the End of the Cold War
Foreign Policy Challenges of the 1990s

SS.912.A.7.Pa.k: Recognize that the United States has interests in other countries.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Vietnam War
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
The Reagan Era and the End of the Cold War

SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.In.I: Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
Foreign Policy Challenges of the 1990s
Domestic and International Terrorism

SS.912.A.7.Su.I: Recognize political, economic, and social concerns that emerged from the late 1900s to early 2000s.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Unit Activity: The Reagan Era Through Today
Foreign Policy Challenges of the 1990s
Domestic and International Terrorism

SS.912.A.7.Pa.I: Recognize a social or economic concern of people.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.13 Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

SS.912.A.7.In.m: Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Su.m: Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing.

PLATO Course US History, Semester B v2.0
Unit 2: A Time of Upheaval
The Domestic Policies of Johnson and Nixon
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Pa.m: Recognize a social program of the government.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

SS.912.A.7.In.n: Identify ways the United States participates in the global economy, such as by trading with other countries and making trade agreements.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.Su.n: Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.Pa.n: Recognize a product produced in another country.

The selected PLATO curriculum does not address this learning expectation.

SS.912.A.7.15 Analyze the effects of foreign and domestic terrorism on the American people.

SS.912.A.7.In.o: Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Domestic and International Terrorism

SS.912.A.7.Su.o: Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Domestic and International Terrorism

SS.912.A.7.Pa.o: Recognize an act of terrorism, such as September 11, 2001.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Domestic and International Terrorism

SS.912.A.7.16 Examine changes in immigration policy and attitudes toward immigration since 1950.

SS.912.A.7.In.p: Identify ways that immigration policy and attitudes have changed since 1950.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Su.p: Recognize that immigration policy and attitudes have changed since 1950.

PLATO Course US History, Semester B v2.0
Unit 3: The Reagan Era Through Today
Contemporary Domestic Issues

SS.912.A.7.Pa.p: Recognize that people immigrate to this country.

PLATO Course US History, Semester A v2.0
Unit 4: The Rise of a Modern Nation
Immigration in the Late 1800s

SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.

SS.912.A.7.In.q: Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.7.Su.q: Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration.

PLATO Course US History, Semester B v2.0
Unit 1: World War II and Its Aftermath
Cold War Events

SS.912.A.7.Pa.q: Recognize a key event in Florida, such as construction of Disney World.

The selected PLATO curriculum does not address this learning expectation.

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Reading Curriculum

Our School will adhere to the specifications set forth by, and take full advantage of, a myriad of resources available from the Just Read, Florida! office of the Florida Department of Education.

The school's reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

The School will use the Reading Plus curriculum. Reading plus is an online reading intervention system that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. Reading Plus is committed to continuing the development of innovative intervention that is grounded in evidence and efficacy. The program provides rapid, sustainable, and deep vocabulary, comprehension, and silent reading fluency gains. Reading Plus will help to

develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

Reading Plus was chosen because of its ability to differentiate instruction and pinpoint student needs. The Reading Plus adaptive assessment, InSight, is a valid and reliable assessment that was created under the guidance of lead reading and assessment researchers. This assessment places students within the program in one of fourteen (14) levels. The reading levels range from elementary through college. InSight goes beyond typical measures of comprehension and vocabulary by also measuring comprehension-based silent reading rate and motivation. The rich data not only provides teachers a deep understanding of their students' needs, but also empowers students to become more confident and motivated about their learning and follow their own personalized paths to reading proficiency.

Once assessed and placed in the appropriate level, students work on activities that have been developed using proven instructional strategies. The program is continuously collecting data on student's performance in order to customize instruction. Teachers support students as they advance from struggling readers to proficient readers by utilizing the program's comprehensive online instruction as well as printable materials for direct instruction and differentiation at the class, small group, and individual level.

Reading Plus can remediate students who are moderately behind in reading as well as accelerate reading growth for students who are on grade level. Its usage spans from middle school through community college and because it increases silent reading fluency, vocabulary and comprehension, students also use it as an SAT/ACT and EOC preparatory program.

PUPIL PROGRESSION PLAN (not applicable)

The instructions in the Florida Model Charter Application require an applicant to indicate whether it intends to use the local school district's pupil progression plan. If not, the policies and standards for promoting students from one grade level to the next are to be included as Attachment E.

The proposed school intends to follow the district's pupil progression plan, so this attachment is not applicable.

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Assessment Schedule

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
Florida Standards Assessment (FSA)	Annually	The FSA measures student achievement of the standards contained in the Florida Standards and the Next Generation Sunshine State Standards.	Reading and Writing	Reading and writing (grade 9, and 10).
Florida Standards Assessment (FSA)	Annually	The FSA measures student achievement of the standards contained in the Florida Standards and the Next Generation Sunshine State Standards.	Reading, Writing, Math and Science	Reading, writing math (grade 7-8), and science (grade 8).
Florida Assessment for Student Thinking (F.A.S.T.)	Annually	The Florida Assessment of Student Thinking (FAST), is a progress monitoring assessment, which students will participate in three times per year and measures student achievement in Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.).	Reading, and Math	Reading (grade 7-10), and math (grade 8)
End-of-Course Assessments (EOC)	As required by the state and district	The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school courses, as outlined in the course description.	Algebra I Geometry Biology I and other required EOCs	9-12

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
End-of-Course Assessments (EOC)	As required by the state and district	The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school courses, as outlined in the course description.	Civics and other required EOCs	7
CAPE Industry Certification	Fall and Spring of each year	CTE Industry Certification Exams	Carpentry, Programming, Health Science, Culinary Arts, Robotics, Welding	9-12
Industry Certification Exam	Fall and Spring of each year	CTE certification exams, including, NOCTI's Job Ready assessments based on industry standards	Industry Certification Exams	10-12
Baseline Assessment: GAIN	Fall and Spring of each year	Assessment tools for at-risk high school and adult students	English and Math	9-12
Formative assessments	On-going	Assessments of ongoing progress in content areas to identify incremental growth. Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists. Any gaps in student progress will be identified and	All	9-12

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
		appropriate strategies implemented to address the gaps.		
PSAT	Fall	Evidence-Based Reading & Writing and Math administered to 10th grade Students	Reading and Math	10
Postsecondary Education Readiness Test (PERT)	Spring	Administered to students proficient on state assessments to determine college readiness.	Reading and Math	11
ACCESS for ELLs	Annually	The ACCESS for ELLs measures English Language Learners (ELLs) proficiency in the English language; thus, ensuring the skills needed in school to achieve at high levels, academically	English Proficiency	9-12
SAT	Fall and Spring of each year	Evidence-Based Reading & Writing and Math administered to 11th and 12th grade students	Reading and Math	11-12
ACT	Fall and Spring of each year	English, math, reading, science, and writing (optional) administered to 11th and 12th grade students	English, math, reading, science, and writing (optional)	11-12
Course Summative Assessments	At completion of each semester course	Students will complete end-of-semester exams for each course to determine content mastery.	All	9-12

In addition, the following students are eligible to participate in Florida's EOC assessments:
• Students who need to retake an assessment for graduation purposes.
• Students who have not yet taken an assessment to be averaged as 30% of their course grades.
• Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades.
• Students who need to earn a passing score for a standard diploma with a Scholar designation (Geometry, Biology 1, and U.S. History only).
• Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit (may apply to all subjects except for Civics).

In accordance with section 1008.22(3)(b)2., Florida Statutes, middle grades students will not be tested on both a grade-level mathematics assessment and a mathematics EOC assessment. Middle grades students enrolled in Algebra 1 or Geometry must take the corresponding EOC assessment, not the grade-level mathematics assessment. Likewise, middle grades students may not be tested on both the Statewide Science Assessment and the Biology 1 EOC assessment. Students enrolled in Biology 1 must take the EOC assessment, not the Grade 8 Science assessment.

PROPOSED DISCIPLINE POLICY (not applicable)

The Model Florida Charter School Application requires the applicant to include as Attachment G the proposed discipline policy or student code of conduct if the applicant does not intend to use the local school district's code of conduct policy.

The proposed school will follow the District's Code of Conduct, so the attachment is not applicable.

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September 30, 2008

FLORIDA DEPARTMENT OF STATE
Division of Corporations

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI-DA
3206 S. UNIVERSITY DR.
MIRAMAR, FL 33025

The Articles of Incorporation for FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI-DADE COMPUS, INC. were filed on September 29, 2008, and assigned document number N08000009089. Please refer to this number whenever corresponding with this office.

This document was electronically received and filed under FAX audit number H08000225251.

A corporation annual report/uniform business report will be due this office between January 1 and May 1 of the year following the calendar year of the file/effective date. A Federal Employer Identification (FEI) number will be required before this report can be filed. Please apply NOW with the Internal Revenue Service by calling 1-800-829-4933 and requesting form SS-4 or by going to their website at www.irs.ustreas.gov.

Please be aware if the corporate address changes, it is the responsibility of the corporation to notify this office.

Should you have any questions regarding corporations, please contact this office at (850) 245-6995.

Sincerely,
Wanda Cunningham
Regulatory Specialist II
New Filings Section
Division of Corporations

Letter Number: 508A00052058

P.O BOX 6327 – Tallahassee, Florida 32314

Received Time Sep. 30. 12:23PM

ARTICLES OF INCORPORATION
OF
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI-DADE CAMPUS, INC.

The undersigned hereby forms a corporation not for profit under Chapter 617 of the Florida Statutes, and, for these purposes, do hereby adopt the following Articles of Incorporation.

ARTICLE I - NAME

The name of the Corporation shall be: FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI-DADE CAMPUS, INC.

ARTICLE II - PURPOSES

The purposes for which the Corporation is organized are:

In particular, to: establish and operate a charter school as defined in the laws of the State of Florida within the borders of Miami-Dade County, Florida. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs to aid and assist low-performing, over-age, grade repeating, credit deficient, 9th, 10th, 11th and 12th graders graduate from Florida public high school.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

The purposes for which this Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall this Corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder.

No compensation shall be paid to any officer, director, trustee, creator or organizer of the Corporation or substantial contributor to it except as a reasonable allowance for services actually rendered to or for the Corporation.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE III - POWERS

The Corporation shall have all the powers granted to not for profit corporations under the laws of the State of Florida which are necessary or convenient to effect any and all purposes for which the Corporation is organized. In no event, however, shall the Corporation have or exercise any power which would cause it not to qualify as a tax-exempt organization under Section 501(c)(3) or Section 170 of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations there-under; nor shall the Corporation engage directly or indirectly in any activity which would cause the loss of such qualification. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of any private individual.

ARTICLE IV - MEMBERS

This Corporation shall have no Members.

ARTICLE V - TERM OF EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE VI - OFFICERS

The affairs of the Corporation in operating the charter school shall be managed on a day-to-day basis by the principal of the school. The Board of Directors shall set policy for the Corporation including but not limited to, the academic, financial and operation policies of the charter school, with the principal charged to implement these policies pursuant to the Bylaws. The Chairman of the Board of Directors shall serve for a term of two (2) years and the Vice Chairman and the Secretary/Treasurer shall serve for a term of one (1) year, beginning the 1st day of the month immediately following his

or her election by a majority of the Board of Directors at the annual meeting of the Board of Directors. Officers may be re-elected to serve subsequent terms. In the event of a vacancy in any office for any reason, the Board of Directors shall fill such vacancy for the unexpired term. An officer does not have to be a member of the Board of Directors and a member of the Board of Directors does not have to be an officer.

ARTICLE VII - FIRST BOARD OF DIRECTORS

The number of persons constituting the first Board of Directors shall be five (5) but shall never be more than seven (7), and the names and addresses of the persons who are to serve as Directors until the first election under these Articles of Incorporation are as follows:

Name	Address
Dr. Cathia Darling	5000 NW 15th Avenue Miami, FL 33142
Fanny Marino	6801 W. 20th Avenue Hialeah, FL 33014
William Delgado	782 NW LeJeune Road, #348 Miami, FL 33126
Lilia Garcia	415 Caligula Avenue Coral Gables, FL 33146
Vilmore Shirley	10561 SW 207 Street Miami, FL 33189

At the first election of Directors to be held no later than the date the Charter between the School Board of Miami-Dade County and the Corporation is executed no fewer than five (5) individuals shall be selected (which may include the members of the first Board of Directors as set forth herein) to serve as Directors.

The number of Directors shall be fixed in the Bylaws of this Corporation. Directors shall be elected and serve such terms as provided in the Bylaws of this Corporation.

ARTICLE VIII - BYLAWS

The Bylaws of the Corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered or rescinded by a majority vote of the Directors at the annual meeting of the Directors or at a duly called meeting of the Directors in accordance with the Bylaws.

ARTICLE IX - AMENDMENTS TO THE ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended in the manner provided by law.

ARTICLE X - DISSOLUTION

Upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation, shall be distributed to, and only to, any one or more organizations qualified as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as hereafter amended, and the applicable rules and regulations thereunder. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

ARTICLE XI - INITIAL REGISTERED OFFICE AND AGENT

The street address of the initial registered office of this Corporation shall be:

301 E. Pine Street, Suite 1400
Orlando, Florida 32801

The name of the initial registered agent of this Corporation shall be:

William A. Boyles

ARTICLE XII - CORPORATION'S PRINCIPAL OFFICE AND MAILING ADDRESSES

The principal address of this Corporation shall be:

c/o William A. Boyles
301 E. Pine Street, Suite 1400
Orlando, Florida 32801

The mailing address of this Corporation shall be:

c/o Donna Gogreve
3206 S. University Drive
Miramar, Florida 33025

ARTICLE XIII - INCORPORATOR

The following is the name and street address of the incorporator signing these Articles:

William A. Boyles
301 E. Pine Street, Suite 1400
Orlando, Florida 32801

IN WITNESS WHEREOF, I have set my hand and seal this 30 day of September, 2008.

William A. Boyles

CERTIFICATE OF ACCEPTANCE AS REGISTERED AGENT

Having been named as the Registered Agent in the Articles of Incorporation of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - MIAMI-DADE CAMPUS, INC. I hereby accept and agree to act in this capacity.

Dated: Sept 30, 2008.

William A. Boyles

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 28 2010

FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING-MIAMI-DADE CAMPUS INC
C/O VILMORE E SHIRLEY
3206 S UNIVERSITY DR
MIRAMAR, FL 33025

Employer Identification Number:
26-4029840
DLN:
17053363313009
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2
Form 990 Required:
Yes
Effective Date of Exemption:
September 29, 2008
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

FLORIDA HIGH SCHOOL FOR ACCELERATED

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

FLORIDA HIGH SCHOOL FOR ACCELERATED

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

ADDENDUM

INFORMATION FOR CHARTER HOLDERS - You are the holder of a charter from an authorized government entity to operate a school. You have contracted with a management company to provide comprehensive services. If you change your operations and do not contract with a comprehensive management company, you should notify us. You may then be eligible for a school foundation status of 170(b)(1)(A)(ii).

Letter 947 (DO/CG)

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FOURTH AMENDED AND RESTATED BYLAWS OF FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – MIAMI-DADE CAMPUS, INC. d/b/a NORTH PARK HIGH SCHOOL

ARTICLE I. NAME

The corporation shall be known as FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – MIAMI-DADE CAMPUS, INC., a Florida not-for-profit corporation, d/b/a NORTH PARK HIGH SCHOOL.

ARTICLE II. MEMBERSHIP

The corporation shall have no Members.

ARTICLE III. PURPOSES

The purposes for which the corporation is organized are:

In particular, to: establish and operate charter schools as defined in the laws of the State of Florida within the borders of Miami-Dade County, Florida. The charter schools shall be organized so that they present a system of formal instruction of their curriculum to a regularly enrolled student body through their faculty for the benefit of the general public.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the corporation to do or exercise under and pursuant to Chapter 617, Florida Statutes.

The purposes for which this corporation is organized shall be limited to those which are strictly charitable. In no event shall this corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended (the "Code"), and the applicable rules and regulations thereunder. Provided, however, that: (i) no part of the net earnings of the corporation shall inure to the benefit of any member of the corporation or other individual; (ii) no substantial part of the corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation; (iii) the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office; and (iv) the corporation shall not conduct its business or affairs in such a manner as to discriminate against any person on the basis of race, color, religion, sex, or age. It is the specific intention of the incorporator that the purposes and application of the corporation be as broad as permitted by Section 617.0301 of the Florida Not For Profit Corporation Act, but only to the extent that the corporation qualifies as a tax exempt organization within the meaning of Section 501(c)(3) and Section 170 of the Code.

The corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the corporation engage in subversive activities.

The corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Code of 1986, and the applicable rules and regulations thereunder.

No benefits shall be solicited or received by, nor shall any compensation be paid to any officer, director, trustee, creator or organizer of the corporation or substantial contributor to it, pursuant to Section 112.313 of the Florida Statutes.

The corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE IV. BOARD OF DIRECTORS

SECTION 1. FUNCTION. All corporate powers shall be exercised by or under the authority of the Board of Directors of the corporation, and the business and affairs of the corporation shall be managed by the Board of Directors.

SECTION 2. QUALIFICATIONS. The members of the Board of Directors must be natural persons who are 18 years of age or older, and are to be residents of this state. By two-thirds (2/3rds) vote of the Board of Directors, the Directors may, from time to time, establish additional qualifications and requirements for Directors, by written policy and procedure; such written policies and procedures shall be maintained with the books and records of the corporation.

SECTION 3. COMPENSATION. Directors, as such, shall not receive any compensation for their services as members of the Board of Directors.

SECTION 4. DUTIES OF THE BOARD. The Board of Directors shall transact all business of the corporation, determine the policies of the corporation and in general assume responsibility for the guidance and the affairs of the corporation. The duties of the Board of Directors include, but are not limited to setting policy, establishing procedures, approving budgets, approving selection of the principal and overseeing and managing the financial and administrative management of the School. The Board of Directors shall be responsible for making or executing the School's performance standards, supervising ongoing accounts, overseeing financial reporting and meeting state and district requirements and providing annual programs and accountability reports. A Director shall perform his/her duties in said capacity, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith, in a manner he/she reasonable believes to be in the best interests of the corporation and with such care as an ordinarily prudent person in a like position would use under similar circumstances.

In performing his/her duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) one or more of the officers or employees of the corporation whom the Director reasonably believes to be reliable and competent in the matters presented;

(b) counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or

(c) a committee of the Board of Directors upon which the Director does not serve, duly designated in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence.

A Director shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause the reliance described above to be unwarranted.

A person who performs his/her duties in compliance with this section shall have no liability by reason of being or having been a Director of the corporation.

SECTION 5. NUMBER. The corporation shall have at least three (3) Directors but shall not have more than nine (9) Directors, and the initial number of Directors shall be seven (7). The number of Directors may be increased or decreased from time to time by two-thirds (2/3rds) vote of the Board of Directors of the corporation; provided, however, that the Board of Directors shall consist of not fewer than three (3) Directors and no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director. Upon opening of the school, at least one Director shall be a parent or legal guardian of a current student. One Director shall be designated as the School Advisory Committee Director ("SAC Director").

SECTION 6. ELECTION AND TERM.

(a) Members shall hold office until their successors are elected and qualified or until their earlier resignation, removal from office or death. Terms may be set by the Board as deemed appropriate. SAC Directors shall have a one (1) year term. SAC Directors are limited to serving a single, one (1) year term, unless the term is expressly renewed by unanimous vote of the remainder of the Directors. At each succeeding annual meeting of the corporation, the successors of the Directors will be elected by plurality vote of all votes cast at such meeting. Directors so elected shall hold office for a term expiring at the annual meeting held in the third year following the year of their election. Election of Directors of the corporation need not be by written ballot unless requested by the Chairman or by a majority of the Directors present in person at a meeting at which Directors are to be elected.

(b) The Board of Directors may in its discretion establish a nominating committee to interview the candidates provided by the SAC and/or to nominate the

candidates to fill the other Board seats. Otherwise the Board of Directors shall serve as the nominating committee.

SECTION 7. RESIGNATION. The resignation of a Director shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice. If a Director resigns in the middle of his/her term, a successor for the unexpired term shall be selected by the Board of Directors except the SAC Director shall be nominated by the SAC and selected by the Board of Directors.

SECTION 8. REMOVAL OF DIRECTORS, OFFICERS AND OTHER EMPLOYEES. Any officer and/or employee may be removed by a majority vote of the Board of Directors whenever, in the judgment of the Board of Directors, the best interests of the corporation will be served thereby. Any Director may be removed at any time by a two-thirds (2/3rds) majority vote of the Board of Directors for any reason.

SECTION 9. VACANCIES. Any vacancy occurring on the Board of Directors, including that created by reason of an increase in the number of Directors, may be filled by appointment of a majority vote of the members of the Board of Directors. A Director elected to fill any vacancy shall hold office only until the next annual meeting of Directors.

SECTION 10. QUORUM AND VOTING. The presence of a majority of all the Directors shall be necessary at any meeting to constitute a quorum to transact business. The act of a majority of Directors present at a meeting when a quorum is present shall be the act of the Board of Directors. If at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting to a place and time indicated and a copy of such adjournment action shall be delivered by hand or by U.S. Mail to all members of the Board of Directors. Any means of communication by which all Directors participating may simultaneously hear each other and participate in discussions during the meeting, including the use of telephonic and electronic devices (hereafter “Remote Communication”), shall be permitted. A Director participating in a meeting by Remote Communication is deemed to be present in person and entitled to one (1) vote at such meeting.

(a) The corporation implements reasonable means to verify that each person deemed present and authorized to vote by means of Remote Communication is an active member of the Board of Directors; and:

(b) The corporation implements reasonable measures to provide such members of the Board of Directors with a reasonable opportunity to participate in the meeting and to vote on matters submitted to the Board of Directors, including an opportunity to communicate and to read or hear the proceedings of the meeting substantially concurrent with the proceedings.

If a member of the Board of Directors votes or takes other action by means of Remote Communication, a record of that board member's participation in the meeting must be maintained by the corporation in accordance with Florida Statutes, Section 617.1601.

SECTION 11. PLACE OF MEETINGS. The annual meeting, and any special meeting, of the Board of Directors must be held within Miami-Dade County of the State of Florida.

SECTION 12. MEETINGS. The Board of Directors shall meet four times each fiscal year in January, March, June and September (Regular Meetings) at the time and place designated by the Board of Directors of the corporation. During the first year that the school is in operation, the Board of Directors shall meet at least monthly at the time and place designated by the Board of Directors of the corporation. The Annual Meeting shall be held during the month of January and shall be the January meeting of the Board of Directors. Notice of the Annual Meeting and all other Regular Meetings shall be given by the Secretary to each Director at least two (2) days before the meeting, unless each Director shall waive notice thereof before, at, or after the meeting.

SECTION 13. SPECIAL MEETINGS. Special Meetings of the Board of Directors shall be held at such other times as shall be determined by the Chairman or by a majority of the Directors. Notice of any Special Meeting shall be given by the Secretary to each Director at least two (2) days before the meeting unless each Director shall waive notice thereof before, at or after the meeting.

SECTION 14. PRESUMPTION OF ASSENT. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporation matter is taken shall be presumed to have assented to the action taken unless the Director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

SECTION 15. PUBLIC MEETINGS OF THE BOARD OF DIRECTORS. Notwithstanding anything to the contrary in these bylaws, the Board of Directors of the corporation shall conduct its activities and its meetings (regular and special) in accordance with the Florida Open Meetings Laws (also Florida Sunshine Law) as set forth in Article I, Section 24 of the Florida Constitution as it may exist from time to time and in Florida Statutes Chapter 286.011 as amended or restated from time to time. Notice of all meetings shall be provided as set forth in such laws.

SECTION 16. DIRECTOR CONFLICTS OF INTEREST. A Conflict of Interest is described as: “an actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This “actual or appearance of a bias” in the decision making process is based upon the dual role of a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity. A conflict of interest shall include, but not be limited to, a violation of Florida Statute §112.313(7) as it applies to members of the Board of Directors. In no event may a member of the Board of Directors have or hold any employment or contractual relationship with any business entity or other entity doing business with the corporation except as provided in Section 112.313(12)(g) of the Florida Statutes concerning qualified banks. In no event may a member of the Board of Directors have or hold any employment or contractual relationship that will create a continuing or frequently

recurring conflict between his or her private interests and the performance of his or her duties as a member of the Board of Directors.

The Board of Directors shall adopt such conflict of interest policy and other policy as they deem proper and necessary for the operation of the corporation.

SECTION 17. EXECUTIVE AND OTHER COMMITTEES. The Board of Directors, by resolution adopted by a majority of the full Board of Directors, shall designate from among its members an executive committee consisting of the Officers set forth in Article VI below, and one at-large Director. The Executive Committee will handle the affairs of the corporation as necessary between meetings of the Board of Directors.

The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate from among its members one or more other committees each of which, to the extent provided in such resolution, shall have and may exercise all the authority of the Board of Directors, except that no committee shall have the authority to:

(a) fill vacancies on the Board or any committee thereof, or

(b) adopt, amend or repeal the Bylaws.

Each committee must have two (2) or more members who serve at the pleasure of the Board of Directors. The Board of Directors, by resolution adopted in accordance with this section, may designate one (1) or more Directors as alternate members of any such committee, who may act in the place and stead of any absent member or members at any meeting of such committee.

SECTION 18. POWER TO ELECT OFFICERS. The Board of Directors, at their annual meeting, shall elect a Chairman, Vice-Chairman, Secretary and Treasurer. The Board of Directors shall have the power to appoint such other officers and employees as the Board of Directors may deem necessary for the transaction of the business of the corporation. The Board of Directors shall have the power to fill any vacancy in any office, occurring for any reason whatsoever.

SECTION 19. DELEGATION OF POWERS. For any reason deemed sufficient by the Board of Directors, the Board of Directors may delegate any power or duty of any officer or Director to any other officer or Director.

SECTION 20. ANNUAL REPORTS. The Chairman and Treasurer shall present their respective reports of the operation of the corporation for the preceding year, at the annual meeting of the year of the Board of Directors.

ARTICLE V. MANAGEMENT OF CORPORATION'S ASSETS

The assets of the corporation shall be held, managed and invested by the Executive Committee of the Board of Directors, however, at no time may said assets be used or administered other than in furtherance of charitable purposes, within the

meaning of Section 501(c)(3) of the Code. All investments of funds of the corporation shall be first approved by the Board of Directors.

ARTICLE VI. OFFICERS

SECTION 1. OFFICERS. The officers of the corporation shall consist of a Chairman, Vice-Chairman, Secretary and Treasurer, each of whom shall be elected annually by the Board of Directors at the January regular meeting of the Board of Directors, and shall serve until their successors are chosen and qualify. Such other officers and assistant officers and agents as may be deemed necessary may be elected or appointed by the Board of Directors from time to time.

Any two (2) or more offices may be held by the same person. The failure to elect a Chairman, Vice-Chairman, Secretary or Treasurer shall not affect the existence of the corporation.

SECTION 2. CHAIRMAN. The Chairman of the corporation shall:

(1) preside at all meetings of the Board of Directors;

(2) be a member ex-officio of all committees;

(3) perform all other duties usually pertaining to the office of Chairman;

(4) No individual may serve as Chairman for more than two (2) consecutive full terms.

SECTION 3. VICE-CHAIRMAN. The Vice-Chairman of the corporation shall:

(1) in the absence or on the death, inability or refusal to act of the Chairman, preside at all meetings of the Board of Directors;

(2) be a member ex-officio of all committees;

(3) be given those powers and duties determined by the Board of Directors;

(4) in the absence or on the death, inability or refusal to act of the Chairman, perform all other duties usually pertaining to the office of Chairman.

SECTION 4. SECRETARY.

(a) The Secretary of the corporation shall:

(1) record the minutes of all meetings;

(2) write up the minutes for approval of the Board at the next Board meeting unless deferred;

(3) send a duplicate copy of the minutes to all members of the Board of Directors;

(4) have custody of the seal of the corporation;

(5) ensure that notices of all meetings required by statutes, Bylaws or resolutions is provided;

(6) take the attendance record at meetings;

(7) maintain committee reports;

(8) perform such other duties as may be delegated to him or her by the Board of Directors.

(b) Any of the above duties may be delegated to the management company or another appropriate party as allowed by the Board of Directors.

SECTION 5. TREASURER.

(a) The Treasurer of the corporation shall:

(1) be custodian of all funds and securities of the corporation and collect interest thereon;

(2) keep a record of the accounts of the corporation and report thereon at each regular meeting of the Board of Directors;

(3) make a report at the annual meeting and special reports when requested;

(4) deposit all moneys of the corporation in the name of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –MIAMI-DADE CAMPUS, INC., in a financial institution selected and designated by the Board of Directors subject to withdrawal for authorized purposes, upon the joint signatures of two (2) of the officers of the corporation, one (1) of whom shall be the Treasurer (or the Secretary in the absence of the Treasurer) and the other of whom shall be the Chairman (or the Vice-Chairman in the absence of the Chairman);

(5) give bond in such amount as the Board of Directors may require, the corporation to pay the premium for such bond;

(6) see that all government agency reports and returns are prepared and filed.

(b) Any of the above duties may be delegated to the management company or another appropriate party as allowed by the Board of Directors.

SECTION 6. ASSETS AND AUDITORS.

A. All securities and other valuable papers shall be placed in a safety deposit box or vault, designated by the Board of Directors, which may be opened only upon the joint signatures of two (2) of the officers of the corporation.

B. The Treasurer's accounts and records shall be audited from time to time by a firm of certified public accountants at the expense of the corporation.

SECTION 7. RESIGNATION. The resignation of an officer shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice.

ARTICLE VII. CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

SECTION 2. LOANS. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

SECTION 3. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. DEPOSITS. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VIII. LOANS TO DIRECTORS AND OFFICERS

Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, may not be made by the corporation to its Directors, officers or employees, or to any other corporation, firm, association or other entity in which one or more of its Directors, officers, or employees is a Director, officer or employee or holds a substantial financial interest, except a loan by one corporation which is exempt from federal income taxation under Section 501(c)(3) of the Code. A loan made in violation of this Article is a violation of the duty to the corporation of the Directors or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected thereby.

ARTICLE IX. PAYMENT OF DIVIDENDS AND DISTRIBUTION OF INCOME TO DIRECTORS AND OFFICERS PROHIBITED

A dividend may not be paid, and any part of the income or profit of the corporation may not be distributed, to its Directors or officers.

ARTICLE X. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS

SECTION 1. ACTION AGAINST PARTY BECAUSE OF CORPORATE POSITION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the corporation) by reason of the fact that he is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees inclusive of any appeal), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such claim, action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct unlawful. The termination of any claim, action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

SECTION 2. ACTION BY OR IN THE RIGHT OF CORPORATION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he is or was a Director, officer, employee, or agent of the corporation, or is or was serving at

the request of the corporation as a Director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection with the defense or settlement of such claim, action, or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation unless and only to the extent that a court of competent jurisdiction (the "Court") in which such claim, action, or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the Court shall deem proper.

SECTION 3. REIMBURSEMENT IF SUCCESSFUL. To the extent that a Director, officer, employee, or agent of the corporation has been successful on the merits or otherwise in defense of any claim, action, suit, or proceeding referred to in Sections 1 or 2 of this Article X, or in defense of any claims, issue, or matter therein, he may be indemnified against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection therewith, notwithstanding that he has not been successful (on the merits or otherwise) on any other claim, issue, or matter in any such claim, action, suit, or proceeding.

SECTION 4. AUTHORIZATION. Any indemnification under Sections 1 and 2 of this Article X (unless ordered by the Court) shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee, or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit, or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, or by independent legal counsel in a written opinion.

SECTION 5. ADVANCED REIMBURSEMENT. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as authorized in this Article.

SECTION 6. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, rule of law, provision of Articles of Incorporation, Bylaws, agreement, vote disinterested Directors, or otherwise, both as to action in his official capacity and as to action in another capacity, while holding such office, and shall continue as to a person who has ceased to be a Director, officer,

employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person. Where such other provision provides broader rights of indemnification than these Bylaws, said other provision shall control.

SECTION 7. INSURANCE. The corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE XI. BOOKS AND RECORDS

SECTION 1. BOOKS AND RECORDS. The corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees.

The books, records and minutes of the corporation may be in writing or in any other form capable of being converted into written form within a reasonable time.

ARTICLE XII. FISCAL YEAR

The fiscal year of the corporation shall be determined by the Board of Directors.

ARTICLE XIII. RULES OF ORDER

"Robert's Rules of Order Newly Revised" shall be the parliamentary authority for all matters of procedure not specifically covered by these Bylaws.

ARTICLE XIV. SEAL

The Board of Directors shall provide a corporate seal that shall be circular in form and shall be affixed in conjunction with the execution of documents by the corporation, as required by law.

ARTICLE XV. AMENDMENTS TO THE BYLAWS

The Bylaws of the corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered, amended or repealed by a majority vote of the Board of Directors; provided that notice of such proposed amendments shall be hand delivered, mailed, and/or e-mailed to each board member at the mail or e-mail address provided to the board by the member at least (30) days prior to the meeting during which the proposed amendments will be considered for approval.

ARTICLE XVI. DISSOLUTION AND/OR TERMINATION OF CHARTER

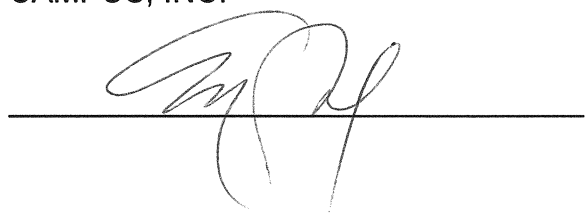
When a charter is not renewed or is terminated, any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the Miami-Dade County School Board. Capital outlay funds provided pursuant to Florida Statute §1013.62 (concerning Charter School Capital Outlay Funding) or its successor Statute) and federal charter school program grant funds that are unencumbered shall revert to the Department of Education to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all Miami-Dade County School Board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Miami-Dade County School Board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, Miami-Dade County School Board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the Miami-Dade County School Board's request, until any appeal status is resolved. Further, upon the liquidation or dissolution of the corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation and the distributions provided for above, shall be distributed to, and only to, an organization qualified as tax exempt under Section 501(c)(3) of the Code engaged in educational activities in the State of Florida. No part of the assets or the net earnings, current or accumulated, of the corporation shall inure to the benefit of a private individual.

THE UNDERSIGNED HEREBY adopts and approves the foregoing Amended and Restated Bylaws of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – MIAMI-DADE CAMPUS, INC.

Adopted: _____.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –MIAMI-DADE CAMPUS, INC.

(CORPORATE SEAL)



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Governing Board Code of Ethics

The Code of Ethics for Governing Board Members aligns directly with FS 112.313.

(1) SOLICITATION OR ACCEPTANCE OF GIFTS.—No Governing Board Member shall solicit or accept anything of value to the recipient, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the public officer, employee, local government attorney, or candidate would be influenced thereby.

(2) DOING BUSINESS WITH THE SCHOOL—No member of the Governing Board acting in his or her official capacity shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for his or her own agency from any business entity of which the officer or employee or the officer's or employee's spouse or child is an officer, partner, director, or proprietor or in which such officer or employee or the officer's or employee's spouse or child, or any combination of them, has a material interest. Nor shall any board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the officers or employees of the school.

(3) UNAUTHORIZED COMPENSATION.—No Governing Board Member or his or her spouse or minor child shall, at any time, accept any compensation, payment, or thing of value when such public officer, employee, or local government attorney knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the officer, employee, or local government attorney was expected to participate in his or her official capacity.

(4) MISUSE OF PUBLIC POSITION.—No board member shall corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others.

(5) CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP.— (a) No board member shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee; nor shall any board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

(6) DISCLOSURE OR USE OF CERTAIN INFORMATION.—A current or former Governing Board Member may not disclose or use information not available to members of the general public and gained by reason of his or her official position, except for information relating exclusively to governmental practices, for his or her personal gain or benefit or for the personal gain or benefit of any other person or business entity.

(7) EMPLOYEES HOLDING OFFICE - No Governing Board Member shall hold office as a member of the governing board while, at the same time, continuing as an employee of the school.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
GREATER MIAMI CAMPUS, INC. (North Gardens High School)**

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
MIAMI CAMPUS, INC. (Green Springs High School)**

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
MIAMI-DADE CAMPUS, INC. (North Park High School and Schools II and III)**

CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect the interest of each entity listed above (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit public and charitable corporations in the State of Florida.

Article II

Definitions

1. Interested Person

Any director, officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family—

a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

b. If a conflict of interest is determined to exist in violation of Section 112.313(7), Florida Statutes, the Board of Directors must immediately eliminate the conflict of interest or the member of the Board of Directors involved in the conflict of interest must resign from the membership of the Board of Directors.

4. Violation of the Conflicts of Interest Policy

   a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

   b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, up to and including removal of the member from the Board of Directors.

Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain—

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

Article V

Compensation

It is the strict policy of the Corporation that all directors, officers and members of committees with board delegated powers shall serve without compensation of any kind. Further, no director, officer or member of a committee with board delegated powers shall solicit or accept anything of value, including a gift, loan, reward, promise of future employment, favor or service, based on any understanding that the vote, official action or judgment of the director, officer or member of a committee with board delegated powers would be influenced thereby.

Article VI

Annual Statements

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person--

a. has received a copy of the conflicts of interest policy,

b. has read and understand the policy,

c. has agreed to comply with the policy, and

d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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IV. Statement of Assurances

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Florida High School for Accelerated Learning – Miami-Dade Campus, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Danny Fernandez, ALS Regional Director to sign as the legal correspondent for the school.

Signature 08/02/2024 *Date*

Printed Name Danny Fernandez

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning –

2. Full name: **Elisa Robles**

   Home Address: **4111 w 8th Ave Hialeah FL 33012**

   Business Name and Address: **FirstBank Florida – 1325 W 49th ST Hialeah FL 33012**

   Phone Number: **786-476-3300**

   E-mail address: **Elisa.Robles@FirstBankFla.com**

X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school? **Having served on the Boards of three charter schools providing accelerated learning alternatives for Miami Dade students and seeing the results achieved, I believe there is an additional need for these types of schools in the Miami Dade County**

6. What is your understanding of the appropriate role of a public charter school board member? **Oversite / Governance of the operations, in particular the budget and finances**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I have served on charter school boards for three schools similar to the proposed school for over six years**

8. Describe the specific knowledge and experience that you would bring to the board. **After working in the Banking industry for over 30 years I can offer financial advice and work with the Board members and the accountant professionals representing the Board to ensure sound financial stability.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to help at-risk students graduate from high school with a standard high school diploma and move on to post-secondary success. The guiding belief is that there is a student population that needs something different than what a traditional comprehensive high school can provide. There are many students who have fallen significantly behind and require a unique and innovative learning environment catered to their individual needs. It is also a belief that the school is a perfect complement to the traditional high school community, working in partnership to ensure that all students have options and opportunities that will lead to their greatest potential.

2. What is your understanding of the school's proposed educational program?

The school will operate a blended instructional model with significant academic and social/emotional supports to help students overcome obstacles to academic and personal success. A mastery-based curriculum overseen by a highly qualified teaching staff will allow students to catch up on credits while also focus on building and remediating basic skills. There will also be a strong focus on transition planning to ensure that students have the information, skills and support to pursue meaningful post-secondary opportunities.

3. What do you believe to be the characteristics of a successful school?

Strong governance and oversight; a reputable management organization with a history of results; high quality leadership; an academic and support model designed to meet the needs of this unique student population; a teaching and support staff supported by quality coaching and training; a positive collaboration with the authorizing school district to ensure that at-risk students are provided access to options that best address their academic and personal needs.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual goals are defined and reviewed together with school leadership and the management organization. Progress toward accomplishing these goals is reviewed at every Board Meeting and strategies for continuous improvement are discussed and monitored.

5. What do you see as your role regarding the school leaders?

As a governing board member I am involved in the selection of new leaders. I am also responsible for working with the management company to evaluate the performance and fit of the school leadership. I expect the management company to address the day-to-day supervision of school leadership while keeping me informed of any concerns, growth opportunities or suggested changes.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be responsible for setting policy, approving and monitoring an annual budget, reviewing and approving annual school improvement plans, reviewing school outcomes and overseeing that the management company takes all necessary steps to ensure that the schools are operating in accordance with law and the obligations and expectations defined by the charter contract.

2. How will you know if the school is successful at the end of the first year of operation?

The application has defined financial and academic outcomes expected by the end of the first year of operations. If these outcomes are met, we will know that the school has been successful.

3. How will you know at the end of four years of the school is successful?

The application has defined financial and academic outcomes expected by the end of the fourth year of operations. If these outcomes are met, we will know that the school has been successful. Outcomes that define school success and progress include but are not limited to increasing numbers of graduates, increasing rates of reading and math growth, increasing rates of credit

earning, improved GPAs and positive results on the State's Alternative Accountability System (SIR).

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Our charter board will continue to take the same steps it has taken over the past 8 years to ensure that these new schools are successful. This includes working closely with school leadership and the ESP to monitor the effective implementation of policy and budgets and regularly review the outcomes of the school to ensure that goals are being met.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Assuming that the activity I became aware of only involved a single board member, I would bring the matter to the attention to the management company and board attorney to call an emergency board meeting the issue. If not satisfied with the response or if the matter appeared to involve more than one board member, I would confer with the board attorney for purposes of having the issue immediately brought to the attention of the school district and state authorities.**

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. We have selected an ESP that is currently managing our 3 dropout prevention and recovery schools. This ESP is a leading provider of DPRP services with a positive track record both here in Miami and throughout Florida. During their tenure with us, our schools have accomplished the goals defined by our charter and as a result were successfully renewed for 10 year terms. Our schools have achieved positive State Accountability Ratings while sustaining enrollment and a positive financial position. The ESP has done a quality job in implementing and even further developing and improving upon an instructional and support model that yields success with our student population.

b. The ESP has been contracted by the Board to manage operations of the school administratively. The Board is charged with creating policies and providing direction on how to achieve those policies to the management company. This is done with the Board's oversight.

c. Yes. With the assistance of our independent legal counsel.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

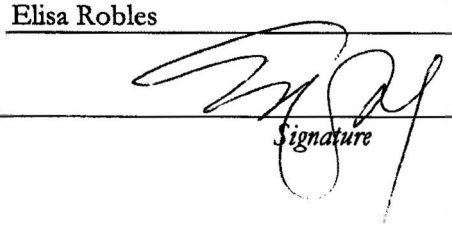
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Elisa Robles



Signature

06/07/2024

Date

Elisa Robles

Biography

My family and I came to USA from Cuba in March of 1968. We lived in Los Angeles, California until March of 1971. We then moved to Florida at that time and have resided in Hialeah ever since.

I graduated from Business Administration in Cuba; in Florida I had taken several Banking related classes.

I started my career in banking in October of 1971 at Flagship Bank as a part-time teller, moving up the ranks within the company. In January of 1981, I began working for Caribank, which is now Citibank. At Citibank, I managed several operations departments until 1999 and then made the transition to the branches. In 2006, I opened a new Citibank branch in Hialeah as a branch manager and managed the branch until May of 2012. I became a proud member of the Firstbank Florida family in May of 2012 with the great opportunity to open another financial center in my home town of Hialeah. The branch opened in September of 2012 and I have been managing the branch to date.

I am an active member in the community where I participate in various non-for-profit organizations as a board member.

- Founding member of the first Logia Hijas de Acacia in Hialeah
- Member of La Federacion de Masones Cubanos en el Exilio
- Board member of City of Hialeah Scholarship Fund
- Board member of Florida High Schools for Accelerated Learning
- Member of Hialeah Chamber
- Member of Medley Chamber

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning –

2. Full name: **Albert Richard DiRenzo**

   Home Address: **9127 NW 1st Ave., Miami Shores, FL 33150**

   Business Name and Address: **- Retired -**

   Phone Number: **305-757-0831 786-271-3698**

   E-mail address: **anglicansmoker@gmail.com**

X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   X Yes ☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes X No

5. Why do you wish to serve on the board of the proposed charter school?
   To ensure good governance of the charter school that has a meaningful mission

6. What is your understanding of the appropriate role of a public charter school board member?
   Oversight, fiscal responsibility, aid and support the charter school, it's students and staff

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve on the Dade County Board of FL High School for Accelerated Learning

8. Describe the specific knowledge and experience that you would bring to the board.
My current service on the Board gives me the background, knowledge and understanding of the schools needs.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to help at-risk students graduate from high school with a standard high school diploma and move on to post-secondary success. The guiding belief is that there is a student population that needs something different than what a traditional comprehensive high school can provide. There are many students who have fallen significantly behind and require a unique and innovative learning environment catered to their individual needs. It is also a belief that the school is a perfect complement to the traditional high school community, working in partnership to ensure that all students have options and opportunities that will lead to their greatest potential.

2. What is your understanding of the school's proposed educational program?

The school will operate a blended instructional model with significant academic and social/emotional supports to help students overcome obstacles to academic and personal success. A mastery-based curriculum overseen by a highly qualified teaching staff will allow students to catch up on credits while also focus on building and remediating basic skills. There will also be a strong focus on transition planning to ensure that students have the information, skills and support to pursue meaningful post-secondary opportunities.

3. What do you believe to be the characteristics of a successful school?

Strong governance and oversight; a reputable management organization with a history of results; high quality leadership; an academic and support model designed to meet the needs of this unique student population; a teaching and support staff supported by quality coaching and training; a positive collaboration with the authorizing school district to ensure that at-risk students are provided access to options that best address their academic and personal needs.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Annual goals are defined and reviewed together with school leadership and the management organization. Progress toward accomplishing these goals is reviewed at every Board Meeting and strategies for continuous improvement are discussed and monitored.

5. What do you see as your role regarding the school leaders?

As a governing board member I am involved in the selection of new leaders. I am also responsible for working with the management company to evaluate the performance and fit of the school leadership. I expect the management company to address the day-to-day supervision of school leadership while keeping me informed of any concerns, growth opportunities or suggested changes.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be responsible for setting policy, approving and monitoring an annual budget, reviewing and approving annual school improvement plans, reviewing school

outcomes and overseeing that the management company takes all necessary steps to ensure that the schools are operating in accordance with law and the obligations and expectations defined by the charter contract.

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The application has defined financial and academic outcomes expected by the end of the first year of operations. If these outcomes are met, we will know that the school has been successful.

3. How will you know at the end of four years of the school is successful?

The application has defined financial and academic outcomes expected by the end of the fourth year of operations. If these outcomes are met, we will know that the school has been successful. Outcomes that define school success and progress include but are not limited to increasing numbers of graduates, increasing rates of reading and math growth, increasing rates of credit earning, improved GPAs and positive results on the State's Alternative Accountability System (SIR).

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Our charter board will continue to take the same steps it has taken over the past 8 years to ensure that these new schools are successful. This includes working closely with school leadership and the ESP to monitor the effective implementation of policy and budgets and regularly review the outcomes of the school to ensure that goals are being met.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would take the issue to our Board Attorney to get their guidance, counseling and possible reporting.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. We have selected an ESP that is currently managing our 3 dropout prevention and recovery schools. This ESP is a leading provider of DPRP services with a positive track record both here in Miami and throughout Florida. During their tenure with us, our schools have accomplished the goals defined by our charter and as a result were successfully renewed for 10 year terms. Our schools have achieved positive State Accountability Ratings while sustaining enrollment and a positive financial position. The ESP has done a quality job in implementing and even further developing and improving upon an instructional and support model that yields success with our student population.

b. The ESP has been contracted by the Board to manage operations of the school administratively. The Board is charged with creating policies and providing direction on how to achieve those policies to the management company. This is done with the Board's oversight.

c. Yes. With the assistance of our independent legal counsel.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: ALBERT RICHARD DiRENZO

A. Richard DiRenzo
Signature

06/07/2024

FROM THE DESK OF

DICK DI RENZO

Albert Richard DiRenzo

9127 NW 1st Ave

Miami Shores, Fl. 33150

DOB July 1, 1939 Morristown, NJ

Resided in Netcong, NJ

Netcong Grammar School and High School graduating in 1957

Rutgers University 1957/1959

Retail Department Stores Newark, NJ 1959/1965

Ronay Handbags, 1 East 33rd St., New York 1965/1973

Showroom and Southeast Southwest Territorial Sales

Grandoe Glove Corporation, 417 5th Ave, New York 1973/1987

Sales Director responsible for major New York City Department Stores and Developing the Canadian market

Moving to Florida in 1987

William Sonoma 1987/1993

Carl's Furniture and Carl's Patio 1993/2006

Store Manager for Carl's Patio

Gary Rubinstein Antiques 2007/2018

Now permanently retired for a second time!

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning –

2. Full name: Paul Haralson

   Home Address: 715 NE 70th Street, Miami, Fl. 33138

   Business Name and Address: 15500 New Barn Road, Suite 104, Miami Lakes FL 33014

   Phone Number: (305) 758-4200

   E-mail address: Pharalson@haralsonlawfirm.com

X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
   After having served on the boards of three charter schools providing accelerated learning alternatives for Miami Dade students and seeing the results achieved, I believe there is an additional need for these types of schools in the Miami Dade County.

6. What is your understanding of the appropriate role of a public charter school board member?
   Oversite/governance of the operations, in particular the budget and finances.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g.,

other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on charter school boards for three schools similar to the proposed school for over six years.

8. Describe the specific knowledge and experience that you would bring to the board.

As a practicing attorney specializing in business litigation, I can offer insight a legal perspective and am able to effectively work with the legal and accounting professionals representing the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Similar to the existing schools for which I serve on the board, the school will focus on at-risk students (many of whom have left the traditional high school setting). There is a significant need to provide such students with realistic options to get back on track towards securing their diplomas. Beyond the academic side, the school will (as with the existing schools) provide students with a wide range of support services that will allow the students to pursue their goals, whether it be further education or entering the work force. I have found that the schools have worked well with the Miami Dade school district in filling a need for these at-risk students and have seen a number of success stories from the students served by the schools and believe that the opportunities need to be offered to students in other areas of the county.

2. What is your understanding of the school's proposed educational program?

The school will offer a blended model with an on-line/self-paced curriculum that is closely monitored by teachers and staff to insure the student is progressing and grasping the concepts of each class. Individual instruction is provided in many cases to augment the on-line program to ensure the students are learning and understanding course content. In addition to the academic side, a wide array of support serviceswill be offered that help meet the students' life goals.

3. What do you believe to be the characteristics of a successful school?

Ultimately, the success of the school is largely measured by the progress of the students in making gains in their skills with the goal being a well-rounded student earning his or her diploma. To achieve these goals, the administration and staff must ensure that the students attend class and are fully engaged and progressing academically. The process starts with strong leaders at the administrative level who are capable and identifying and retaining the teachers and staff needed to engage students. The board must provide steady governance and support to allow the administration and staff to provide a safe, welcoming and challenging school setting.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

In my experience, the boards I have been on have asked the administration of the schools to provide at each board meeting information on various metrics including, among other data points, progress towards graduation, attendance, retention and progress towards meeting state accountability ratings. These and other metrics allow a board to monitor the performance and feel comfortable that our student population is being properly served. From a financial perspective, I have been actively engaged in the budget process and closely review periodic financial reports to make sure that budget goals are being met and/or surpassed. I have also relied heavily on the outside auditor to confirm that the financial data is accurate and that the schools are fiscally sound.

5. What do you see as your role regarding the school leaders?

I will continue my practice of overseeing the management company in the process of hiring and retaining school principals and assistant principals to make sure we are comfortable with the experience and credentials of these individuals. I also have monitored the progress of the schools based on the metrics described above. The principals of the schools attend each board meeting to report on the schools and answer questions which allows me to get a good sense of whether or not important goals are being met and if the schools may need additional support to meet those goals.

Governance

1. Describe the role that the board will play in the school's operation.

The boards I have been on set policy, review performance metrics and interact with leadership to make sure the goals are being met. In addition, we have been heavily involved in overseeing school finances starting with creating a budget, then following the progress towards meeting budgetary goals during the year and then, ultimately, meeting with auditors to ensure that the information we have relied upon is accurate. I intend to continue these practices going forward with the schools for which I serve as a board member.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year I would expect the schools to have strong principals and staff in place and retained for the following year. Given the nature of the student population served, with the majority of students being behind their cohort group, I would not expect to see a large number of graduates the first year. I believe that an important measure of success would be to look at attendance and retention statistics as well as credit earned numbers that would give me confidence that the graduation numbers will rise in year two and following years. From a financial perspective, I would view success in terms of meeting budgetary goals and receiving a clean audit report.

3. How will you know at the end of four years of the school is successful?

At the end of year for I would expect the school to be producing a reasonable number of graduates, increasing student retention and attendance numbers each year, showing significant increases in the math and reading levels of students from their levels at enrollment and that the state's accountability standards are being met. From a financial perspective, I would expect positive fund balances with clean audits received each year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I would continue the practices described herein. These involve closely monitoring the performance data given by the administration, engaging with the management company to address any concerns and be available to provide any support to address concerns. In addition, I will monitor financial reporting and ask questions of the board professionals as well as the outside auditors if any issues arise.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Assuming that the activity that I became aware of only involved a single board member, I would bring the matter to the attention of the management company and board attorney to call an emergency board meeting to address the issue. If not satisfied with the response or if the matter appeared to involve more than one board member, I would confer with the board attorney for purposes of having the issue immediately brought to the attention of the school district and state authorities.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. Our board has a selected a management company that currently administers the three schools for which I serve a as board member. The company, ALS, specializes in schools for the at-risk population served by the existing schools and which will be served by the new school. I believe they have exhibited an exemplary performance record during the six plus years I have served and have been very responsive to all of the boards' questions and concerns.

b. ALS has been contracted by the board to manage administration and answer to the board in implementing board policy.

c. The contract mirrors the contract between the management company and the existing schools, which was reviewed and negotiated by the board through the boards' attorney.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ ~~Yes~~ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

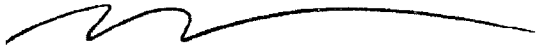
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Paul Haralson



Signature

06/07/2024
Date

PAUL HARALSON, ESQ.

EXPERIENCE

2010–present The Haralson Law Firm Miami, FL
Attorney
Principal of commercial litigation firm specializing in all forms of business disputes

2007–2010 Haralson & Tomé Miami Lakes, FL
Attorney
Partner in firm representing clients in civil and white collar litigation

2003–2006 Burmudez, Haralson & Tomé Doral, FL
Attorney
Partner in firm representing firms in litigation disputes and business transactions

1995–2003 Rasco, Reininger & Perez Coral Gables, FL
Attorney
Partner in full service law firm handling all forms of commercial disputes and corporate and real estate transactions

1989–1995 Morgan, Lewis & Bockius Miami, FL
Attorney
Associate in the litigation department in a large, multi-national law firm

EDUCATION

1986–1989 University of Texas School of Law Austin, TX
- J.D.

1982–1986 Fairfield University Fairfield, CT
- B.A. Economics

AFFILIATIONS

Bar for the State of Florida
United States District Court, Southern District of Florida
United States District Court, Middle District of Florida
Bankruptcy Bar for the Unites States Southern District of Florida
AV rated

FAX (866) 210-7095 • PHARALSON@HARALSONLAWFIRM.COM
7001 BISCAYNE BLVD, 2ND FLOOR • MIAMI, FL 33138 • PHONE (305) 758-4200

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Florida High School for Accelerated Learning

2. Full name: Kyle Mullan

   Home Address: 500 NE 29th Street #803

   Business Name and Address: The Cushman School, 592 NE 60th St., Miami FL 33137

   Phone Number: 9042 NE 60th St., Miami, FL 33137

   E-mail address: kmullan@cushmanschool.org

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
   ☐ Yes ☒ No

5. Why do you wish to serve on the board of the proposed charter school?
   To be a part of a program that is successfully meeting the needs of an at-risk population.

6. What is your understanding of the appropriate role of a public charter school board member?
   To oversee the operation of the school's results, budgets and policies.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served as a board member for the Miami Shores Chamber of Commerce.

8. Describe the specific knowledge and experience that you would bring to the board.
I have a heart for young people, having worked in education since 2008.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to help at-risk students graduate with a standard diploma and be prepared for post-secondary success. This is based on the belief that all students can succeed when given appropriate tools and support.

2. What is your understanding of the school's proposed educational program?
The school will offer a blended instructional model, as well as a support system (Family Support Specialist and community providers) who will provide individual services to students who face barriers in attending school or in being successful.

3. What do you believe to be the characteristics of a successful school?
A successful school will have qualified and passionate leaders and staff and an instructional program that will assist students in overcoming obstacles to success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
At each quarterly meeting of the board, I will be monitoring academic success, financial stability, and plans for future improvement.

5. What do you see as your role regarding the school leaders?
I expect to be involved in the selection of the school principal. I will work with the management company to evaluate the performance of school leadership.

Governance

1. Describe the role that the board will play in the school's operation.
The board will set school policies, approve the annual school budget, review school outcomes, attend quarterly meetings to review school updates, and ensure the management company is operating in accordance with its management agreement.

2. How will you know if the school is successful at the end of the first year of operation?
The school will be successful if it has met enrollment projections, achieved academic goals, and is financially successful.

3. How will you know at the end of four years of the school is successful?
The school will be successful it has met enrollment goals, is financially successful, has achieved positive rating under the School Improvement Rating for Alternative Accountability, and has achieved the performance goals outlined in the applications for reading and math growth, improved credit earning rate, improved GPAs and number of graduates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board should continue to meet regularly with school leadership and work closely with the management company and school leadership to continuously monitor student outcomes, financial performance, etc.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would speak with the Board's attorney about my concern.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

a. The board selected the ESP, ALS Education, prior to my election to the board. The ESP has been involved in successfully running several other schools overseen by the board (Green Springs, North Gardens, North Park, Kendall Greens and Doral Park)

b. The legal relationship is for the board to create policies and set budgets, then to oversee the management company performance to ensure that policies are being followed and budgets are being met.

c. Yes, with the review of the board attorney

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
   ☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

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

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Kyle Mullan



6/7/2024

Signature *Date*

Kyle Mullan

Education

University College Dublin
Dublin, Ireland
M.A. Political Theory, 2007

University of Florida
Gainesville, FL
B.A. Political Science
Cum Laude, 2006

Community & Global Outreach

Miami Shores Chamber of Commerce, Board (2016-2020)
Barry University Community Advisory Committee (2015-2018)
Community Learning Partnership of Greater Miami Shores, Educational Coordinator (2013-2017)
University, Schools, and Village Committee, Miami Shores (2013-2015)
Educational Coordinator for Child Refugee Art Exhibition, Gary Nadar Gallery (2016)
Volunteer, Camp Petra, Yazidi Refugee Camp (2016)
Consultant and Volunteer, The Auguste Foundation, Haiti (2015-2016)
Cultural Ambassador to India for Rotary International, GSE Team (2013)

Experience

2017 - PRESENT
Dean/Director of Student Travel | The Cushman School
- Coordinate domestic and international trips
- Facilitate student internship program
- Organize community outreach and immersion
- Teach world history, journalism and philosophy

2016-2017
High School Program Director | The Cushman School
- Part of a two-member team to launch and scale Cushman's high school
- Guided student programming and high school growth
- Facilitated Society and Me course, focused on social entrepreneurship initiative
- Taught courses in world history, physical education and health
- Promoted and directed student travel and community outreach/immersion

2013-2016
Teacher and Coach | The Cushman School
- Taught civics, history, and language arts
- Coaching duties included basketball, cross country and volleyball

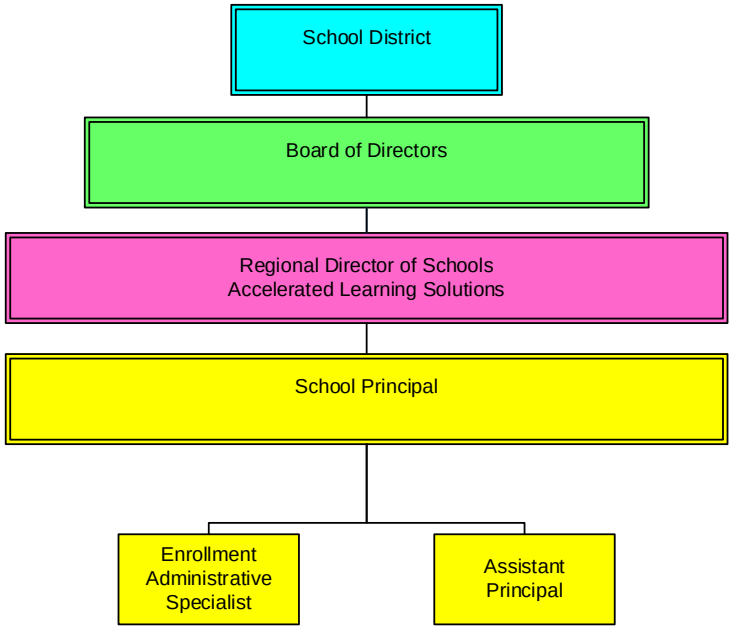
2012-2013
Athletic Director & Activities Coordinator | Doctors Charter School
- Managed middle and high school sports programming
- Coordinated trips, fundraising, event planning and community service

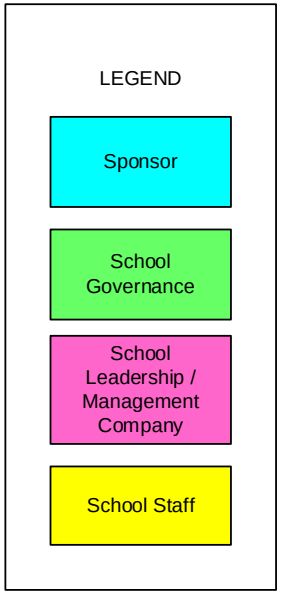
2010 - 2014
Co-Founder and Director | My Elements, Inc.
- Created and co-designed online, educational and knowledge-sharing network
- Raised $200,000 in start-up capital

2008-2011
Teacher and Coach | Doctors Charter School
- Taught middle and high school courses in government/politics, history, economics, and geography
- Middle and high school basketball coach, Varsity cross country coach

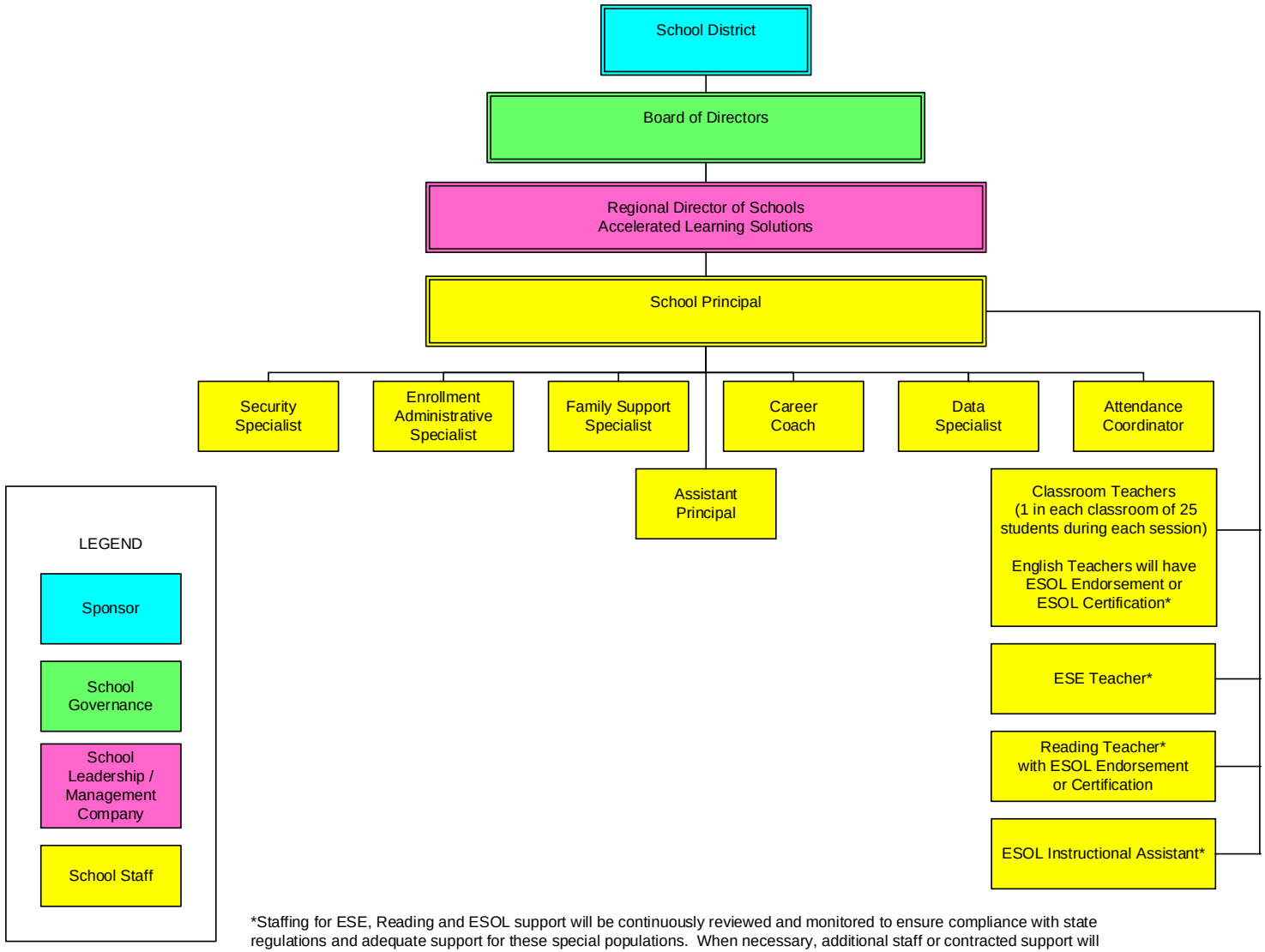
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Pre-Operational Year Organizational Structure





Organizational Structure
First and All Subsequent Years of Operation



*Staffing for ESE, Reading and ESOL support will be continuously reviewed and monitored to ensure compliance with state regulations and adequate support for these special populations. When necessary, additional staff or contracted support will be hired to meet the aforementioned regulations.

Principal
Charter High School

Position Title:	Principal	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Regional Director	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

JOB PURPOSE:

The Principal is responsible for providing educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school.

PRIMARY RESPONSIBILITIES:

- Recruit, hire, and retain highly qualified school staff and make appropriate recommendations to board for hiring teachers.
  Evaluation Criteria
  - All teachers will be certified
  - Follows SOM policy for hiring as evidenced by timely submission of new hire paperwork
  - Staffed according to approved staffing chart and timelines
  - Staff meet requirements of job description
  - Meets or exceeds Staff retention rates as stated in employment contract
  - Meets or exceeds Staff attendance rates as stated in employment contract

- Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - Meets FTE enrollment goals as stated in Section VI.a. of the employment contract
  - Meets or exceeds established student attendance goals as stated in Section VI.a. of the employment contract
  - Meets or exceeds established student retention goals as stated in Section VI.a. of the employment contract

- Set clear and rigorous expectations for staff performance, accountability, and adherence to company and School policies and procedures.
  Evaluation Criteria
  - Staff follow policies and procedures as evidenced by walkthroughs and observations using the established protocol tools
  - Staff have been trained on and can articulate how they will be evaluated
  - Staff have been trained on how they will be evaluated as evidenced by signed job descriptions, training documentation recorded in LMS and faculty meeting agendas
  - Staff have been trained on and can articulate school performance measures as evidenced by training documentation recorded in LMS and faculty meeting agendas
  - Staff can describe the processes and consequences in place if performance expectations are not met as evidenced by training documentation recorded in LMS and faculty meeting agendas
  - Professional growth plans are in place for staff not meeting performance measures

- Develop staff training with input from Chief School Officer. Develop yearly staff training and professional development schedule to ensure effective professional development and ongoing support. Ensure all staff participate in company and School required trainings. Use Learning Management System to monitor and track professional development and training participation.
  Evaluation Criteria
  - Staff receive training on company and School policies and procedures, contract accountabilities, performance measures, state and district requirements, and other required training as evidenced by New Hire Checklist, signed policies, sign-in sheets, faculty meeting agendas, and Professional Development Plan
  - All sign-in sheets and other required training documentation are submitted for tracking in the company's Learning Management System
  - Individual Professional Development Plan for all certified staff is on file
  - Individual Leadership Development Plan for all administrators is on file
  - School professional development plan includes individual professional growth plans, if necessary
  - Professional Development activities should be regularly monitored and tracked using the Company's Learning Management System
  - Professional Development should be on the meeting agenda for at least one faculty meeting per month

- Collect and analyze school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.
  Evaluation Criteria
  - Data meeting agendas and notes reflect use and analysis of school dashboard data and other available school reports
  - Data analysis in staff meetings as documented in Progress Monitoring Logs and notes of academic planning meetings
  - Use of data analysis in creation and selection of professional development initiatives as recorded in Professional development schedules
  - School improvement plan utilizes data analysis in monitoring outcomes
  - Formal observations are conducted that include a pre and post conference as documented in approved tool
  - Observation data entered into approved tool after each observation and walkthrough

- Monitor and evaluate staff performance systematically and regularly. Provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.
  Evaluation Criteria
  - Staff meet or exceed primary job responsibilities
  - Conducts formal and informal observations and walkthroughs according to approved observation schedule
  - Observation data are entered into approved tool and feedback is given as evidenced by correspondence to staff member in the form of memos, e-mails, or notes.
  - Develop individual professional growth plans for all staff not meeting performance measures
  - Ensure all yearly staff evaluations are complete and on-time

- Lead staff to accomplish the defined accountability measures to include contractual obligations, company performance measures, and federal, state, and district requirements.
  Evaluation Criteria
  - Acceptable Student Accounting
    - Enrollment – as stated in employment contract

        - Attendance – The school's attendance rate will be at least 70 %
        - Retention – At least 50% of the students enrolled in the October FTE will still be enrolled for the February FTE
    - Acceptable Academic Performance and/or growth in the following areas, as stated in the employment contract:
        - Reading and Math Skills Growth
        - Credits Earned
        - State Test participation
        - Individual Success Plan (ISP) Progress
        - Graduation rate
        - College Readiness
        - Postsecondary transition
    - Acceptable performance of contractual obligations, as stated in the employment contract:
        - Oversight of the production of the Annual Report to the Sponsor
        - Ensure that students participate in statewide assessments
        - Ensure that ESE students' IEPs are followed
        - Ensure that school obtains a baseline standard of achievement for each student and then monitors progress
        - Ensure that School complies with state methods for determining requirements for graduation
        - Ensure that school acquires/maintains SACS accreditation
        - Ensure that School maintains satisfactory rating under the state classification system

- Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:
    - School staff
    - Students
    - Parents
    - School district personnel
    - Charter School Board of Directors
    - Referring schools
    - District representatives
    - Community partners
    - Local media
    - Other stakeholders as identified

  Evaluation Criteria
    - Staff effectively articulate the school mission and vision
    - Evidence that the Stakeholder Plan has been followed
    - History of positive stakeholder feedback

- Manage the school's resources and expenditures effectively to meet defined budget goals.

  Evaluation Criteria
    - Meets enrollment goals
    - Meets yearly established budget
    - Orders from approved vendors
    - Follows Purchasing Policy
    - Follows Travel Policy
    - Follows Petty Cash Procedure

- Facilitate a school climate that is conducive to student learning and implement research-based instructional practices aligned with the Standard Operating Model.
  Evaluation Criteria
  - Observation of instructional best practices implemented throughout school as evidenced by observation and data analysis tools
  - Observation and review of documentation indicate that all staff follow standard operating model as evidenced by school walkthroughs, surveys, reports

- Comply with all company, federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.
  Evaluation Criteria
  - Successful completion of all required safety and security plans, drills, and audits
  - Maintains security equipment and ensures that equipment is calibrated as per the user manual

- Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:
- Knowledge of educational administration as it relates to school management and organization
- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills, and ability to analyze and manipulate data to drive program improvement
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain effective working relationships with staff and stakeholders
- Knowledge of and ability to work in a technology rich environment
- Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint, and Outlook

JOB REQUIREMENTS AND PREREQUISITES:
- Possession of, or ability to obtain within 18 months of hire date, the required state administrative certification.
- Possession of, or ability to obtain within 18 months of hire date, a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.
- Possession of a valid state teaching certificate is desired if working towards administrative certification.
- Five (5) years of paid, professional experience working with at-risk youth is preferred.
- Three (3) years of paid, professional experience in a position of providing instructional/supervisory leadership is preferred.

Reviewed and agreed upon by:

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

PRINCIPAL QUALIFICATION REQUIREMENTS

The Principal will have the most influence on the success of the School, as he/she will be responsible for providing educational leadership, contractual accountability, and day-to-day leadership of all educational and operational activities of the school.

The job description in Attachment N outlines the specific responsibilities of the Principal.

The ideal candidate for this position will

- have an exceptional ability to lead and inspire administrative and instructional staff
- be a qualified education leader with experience in managing schools for students who require accelerated mastery of foundational skills and earned course credits
- be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to the School's students
- be a collaborative leader who will provide frequent and routine communications with stakeholders, including Board members.

The qualifications expected in a Principal candidate include:

- possession of, or ability to obtain within 18 months of hire date, the required state administrative certification
- possession of, or ability to obtain within 18 months of hire date, a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university
- possession of a valid state teaching certificate if working towards administrative certification.

Additionally, the preferred candidate will have:

- five (5) years of paid professional experience working with at-risk youth
- three (3) years of paid professional experience in a position of providing instructional/ supervisory leadership

After a Principal is selected, he/she will be thoroughly trained in the program outlined in this application. The Principal will participate in a four-to-six-week Principal Induction that will include residency at two or three high-performing charter schools with the same model working alongside a mentor principal, as well as learning the job functions of each position on the School's organizational chart.

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Assistant Principal
Charter School

Position Title:	Assistant Principal	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

JOB PURPOSE:

The Assistant Principal is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

PRIMARY RESPONSIBILITES:

- Uphold school mission and vision.
  - Encourage an environment of student success, including a focus on success after graduation
  - Maintain direct and indirect student contact to monitor progress and academic success
  - Monitor graduation rates, postsecondary enrollment, post-graduation employment, and additional training or military enlistments

  Evaluation Criteria
  - Progress Monitoring Logs reviewed and approved weekly with applicable feedback to Teachers
  - Agendas and notes of bi-weekly data analysis meetings with staff
  - Graduation Checklist completed for every senior
  - *My Success*© monitored for completion of postsecondary information
  - School Dashboard monitored for postsecondary, graduates, courses passed, and credits earned fields
  - Contact by Staff Log indicates evidence of maintaining contact with students upon graduation and monitoring and tracking their intended postsecondary paths
  - School mission and vision posters in every classroom
  - Student progress and success are recognized, e.g., classroom certificates, firesigns, incentive initiatives

- Assist Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the Standard Operating Model.

  Evaluation Criteria
  - Completed Orientation Checklists for each student is in academic folder
  - Observation of instructional best practices implemented throughout school as evidenced by observation and data analysis tools
  - Observation and review of documentation show all staff follow standard operating model as evidenced by school walkthroughs, surveys, reports
  - Completed Classroom Management Plans reviewed and signed

- Oversee all aspects of the core academic program to include, but not be limited to:

- Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments
- Development of Individual Success Plans (ISP)
- Ensure student academic records are accurate and up to date
- On-going individual student academic advising
- Student preparation and staff administration of all standardized assessments
- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

Evaluation Criteria

- Correct issues identified in monthly academic reports, walkthroughs, audit of student academic records, and observations
- Course Completion Checklists reviewed and signed
- Complete and up-to-date student Academic Folders
- Complete and up-to-date ESE and ESOL compliance documentation
- Schedule of test preparation for students, e.g., state assessments, college admission exams, district benchmarks
- Evidence of adherence to district and state assessment administration protocol
- 100% of enrolled students have completed and current ISP
- Completes tasks assigned in Standard Operating Model

- Serve as primary building administrator in the absence of the Principal.
  Evaluation Criteria
  - Successful completion of duties assigned by Principal to be performed in his/her absence
  - Observed leadership provided as necessary to ensure normal day-to-day educational and operational activities
  - An administrator is on duty at all times when students are in the building

- Assist Principal in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - Meets or exceeds FTE enrollment goals
  - Meets or exceeds established student attendance goals
  - Meets or exceeds established student retention goals

- Assist the Principal in recruiting and hiring highly-qualified instructional staff.
  Evaluation Criteria
  - All staff possess the required certifications and endorsements
  - School is staffed appropriately to meet all instructional needs
  - Follows company's marketing and hiring protocols

- Supervise and retain highly-qualified instructional staff.
  Evaluation Criteria
  - Retention rates meet or exceed agreed upon percentage for instructional staff
  - Attendance percentages meet or exceed 90% for instructional staff
  - Certification data base is accurate and up to date for all instructional staff
  - Instructional staff has required certifications or endorsements, e.g., reading, ESOL
  - Schedule of observations and walkthroughs with data entered into observation tool meets minimum requirements

- Ensure instructional staff meets expectations for performance, accountability and adherence to company policies and procedures.

Evaluation Criteria
- Staff follows policies and procedures as evidenced by walkthroughs and observations of established protocols
- Evidence of prescribed use of adopted teacher observation and feedback tools to include formal and informal classroom observations and walkthroughs – Review of Teacher Evaluation protocols and instruments
- Evidence of frequent and appropriate use of performance data to include instructional software reports, Student Tracking and Academic Reporting System (STARS) reports, Daily Dashboard and standardized assessments to monitor continuous academic progress and/or growth
- Progress Monitoring Logs document evidence of frequent and appropriate use of performance data by staff to inform instruction
- Appropriate completion of growth plans when expectations are not met and improvement is needed in specific areas
- Appropriate completion of counseling forms when immediate action is required by the employee to correct a performance issue
- Follows progressive discipline timelines and protocols

- Lead all professional development initiatives relating, but not limited, to:
  - Academic advising
  - Academic interventions and strategies
  - Standardized assessments
  - Progress monitoring
  - Classroom management
  - Analysis and effective use of school and individual student performance data
  - Professional development initiatives identified in the School Improvement Plan

  Evaluation Criteria
  - Completed New Hire checklists show that new hires have received all required training
  - Individual Professional Development Plan (IPDP) on file for all instructional staff according to established timelines
  - School Professional Development Plan and calendar show evidence of ongoing training based on needs assessment and data analysis
  - Timelines met for submitting professional development schedules, sign ins, or other training documentation to Principal
  - Successful completion of all professional development initiatives identified in the School Improvement Plan
  - Completion of all state mandated training for instructional staff
  - Learning Management System (LMS) reports indicate all training is current and recorded
  - Professional Development evaluation data analysis
  - Completed professional development tasks assigned in Standard Operating Model

- Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:
- Knowledge of educational administration as it relates to school management and organization
- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and manipulate data to drive program improvement
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain effective working relationships with staff and stakeholders

- Knowledge of and ability to work in a technology rich environment
- Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint and Outlook

JOB REQUIREMENTS AND PREREQUISITES:

- Possession of or ability to obtain within 18 months of hire date the required state administrative certification
- Possession of or ability to obtain within 18 months of hire date a master's degree in Education, Educational Leadership, Curriculum and Instruction or a related educational field from an accredited college or university
- Possession of a valid state teaching certificate is desired if working towards administrative certification
- Two years of paid, professional experience working with at-risk youth is preferred
- One year of paid, professional experience in a position of providing instructional/supervisory leadership is preferred
- Act as an LEA when necessary to ensure compliance in ESE and ESOL meetings

Reviewed and agreed upon by:

_____ _____

Employee Signature Date

_____ _____

Supervisor Signature Date

English Teacher
Charter School

Position Title:	Teacher	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

Job Purpose:

The Teacher position is responsible for coaching, motivating and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Primary Responsibilities:

- Provide a learning environment of high student accountability that is student-centered and aligned with the school's academic goals and specified objectives.
  Evaluation Criteria:
  - Recognition of student achievement (incentive charts, certificates) is displayed throughout the classroom
  - Standard Operating Model (SOM) resources (textbooks, calculators, student notebooks, etc.) are available to students in the classroom
  - Administrator observations indicate twice monthly delivery of prescribed social-emotional curriculum
  - Positive phone calls made monthly to each advisory student/parent as recorded in the Contact Log
  - 100% of students in advisory group receive feedback at least once each month via *My Success*©

- Provide direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.
  Evaluation Criteria:
  - Demonstrated ability to effectively assist students in assigned subject area(s) – 85% of students who are active after 90 days of enrollment will have completed 2.5 credits; 85% of students who are active after 180 days of enrollment will have completed 5.0 credits
  - Adherence to instructional practices within SOM and teacher evaluation system
  - Use applicable, appropriate Tier 1, Tier 2, and Tier 3 instructional techniques and interventions to effectively support students at all levels as documented in the Response to Intervention tools or meeting notes
  - Documentation of active participation in required professional development

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - Student daily attendance for advisory group is 70% or higher
  - Student retention rate for advisory group is 70% or higher
  - Attendance calls made for absent advisory students on day/during session of student absence as recorded in the Contact Log
  - School meets or exceeds FTE enrollment goals

- Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures.
  Evaluation Criteria:
  - Accurate and up to date Progress Monitoring Logs for all assigned students
  - Attendance audits indicate adherence to company's policies for attendance record keeping
  - Up to date grade books in instructional software and STARS and other student records
  - Pacing guides are complete, monitored, and modified (if applicable)

- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
  Evaluation Criteria:
  - Collegiality and professionalism is at the applying or innovating level as per the approved Florida instructional model protocol tool
  - Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings
  - Meeting agendas and sign in sheets documenting participation in academic planning meetings

- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
  Evaluation Criteria:
  - Up to date certification and required endorsements
  - Up to date Individual Professional Development Plan aligned with School Improvement Plan
  - Sign in sheets documenting participation in all company provided training and professional development
  - Documentation of participation in all district required training and professional development

- Serve as the writing coach
- Create lesson plans
- Perform all other duties as assigned, which are aligned in accordance with company policy and procedures to ensure student educational and behavioral goals and objectives are achieved.

Job Requirements and Prerequisites:

- Bachelor's degree in Education or related field from an accredited college or university is required.

- Appropriate Teacher's certification.
  - Knowledge of the principles of secondary education
  - Knowledge of curriculum and instructional theory
  - Knowledge, skills and ability to analyze and use data to drive program improvement
  - Ability to communicate effectively both orally and in writing

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

_____ _____

Employee Signature Date

_____ _____

Supervisor Signature Date

ESE Teacher, Charter School

Position Title:	ESE Teacher	**Developed**	2011
Location:		**Date Revised**	7.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full Time – 10 Month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary

The ESE Teacher position is responsible for coaching, motivating, and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP). The ESE teacher collaborates with classroom teachers and support staff to ensure that the instructional and social-emotional needs of the special education student are met. The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and ensure compliance with state, district, and company Response to Intervention (RtI) policies.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

ESE Teacher has the following responsibilities and duties:

1. Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specified IEP objectives.
2. Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.
3. Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.
4. Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload.
5. Collaborates with regular education teachers to monitor student progress and compliance (including student compliance issues, withdrawals, etc.).
6. Act as counselor, advisor, facilitator, advocate, and coach to support, mentor and guide the ESE students through their IGP and IEP.
7. Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.
8. Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

9. Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
10. Arranges for and assists with training for inclusionary practices.
11. Assists with planning for classroom and testing accommodations for students with disabilities.
12. Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensures educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills, and ability to analyze and use data to drive program improvement.
- Ability to communicate effectively both orally and in writing.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Knowledge, skills, and ability to prioritize effectively, time management & organizational skills.

Knowledge and Skills Preferred

- N/A

Education and Experience Required

- Bachelor's degree in Special Education from an accredited college or university is required.
- ESE Teacher's Certification K-12
- Minimum one (1) year experience.

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- *None*

Work environment

Conditions the worker will be subject to in this position.

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

Physical conditions of this position:

- *Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.*

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling

90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- *25% percent travel required.*

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures

This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

ESOL Instructional Assistant
Charter School

Position Title:	ESOL Instructional Assistant	**Position Length:**	
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:		**FLSA Status:**	Non - Exempt
Apply To:		**Location Position:**	

Job Purpose:

The ESOL Instructional Assistant is responsible for supporting teachers, students, staff and administration and ensuring that all students are supported in meeting the academic learning gains. The Instructional Assistant's primary responsibility is to provide direct instructional assistance to students of limited English proficiency while maintaining all company policies and procedures with regard to English for Speakers of Other Languages.

Primary Responsibilities:

Duties of this position include but are not limited to:

1. Enrolls students in the regular school program or in the ESOL Program based on which Home Language Survey questions are answered "Yes".
2. Assures that Language Proficiency Tests are administered and that the scores are documented at the times specified in the program procedures.
3. Notifies the student's teacher(s) of the student's ESOL status, provides information regarding the results of the Language Proficiency Tests and provides any other information regarding the student's educational background that may be helpful to the teacher(s).
4. Assures that parents of students are notified and invited to participate at the times specified in the program procedures.
5. Assures that students are enrolled with eligible teachers and parents are informed of this placement.
6. Collects required data for each student's plan and provides for data entry into the computer.
7. Accesses prior school records to assist in developing the English Language Learner Plan.
8. Assures that an ELL Plan is developed for each student who has been determined to be an English Language Learner.
9. Reviews each student's progress and identifies students who may be ready to exit the ESOL Program.
10. Assesses and properly documents student's limited English Proficiency if not exited within three (3) years so that the student is eligible for funding for a fourth, fifth, and/or sixth year.
11. Reviews the progress of the former English Language Learner students and refers those who are consistently under-performing to the ELL Committee.
12. Assists with communication between school and parents of ELL students.
13. Observes confidentiality of students and student records at all times.
14. Maintains documentation, records, files and reports of ELLs in compliance according to district/state guidelines.
15. Provides home language tutorial assistance in basic subject areas under the teacher's direction and/or Assistant Principal.

16. Works collaboratively with teachers, staff and building administrators to fulfill the school's mission by ensuring orderly day-to-day operation, inside and outside of classrooms.
17. Performs clerical duties, such as making copies, filing and/or displaying student work, answering telephones during instructional sessions.
18. Assists with arrival and dismissal procedures during each session.
19. Assists with the attendance procedures, including collection of student signatures, verification of student attendance data, and making attendance calls.
20. Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
21. Assists in delivery of the orientation process as needed.

*Performs all other duties as deemed necessary by building administrators, which are aligned in accordance with company policies and procedures to ensure that student educational goals and objectives are achieved while communicating company mission, philosophy, policies and procedures effectively to students, parents and larger community.

Job Requirements and Prerequisites:

- Associates degree or industry certification.
- Previous experience working with or the ability to work with over-age and adult learners.
- Ability to communicate effectively both orally and in writing.
- Written and oral proficiency in a language other than English.
- Sensitivity to the special needs of language - minority students.
- Interest in and respect for a variety of cultures.
- Experience in customer service preferred.
- Ability to foster positive behavioral models to young adults.
- Ability to work independently as well as a member of a team.
- In schools with 15 or more students who speak the same language, the paraprofessional must be a speaker of that language.

Reviewed and agreed to by:

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature

Math Intervention Specialist
Charter School

Position Title:	Math Intervention Specialist	**Position Length:**	12 Months
Location:		**Posting Date:**	
Reports To:	Principal	**Application Deadline:**	
Work Schedule:	Full-time, 12 months	**FLSA Status:**	Exempt
Apply To:		**Location Position:**	

Job Purpose:

The Mathematics Intervention Specialist is responsible for coaching, motivating, and instructing high school students within the company model, with attention given to math interventions and instruction that results in high school graduation and career or college readiness for our students. The Mathematics Intervention Specialist works closely with the entire staff to help ensure student progress and increase math outcomes.

Primary Responsibilities:

- Provide a learning environment of high student accountability in math that is student-centered and aligned with the school's academic goals and specified objectives.
  Evaluation Criteria:
  - Participation in monthly math conference calls
  - Calendar and schedule indicate regular delivery of small group intervention instruction
  - Sign in sheets documenting furnishing data-driven professional development to staff members
  - Documentation of attendance in District, State, or National professional development in mathematics
  - Contact By Staff Log indicates communication with students, parents, and school stakeholders per company expectations
  - FLDOE data indicating increases in student state assessment reading scores – 80% of students who take state assessments will show an increase in math scores
  - Review of Progress Monitoring Log and student records indicates student records are current and in compliance with required progress monitoring
  - Observation and review of reports indicate effective monitoring of the fidelity and usage of the math(Ascend Pilot) software program

- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the mathematic process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
  Evaluation Criteria:
  - Demonstrated ability to diagnose, evaluate, and assess mathematical needs of individual students
  - Demonstrated ability to effectively assist students in using mathematic strategies in their assigned subject area(s)
  - Demonstrated ability to effectively assist students in effective study skills and differentiated note-taking techniques aligned to their assigned subject area
  - Observed use of a variety of instructional techniques and mathematical interventions to effectively support students in the classroom at all levels
  - Progress Monitoring Logs indicate consultations with advisory teacher and other staff members on strategies and activities that can assist student to better understand content area text
  - Demonstrated ability to intervene and conduct data-driven small group intensive interventions

- Demonstrated the ability to provide differentiated instruction and strategies based on student data
- Students can relate Math Teacher's high expectations for student improvement and success
- Documentation of active participation in professional development focused on the art and science of teaching
- Observation of direct and guided instruction in mathematical strategies and study skills as required by the company model
- Adherence to instructional practices within Standard Operating Model
- Adherence to the use of approved company curricula, methods, and materials

- Maintain, disaggregate, and provide progress-monitoring reports, math records, and other student records as required by district or state regulatory guidelines and company policy and procedures.
  Evaluation Criteria:
  - Progress Monitoring Logs indicating adherence to state, district, and company's policies for progress monitoring of students
  - Progress Monitoring Logs indicating timely reporting of students in need of academic support or intervention in accordance with the school's RtI model
  - Student results of District or State assessments disaggregated and communicated to staff
  - Sign in sheets documenting staff development on interpreting assessment results and instructional implications
  - Up to date student records documenting adherence to state, district, and company's policies for record keeping

- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
  Evaluation Criteria:
  - Progress Monitoring Logs indicate effective communication of individual student needs, performance status, skill levels, recommended and implemented interventions, etc.
  - Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings
  - Meeting agendas and sign in sheets documenting participation in academic planning meetings
  - Progress Monitoring Logs indicate evidence of providing staff with weekly progress monitoring feedback on usage and fidelity to the math software program
  - Sign in sheets documenting staff professional development mathematical strategies
  - Maintains collegiality and professionalism in the work environment

- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
  Evaluation Criteria:
  - Up to date certification
  - Up to date Individual Professional Development Plan aligned with School Improvement Plan
  - Sign in sheets documenting participation in all company provided training and professional development
  - Documentation of participation in all district required meetings, training, and professional development

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
  Evaluation Criteria
  - School meets or exceeds FTE enrollment goals

- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Job Requirements and Prerequisites:

- Masters or Bachelor's degree in Mathematics from an accredited college or university, or valid teaching certificate.

- Previous high school teaching experience and/or the ability to work with overage and at-risk youth is preferred.
  - Knowledge of the principles of secondary education
  - Knowledge of curriculum and instructional theory
  - Knowledge, skills and ability to analyze and use data to drive program improvement
  - Ability to communicate effectively both orally and in writing

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

_____ _____

Employee Signature Date

_____ _____

Supervisor Signature Date

Math Teacher
Charter School

Position Title:	Math Teacher	**Developed**	8.1.2016
Location:		**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time, 10-month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary
The Math Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's degree or higher from an accredited institution
- Teacher Certification or Statement of Eligibility in Mathematics 6-12
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

Reading Interventionist
Charter School

Position Title:	Reading Teacher	**Developed**	8.2.2011
Location:		**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time, 10-month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary
The Reading Interventionist is responsible for coaching, motivating, and instructing high school students within the company model, with a specific focus on reading interventions and instruction that directly impact student reading scores resulting in high school graduation and career or college readiness for our students. The Reading Interventionist works closely with the entire staff to help ensure student progress and increase reading outcomes.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's or Master's degree from an accredited institution in Education, Reading, English, ESOL
- Certification Requirements (one of the following)
    - Reading 6-12 w/ESOL Endorsement
    - English 6-12 w/ESOL Endorsement and Reading Endorsement
    - ESOL K-12 w/Reading Endorsement
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement
ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

Social Science Teacher
Charter School

Position Title:	Science Teacher	**Developed**	8.2.2011
Location:		**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time (10-month)	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary

The Science Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Essential functions

Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in science that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge scientific processes and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's degree or higher from an accredited institution with a major in Biology, Chemistry, physics, Earth Science, or other related field.
- Teacher Certification or Statement of Eligibility in General Science 5-9 or Biology and Chemistry
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____

Social Science Teacher
Charter School

Position Title:	Social Science Teacher	**Developed**	8.2.2011
Location:	FL	**Date Revised**	7.8.2021
Reports To:	Principal	**Job Class/Salary Grade:**	Salary
Work Schedule:	Full-Time, 10-month	**FLSA Status:**	Exempt

JOB DESCRIPTION

Job Summary
The Social Science Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Essential functions
Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures.
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Knowledge and Skills Required

- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and use data to drive program improvement
- Ability to communicate effectively both orally and in writing

Education and Experience Required

- Bachelor's degree or higher from an accredited institution with a major in social science, social studies, history, political science, geography, philosophy, sociology, economics or psychology
- Teacher Certification or Statement of Eligibility in Social Science 6-12
- Minimum one (1) year high school teaching

Education and Experience Preferred

- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Supervisory responsibilities

- None

Work environment

- Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

Physical demands

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

Percentage*

Percentage	Physical Demand	Percentage	Physical Demand
80	Alternate Sit/Stand/Walk at Will	80	Keyboarding
5	Climb Ramps/Stairs	5	Kneeling
90	Communicating Verbally	5	Lifting/Carrying
5	Crawling		Pushing/Pulling
5	Crouching	5	Reaching AT/Below Shoulder Level
90	Far Visual Acuity	5	Reaching Overhead
90	Near Visual Acuity	70	Sitting
90	Peripheral Vision	10	Standing
50	Fine Manipulation	10	Walking
5	Foot/Leg Controls	90	Talking
70	Gross Manipulation	90	Hearing
10	Stooping	10	Stooping

*Note: Will total more than 100 percent as several activities may be performed at one time.

Travel required

- None

Affirmative Action/EEO statement

ALS is an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, and veteran or disability status.

Other duties
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

Signatures
This job description has been approved by:

Manager_____ Date _____

HR_____ Date _____

Employee signature below indicates the employee understands the requirements, essential functions and duties of the position.

Employee_____ Date _____



Employee Handbook

Florida

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Introduction

Accelerated Learning Solutions (ALS) and the schools we manage are on a mission to help students at-risk of not graduating earn a standard high school diploma and prepare for success beyond high school. Core to this mission are our shared beliefs that all students can learn, and that every student will succeed when provided with a supportive, flexible, and highly personalized school environment. We strive to create and support schools that offer an achievable alternate pathway to a high school diploma. We offer school districts and charter school boards a number of services, including a teacher-directed, self-paced and technology-enhanced dropout prevention and recovery program that helps students stay in school and re-enrolls students who have dropped out and want to return to school. Our programs integrate innovative instructional methods, social services and career readiness planning with the leadership and support from caring, competent adults. The result - each student has the opportunity to earn a high school diploma and realize postsecondary success.

At ALS, we also work to foster and sustain a culture of innovation and caring that not only leads to mission-critical success but supports the personal growth of every member of our team.

This handbook is designed to provide you with quick access to general information and guidelines that help us all work together successfully. This handbook doesn't include details on every policy, and it cannot possibly anticipate every situation or answer every question you may have about ALS. It is not meant to be comprehensive or exhaustive concerning ALS policies and procedures. It also doesn't address all the possible applications of, or exceptions to, the general information and guidelines presented. If you have any questions about how a particular ALS policy, procedure, or practice applies to you, or to check your availability for a particular benefit, you are welcomed and encouraged to contact the Human Resources team.

If you have any questions about the interpretation or application of any information presented, we invite you to contact Human Resources at is 844-277-1628 or hr@als-education.com.

Thank you again for being a part of the ALS team. We look forward to doing great work together!

EMPLOYMENT AT-WILL POLICY

Your employment at ALS is at the will of ALS and subject to termination at any time, with or without cause or notice. At the same time, you may terminate your employment with us at any time and for any reason.

No statements made in pre-hire interviews or discussions, information contained in recruiting materials, or discussions, policies, or practices during your employment may alter the at-will nature of employment or imply that discharge will occur only for cause.

ALS representatives are not authorized to modify this policy for any employee or enter into any agreement, oral or written, that changes the at-will relationship. No member of management should make any representation to individual employees or applicants to the contrary.

EQUAL EMPLOYMENT OPPORTUNITY

The Company is committed to a policy of equal employment opportunity for all individuals and provides equal employment opportunity without regard to race, color, sex or gender, gender identity, gender expression, sexual orientation, religion, national origin, marital status, age, disability, veteran or active military status, pregnancy, genetic information or any other classification protected by federal, state, or local law. Equal employment opportunity applies to all personnel practices, including (but not limited to) recruitment, hiring, training, placement, promotion, discharge, leaves of absence, compensation, discipline, evaluation, benefits, transfers, or any other terms, conditions or privileges of employment. Personnel actions will be administered in accordance with the principles of equal employment opportunity.

In addition to providing equal employment opportunity, the Company strives to maintain a work environment free from discrimination and harassment based on race, color, sex or gender, gender identity, gender expression, sexual orientation, religion, national origin, marital status, age, disability, veteran or active military status, pregnancy, genetic information or any other legally protected status.

Any discrimination in the workplace based upon membership in any protected classification is illegal and violates our policy. If you feel you have been the subject of discrimination, or if you are aware of any violation of this policy, you should report it to your manager, Human Resources, or higher-level management as you feel necessary. Any infraction of this policy is a serious violation and will result in disciplinary action, up to and including discharge. Please direct questions regarding this policy and requests for accommodation to Human Resources.

For further information about the Company's discrimination and harassment policies, please refer to the Policy Prohibiting Discrimination and Harassment in the Workplace.

AMERICANS WITH DISABILITIES ACT (ADA)

The Company is committed to compliance with the ADA. Therefore, in the case of an applicant or employee who has a disability (as defined by the ADA), which prevents him/her from performing one or more of the essential functions of his/her job, the Company will attempt, through a flexible, interactive process with the applicant or employee, to identify a "reasonable accommodation" that will enable the applicant or employee to perform such functions.

If any manager or employee has a question about his/her responsibilities under the ADA, reasonable accommodations, the application of this policy, or the ADA, they should contact Human Resources for guidance.

Please note that this policy on the Americans with Disabilities Act is coordinated with the Family and Medical Leave Act (FMLA), and where appropriate, the provisions of the Company's FMLA policy may also apply.

POLICY PROHIBITING DISCRIMINATION AND HARASSMENT IN THE WORKPLACE

It is the Company's policy to maintain a work environment free of unlawful discrimination and harassment. The Company does not and will not permit employees to engage in harassment of any kind, including sexual harassment or harassment based on any other category protected by federal, state or local law. These protected categories include, but are not limited to, race, color, sex, gender, gender identity, gender expression, sexual orientation, religion, national origin, marital status, age, disability, veteran or active military status, pregnancy, and genetic information. Harassment by any employee, supervisor, manager, independent contractor, or other person doing business with the Company or on Company premises is strictly prohibited

Harassment is verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, age, disability, or other status protected by federal, state or local law, and that creates an intimidating, hostile, or offensive working environment based on these factors. Harassment may include, but is not limited to, epithets, slurs, jokes, or other verbal or physical conduct relating to an individual's race, color, religion, sex, national origin, age, disability, or other protected status. Sexual harassment can consist of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or gender-related nature that creates an offensive or hostile work atmosphere.

The Company prohibits conduct—whether it's physical, spoken or in writing—that is offensive and/or harassing in nature. Prohibited conduct includes:

- *Unwanted advances*, brushing up against, hugging, kissing, or any other similar physical contact considered unwelcome or intimidating by another individual.

- *Demands for favors*, sexual or otherwise. This includes unwelcome propositions, subtle expectations, pressures, or requests for any type of favor. This includes sexual favors or dates or financial/material requests, even if the request is not accompanied by an implied or stated promise of preferential treatment at work or of any negative impact on employment status.

- *Verbal abuse, jokes, kidding or conversation* containing slurs, unwelcome sexual comments, negative stereotypes or other offensive comments. This includes telling jokes, whistling, or making offensive comments about age, gender, ethnicity, religious beliefs, pregnancy, sexual orientation, national origin, disability, military service, or marital status that are unwanted and considered offensive. This also includes making unprofessional comments about a team member's body or appearance or making offensive comments about sex or any other prohibited form of harassment.

- *Offensive conduct or visual displays*, such as leering, gestures, pranks, displaying of objects, pictures, cartoons, letters, notes or posters that are obscene or sexually suggestive or that call out other protected characteristics.

In addition to the above, there are other types of enabling behavior that can be equally damaging. Such conduct includes ignoring harassment or treating it as a joke; failing to report harassment; lying or refusing to cooperate with a harassment investigation; and/or retaliating against a team member for reporting or complaining of harassment.

Employees who violate this policy will face disciplinary action that may include dismissal.

All Company employees are responsible for maintaining a workplace free of all prohibited harassment and/or discrimination. Any person may file a harassment and/or discrimination complaint regarding incidents experienced personally or observed in the workplace, without fear of retaliation. Never assume that the Company is aware of inappropriate conduct which you have witnessed or experienced.

Employees who experience any job-related discrimination or harassment, witness job-related discrimination or harassment, or believe their employment is being adversely affected by such conduct (whether directed to a co-worker or not) must immediately report the incident to the supervisor, Principal or Human Resources. In the event the complaint is against the supervisor or Principal, the employee must contact Human Resources immediately. In the event the complaint is against the Human Resources Department, the employee must report the incident to President immediately. Any employee who, either by report from an employee or by other means becomes aware of conduct that may constitute harassment must report such conduct to Human Resources.

A prompt and thorough investigation will occur and, if it is determined that unlawful harassment has occurred or that an individual has engaged in inappropriate conduct, the Company will take appropriate disciplinary action.

The Company prohibits retaliation against any employee for filing a complaint or for assisting in a complaint investigation. All incidents of retaliation must be reported to the supervisor, Principal, Human Resources or President as noted above.

Personnel Administration

EMPLOYEE ASSESSMENT

The Company is a performance-based Company. Employees' performance will be evaluated regularly and employees will be provided with a job description, Executive Information System Success Metrics, personnel administration policies, work standards and a code of conduct, and applicable training on these tools.

TRAINING

The Company conducts orientation and training for new employees within the first 2 weeks of employment. The training coordinator will provide a schedule of training. Attendance is mandatory.

BACKGROUND POLICY & DUTY OF EMPLOYEES TO REPORT CRIMINAL CHARGES, ARRESTS, INCARCERATIONS AND CONVICTIONS

The Company conducts background investigations annually on all employees. Conduct of an employee resulting in criminal charges, arrests, incarcerations and/or convictions may be a violation of the Employee Code of Conduct and may result in disciplinary action including, but not limited to, unpaid suspension and/or termination.

If you are charged, arrested, incarcerated, or convicted of any criminal offense (misdemeanor or felony) while you are an employee of the Company, this must be reported to the School Principal if you are a school employee, or your immediate supervisor if you are employed at a location other than a school. This report must be submitted in writing, on the next school day / business day, or within 48 hours if the criminal charges, arrest, incarceration or conviction occurs on a weekend or holiday. Failure to report a criminal charge, arrest, incarceration, or conviction per this policy is a violation of this policy, as well as the Employee Code of Conduct, and may result in disciplinary action including, but not limited to, unpaid suspension and/or termination. -

EMPLOYMENT OF RELATIVES

The Company permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of the Company, create actual or perceived conflicts of interest. For purposes of this policy, "relative" is a spouse, common law spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. The following guidelines may be followed by the Company; however, the Company reserves the right to modify these guidelines depending on particular circumstances and its business needs:

- Individuals who are related by blood or marriage are permitted to work in the same Company facility, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the "chain of command" of a relative such that one relative's work responsibilities, salary, or career progress could be influenced by the other relative.

- No relatives are permitted to work in the same department or in any other positions in which the Company believes an inherent conflict of interest may exist.

- Employees who marry while employed are treated in accordance with these guidelines. That is, if, in the opinion of the Company, a conflict or an apparent conflict arises as a result of the marriage, one of the employees will be transferred at the earliest practicable time.

The Company reserves the right to take all necessary steps to avoid conflicts of interest or the appearance of conflicts based on familial relationships. The Company may, in its sole discretion, take any necessary action in regard to assignments and jobs including, but not limited to, reassignment or transfer of one or both employees or any other reasonable and appropriate action deemed necessary to protect the legitimate business interests of the Company. When continued employment of both individuals is no longer practical or alternative employment cannot be arranged, one or both of the employees will be required to resign.

This policy applies to all categories of employment at the Company, including regular, temporary, and part-time classifications.

EMPLOYEE REFERENCES

With respect to requests for references from prospective employers of former employees, it is the Company's policy to confirm only position held, date of hire, and salary.

All requests for references should be referred to The Work Number at 800-367-5690 or www.theworknumber.com. Our Employer Code is 35486.

Employee Work Standards

ATTENDANCE

The Company expects prompt and regular in-person attendance at the employee's designated work site from all employees. The Company does not allow school-based employees to work remotely. Employees must be at their appointed work areas fully prepared to begin work at their scheduled start time. Unexcused or excessive absences and tardiness will not be tolerated.

The Company recognizes that, on occasion, employees may be unable to report to work. Employees must contact their immediate supervisor regarding any expected or unexpected absences from any scheduled working hours. If the immediate supervisor is unavailable, employees must contact the Assistant Principal.

Employees are expected to call or email their immediate supervisor or other designated contact prior to start of the workday to report an absence. Employees are expected to call or email their immediate supervisor no later than 1 hour before expected time of arrival if they are not intending to report to work or are going to be tardy. If an employee anticipates an absence of several days, he or she may notify his or her immediate supervisor with one phone call or email; however, an employee must provide an anticipated date of return. If the anticipated date of return changes, the employee will be required to notify his or her immediate supervisor with updated information and a revised date of return via phone or email.

Absences for illness of three or more days must be accompanied by a doctor's notice.

Vacation schedules must be approved by the immediate supervisor and vacation days cannot be used by school-based staff during the instructional school year without extenuating circumstances and approval by immediate supervisor, Regional Director, and Human Resources.

If an employee or someone on the employee's behalf does not call in to report an absence or fails to report to work within a 48-hour period, the Company will consider this to be job abandonment and for a basis of termination, unless good cause can be shown for the failure to report or to call in.

Although certain paid leave is earned by Company employees, it should not be abused. Employees exhibiting a pattern of absences that coincide with weekends, holidays and paydays will be required to provide medical verification of illness. Certain excused absences (FMLA, jury duty, etc. as provided by law) will not be considered against an employee in evaluating attendance.

CHILDREN IN THE WORKPLACE

Although the Company understands that employees from time to time experience last minute daycare issues, sick children and other unforeseen events involving your children or a child in your care, the Company does not allow children or a child in your care in the workplace. As a matter of safety to your child or child in your care, our students, employees and parents, employees needing to care for sick children or with daycare issues must utilize sick time or other forms of leave available.

EMPLOYEE CLASSIFICATION CATEGORIES

Employees are divided into several groups for the purposes of pay and benefits. ALS's policies apply to all employees.

Regular Full-Time: An employee (not in temporary status) whose regular work schedule is 30 hours per week or more is classified as a full-time employee and is eligible for all benefits once all prerequisites and qualifications for benefit eligibility are met by the employee. All benefits are governed by the terms of the specific benefit plans, which may be modified from time to time.

Part-Time: An employee (not in temporary status) whose regular work schedule is designated to be less than 30 hours per week is classified as a part-time employee. Part-time employees generally are not eligible for ALS benefits, unless otherwise required by law.

Temporary: An employee who is employed to work on special projects for short periods of time, or on a "fill-in" basis. These positions are not intended to be a part of ALS's continuing operations. The employment status of the temporary employees will not be changed due to an extension of employment in excess of that originally planned. Unless otherwise required by applicable law, temporary employees are not eligible for ALS benefits.

Non-Exempt/Hourly: Employees who receive pay on an hourly basis for all hours worked in each workweek. Non-exempt employees are eligible for overtime pay for all hours worked over 40 in any given workweek as described under the FLSA.

Exempt: All executives and managers and other exempt employees as defined under the FLSA. Salaried exempt employees are not eligible for overtime pay and are paid a predetermined weekly amount (payable weekly, bi-weekly, monthly or as otherwise allowed by law).

ALS employees work at a number of different locations and serve a variety of different needs. Annual calendars as well as holidays and paid time off (vacation/sick/bereavement/personal) are determined based on the following classifications:

10-Month Employees: 10-Month Employees consist of instructional (day-to-day instruction of students) and non-instructional employees who physically work at one or more school locations. 10-Month Employees work on a 10-month academic calendar but are paid on a 12-month schedule.

12-Month Employees: 12-Month Employees consist of administrative, instructional, and non-instructional employees who physically work at one or more school locations for a full 12-month year and not just the academic calendar.

PAYROLL / PAY PERIODS

If you're…	You'll be paid your…
Non-exempt	Hourly rate of pay for hours worked (40 and below), plus a time-and-one-half rate for hours worked over 40 in a workweek.
Exempt	Base salary for all hours worked, regardless of the number of hours you work in a workweek.

Overtime

Non-exempt (hourly) employees are eligible for overtime. Overtime is defined as time worked in excess of 40 hours in a work week.

Overtime is paid at a rate of 1 ½ times your regular hourly wage for hours worked over 40 hours. Paid Time Off ("Vacation, Sick, Personal") and other non-worked time, such as Holiday, Bereavement, etc., is not included in the calculation of 40 hours of work for the purposes of overtime.

Non-exempt employees must obtain written authorization from their supervisors in advance of working overtime hours. Unauthorized additional work time in a day or overtime during a work week is not permitted.

Timekeeping

If you are a *non-exempt (hourly)* employee, its important (and your responsibility) to make sure *all* of your work time gets recorded accurately. To record your time accurately, you must:

- clock in and out at the beginning and end of the workday and at the beginning and end of your meal break or other breaks lasting more than 20 minutes.
- **not** perform work before clocking in, after clocking out or while you are clocked out for an unpaid meal break. If you perform any work before clocking in or after clocking out, notify your supervisor as soon as possible so the appropriate time can be recorded in your timesheet.
- **not** work "off the clock" (i.e., working but not reporting hours), which supervisors must not ask you to do.
- accurately record any overtime, paid time off, etc., on your timesheet.
- **not** clock in or out for another employee.
- review your timesheet for accuracy each pay period and then submit it for your supervisor's approval. When you submit your timesheet, you are verifying that the hours are correct. If your timesheet is inaccurate, you are responsible for notifying your

supervisor so corrections can be made.

Employees are responsible for accurately recording all hours worked. Working “off the clock” (i.e., working but not reporting hours) is strictly prohibited and is subject to discipline up to and including termination.

If you are an ***exempt*** employee, you are responsible for reporting paid time off or other non-work time to your supervisor. If your time is inaccurate, notify your supervisor so any corrections can be made.

If you notice an error after your timesheet has been submitted, you must notify your supervisor immediately. If you have any questions or believe you have not been paid for all hours worked, notify Human Resources.

Pay Periods
All employees are paid on a bi-weekly pay schedule. If a regularly scheduled payday falls on a bank holiday, employees will be paid the day before. 10-month employees and 12-month employees will be paid over a 12-month schedule (26 pay periods).

10-Month, non-instructional employees will be compensated through the last working day of the school year.

Additional Pay
You will receive your regular paychecks based on your annual salary in the pay periods mentioned above. Any additional pay above and beyond your annual salary will be processed at the next payroll cycle, once received by the payroll department. Paperwork received by the payroll department after a pay cycle processing date will be paid with the next payroll cycle. Manual drafts will not be processed for these types of pay.

Paycheck Discrepancies / Retro Pay
If you feel your paycheck is inaccurate you must inform Human Resources immediately. If an error is found in your pay, you will be eligible for pay retroactive to the date of the occurrence.

EMPLOYEE ASSIGNMENT

Employees agree to perform the duties and responsibilities required of their position, including all duties identified in their job description or otherwise reasonably directed by their supervisor. Employees are evaluated on their ability to perform their assigned duties. The Company reserves the right to initiate involuntary employee transfers based on staffing needs as determined by the Company.

OUTSIDE EMPLOYMENT

Employees are expected to devote their full time and attention to their responsibilities as outlined in the offer letter and contract executed between them and the Company.
An employee may, however, hold other paid employment outside of the school work day

providing such employee has submitted a written request to the Vice President of Operations advising them of the outside employment being contemplated and providing the CEO with the necessary information to enable the VP of Ops to evaluate the propriety of the other employment opportunity.

New employees must disclose in writing any other employment they currently have prior to being hired.

Employees granted permission will still be held accountable for meeting all requirements contained in their employment contracts, offer letters and job descriptions.

Notwithstanding the above, employees may not:

1. Accept other paid employment if the responsibilities of that second job are incompatible with their Company job requirements or conflict with the School Calendar and schedule.

2. Accept a second paid job with the school district in which they work.

3. Tutor for compensation pupils assigned to the School in which they work. Employees may tutor pupils enrolled in other schools unless such conflicts with or impairs the ability of the employees to discharge their duties properly.

Failure to disclose outside employment or any other conduct in violation of this policy will be grounds for discipline, up to and including termination of employment.

REPORTING ABSENCES

Employees are expected to call their immediate supervisor or other designated contact prior to the start of the workday to report an absence. Employees absent more than one day must report the absence each day except in cases where the employee has provided documentation and received approval covering a specific period of time. Employees who will be absent more than one day and anticipates the absence must notify his or her supervisor and must provide an anticipated date of return. If the anticipated date of return changes, the employee will be required to notify the immediate supervisor with updated information and a revised date of return.

Upon the request of management and whenever an employee is absent for three (3) consecutive shifts because of illness or injury, or when otherwise requested, the employee must provide the Company with documentation signed by the physician treating the employee that states (1) that the employee was unable to perform his/her regularly scheduled duties during the absence, (2) when the employee will be able to return to work, and (3) the nature and duration of any activity restrictions that are ordered. Such documentation must be provided to the Company upon the employee's return to work or as soon as an employee becomes aware that they will absent for more than three (3) shifts. If the employee is unable to provide the Company with such documentation, the employee may be subject to disciplinary action up to and including termination of employment.

Employees who are absent from work for two consecutive scheduled workdays without

giving proper notice, or making a good faith attempt to contact their direct supervisor, will be considered as having voluntarily resigned.

CONFIDENTIALITY OF INFORMATION

It is the policy of the Company to ensure that the operations, activities, and business affairs of the Company and its students are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about the Company, its students and its clients, such information is to be handled in strict confidence and is not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

For purposes of this policy, “Confidential and Proprietary Information” means any and all data and information relating to the Company’s business, whether written or otherwise, of which the employee becomes aware as a consequence of, during, or through the employee’s association with the Company, including, without limitation: research, strategic plans, operating plans and methodologies, specialized teaching methods, Executive Information System (EIS) database, operations manual, academic records, student records and transcripts, marketing strategies, financial information, results of tests or other trade secrets, as well as any or all information which is disclosed to the employee or in any way acquired by the employee relating to the Company or its employees, clients, customers, students, prospective customers or clients, or vendors.

Employees will be asked to sign a Confidentiality Agreement at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy.

USE OF COMPANY LOGO

Employees may not reproduce the corporate logo in any form or fashion without prior permission from the School Support Center, who handles the ordering of business cards, stationery and marketing materials. Employees who need these supplies should contact the Human Resources Department.

REMOVAL OF COMPANY PROPERTY

Employees may not remove from the facility any Company property including, but not limited to computer, computer software, audio or visual equipment, databases, financial records, academic records, procedures manuals, etc., without prior approval from the Principal.

BENEFITS

The Company provides a variety of benefits including insurance plans, a 401(k) plan, and paid time off. Eligibility for these plans will depend on employment status, hours worked and specific plan requirements. The plan provisions, including eligibility requirements, are contained in the plan documents available from the Human Resources department. In the event that any differences exist between the language in this overview and the language in the plan documents, then the plan documents shall control.

Employees are provided details concerning insurance and the 401(k) plan during orientation and upon request throughout the year.

Employees enrolling in plans that require an employee contribution toward the premium cost will be subject to payroll deductions. The Company may add, change or terminate any benefit at any time without prior notice.

HOLIDAYS

All regular full-time salaried and full-time hourly school employees will observe the posted holiday schedule and should consult the annual school calendar for a list of the holidays. Part-time and temporary workers are not paid for holidays. If you wish to obtain a copy of the calendar, please contact your Principal. The Company reserves the right to amend, add, or eliminate the holiday schedule at any time based on its business needs.

SUMMER VACATION

10-month employees will receive paid summer vacation in addition to all public school holidays and non-workdays specific to the annual school calendar for their location. 10-month employees will be expected to return to school on the first day of all staff professional development days as designated by the Company.

12-month employees will receive five (5) days of summer vacation in addition to all public school holidays and non-workdays specific to the annual school calendar for their location. Vacations are to be scheduled during summer break between the closing of one school year and the opening of the next school year when students are not scheduled to be in school. This needs to be approved by their Principal, Regional Director, or designee. 12-month employees will have an additional four (4) days of summer vacation that will be taken the week of July 4. 12-month employees will be expected to return to school on the first day of all staff professional development days as designated by the Company. Vacation days do not carry over to subsequent school years. Employees will not be paid for any unused vacation time upon separation of employment.

Note: For 12-month employees, if you are hired after the start of the school year,

you will receive a prorated number of summer vacation days based on the month you are hired. However, you will receive all four summer vacation days the week of July 4th as paid vacation.

Month Hired	Vacation Days
August	5
September	5
October	4
November	4
December	3
January	3
February	3
March	2
April	2
May	1
June	1
July	0

SICK / BEREAVEMENT / PERSONAL

All school-based, full-time employees will receive 10 sick/bereavement/personal days at the beginning of the school year.

Sick/bereavement/personal days shall not be used prior to the time being earned and credited to the employee.

Note: If you are hired after the start of the school year, you will receive a prorated number of sick/bereavement/personal days based on the month you are hired.

Month Hired	Sick Days
August	10
September	9
October	8
November	7
December	7
January	6
February	5
March	4
April	3
May	2
June	2
July	1

Sick leave may be used for personal illness, illness of a spouse, child, or other member of the household.

The Company may require a medical excuse signed by a doctor for any absence due to illness that exceeds three (3) consecutive days.

Although sick leave is provided, it should not be abused. Employees exhibiting a pattern of absences that coincides with weekends, holidays, and paydays may be required to provide medical verification of illness. Abuse of the Company's sick day policy may result in disciplinary action, up to and including termination of employment.

Unused sick leave days will be accumulated and carried over to subsequent school years until such time as the employee reaches forty (40) sick leave days.
Upon termination of employment, for any reason, employees will not be paid for unused sick/bereavement/personal time.

Bereavement leave, with pay, may be used in case of death in the employee's immediate family, and upon approval from the principal and submission by the employee of appropriate documentation, for up to five (5) working days annually. Immediate family includes spouses, children, brothers, sisters, parents, by blood or by marriage. Bereavement leave, with pay, may be used in case of death in the employee's extended family, and upon approval from the principal and submission by the employee of appropriate documentation, for up to three (3) working days annually. Extended family includes grandparents, grandchildren, aunts, uncles, or other relatives living in the home of the employee. Only school-based, full-time employees are eligible for bereavement leave. Bereavement leave is included in the sick/bereavement/personal day policy and is not an additional leave.

Note: If you leave the Company and your separation is longer than 30 days you are considered a new hire for vacation and sick/bereavement/personal days.

FAMILY MEDICAL LEAVE OF ABSENCE POLICY

Under the Family and Medical Leave Act of 1993, as amended (FMLA), employees may be eligible for a period of job-protected unpaid leave for certain family and medical reasons as described below. This Family Medical Leave Act Policy ("Policy") provides an overview of employees' rights and responsibilities under the FMLA as well as the Company's own policies regarding FMLA Leave. The Company has posted notices of the FMLA at all Company facilities. The information in those posters is incorporated into this policy by reference.

General Eligibility

To be eligible for FMLA Leave under this Policy, an employee must have worked at the Company for at least 12 months and must have worked at least 1,250 hours during the 12-month period prior to the commencement date of any leave requested under this Policy. Eligibility will be determined as of the date the leave commences. Employees who work at a site at which fewer than 50 employees are employed within a 75-mile radius are not eligible

for leave under this policy. As of June 2021, sites where employees are eligible for FMLA include those in Seminole, Orange, Lee, and Miami-Dade counties; this is subject to change. When a request for FMLA is made, the Company will advise of the employee's eligibility and the employee's rights and responsibilities.

Types and Duration of FMLA Leave

Bonding Leave; Serious Health Condition Leave; Leave to Care for a Family Member With a Serious Health Condition; Active Duty Leave

An employee may be eligible for up to 12 weeks of unpaid leave during a rolling 12-month period (measured backward from the date an employee uses FMLA leave) for the following reasons:

1. the birth of the employee's child and to bond with the child; or for placement through adoption or foster care and to bond with the newly placed child. Such leave must be concluded no later than 12 months after the birth or placement of the child with the employee;

2. to care for an immediate family member (spouse, child under 18 years old or a child 18 and over who is incapable of self-care because of a disability, or parent) with a serious health condition;

3. because of a serious health condition which renders the employee unable to perform the functions of his/her job; or

4. because of any qualifying exigency arising out of the fact that an employee's spouse, son (of any age), daughter (of any age) or parent, who is serving in any branch of the military (including the National Guard or Reserves), has been deployed or called to active duty in a foreign country ("Active Duty Leave").

Military Caregiver Leave

An employee also may be eligible for Military Caregiver Leave to care for a spouse, son (of any age), daughter (of any age), parent or next of kin who is: 1) a current member of the Armed Forces, including the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness, which is incurred in the line of duty (or for a pre-existing injury or illness which is aggravated in the line of duty) and that renders the service member medically unfit to perform the duties of his or her office, grade, rank or rating, or 2) a veteran who was a member of any branch of the Armed Forces, including the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness that occurred in the line of duty (or for a pre-existing injury or illness which was aggravated in the line of duty) at any time within 5 years preceding the treatment, recuperation or therapy. A covered veteran incurs a serious illness or injury for purposes of this paragraph when one of the following occurs:

1. The injury or illness makes him or her medically unfit to perform the duties of his or her office, grade, rank or rating.

2. It causes the service member to have a VA Service Disability Rating is at 50% or greater.

3. It is a mental or physical condition substantially impairs their ability to obtain gainful employment

4. The VA enrolls the employee in the Department of Veteran Affairs Program of Comprehensive Assistance for Family Caregivers.

Eligible employees are entitled to a total of 26 weeks of unpaid Military Caregiver Leave during a single 12-month period. This single 12-month period begins on the first day an eligible employee takes Military Caregiver Leave (as long as it is within 5 years of the covered service member's active duty) and ends 12 months after that date. Military Caregiver Leave applies on a per-covered service member, per-injury basis, so that an employee may be eligible to take more than one 26 week period of Military Caregiver Leave, but no more than 26 weeks of leave may be taken during any one 12-month period.

An eligible employee is entitled to a combined total of 26 workweeks of leave for all FMLA qualifying reasons during the single 12-month period described above. For example, if an employee takes 10 weeks of FMLA leave due to his/her own serious health condition, the employee may take only 16 weeks of Military Caregiver Leave during that same 12- month period.

Definitions

- A "serious health condition" as referred to above means an illness, injury, impairment, or physical or mental condition that involves:

1. in-patient care (*i.e.*, an overnight stay) in a hospital or other medical care facility (including any period of incapacity or any subsequent treatment in connection with such in-patient care);

2. a period of incapacity of more than three (3) consecutive full calendar days, and any subsequent treatment or period of incapacity relating to the same condition that also involves (i) treatment two (2) or more times by a health care provider or under the supervision of a health care provider within 30 days of the start of the incapacity, or (ii) treatment by a health care provider on at least one (1) occasion within seven (7) days of the start of the incapacity which results in a regimen of continuing treatment under the supervision of a health care provider;

3. any period of incapacity or treatment due to pregnancy, or for prenatal care;

4. any period of incapacity or treatment due to a chronic serious health condition requiring periodic visits of at least twice a year for treatment by a health care provider;

5. a period of incapacity or treatment which is permanent or long-term due to a condition for which treatment may not be effective, during which the employee (or family member) must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider; or

6. any period of absence to receive multiple treatments by a health care provider or under the supervision of a health care provider, either for restorative surgery after an accident or other injury, or for a condition that will likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment.

- A "qualifying exigency" referenced above under "Active-Duty Leave" refers to the following circumstances:

1. Short-notice deployment: to address issues arising when the notification of a call or order to active duty is seven (7) days or less.

2. Military events and related activities: to attend official military events or family assistance programs or briefings.

3. Childcare and school activities: for qualifying childcare and school related reasons for a child, legal ward or stepchild of a covered military member.

4. Care of the covered military member's parent if the parent is incapable of self-care.

5. Financial and legal arrangements: to make or update financial or legal affairs to address the absence of a covered military member.

6. Counseling: to attend counseling provided by someone other than a health care provider for oneself, for the covered military member, or child, legal ward, or stepchild of the covered military member.

7. Rest and recuperation: to spend up to fifteen (15) calendar days for each period in which a covered military member is on a short-term rest leave during a period of deployment; or

8. Post-deployment activities: to attend official ceremonies or programs sponsored by the military for up to 90 days after a covered military member's active duty terminates or to address issues arising from the death of a covered military member while on active duty.

When Spouses Work Together

If both spouses are employed by the Company and are eligible for leave under this policy, they are eligible for a combined total of 12 weeks of leave within the applicable 12-month period when the leave is due to the birth or placement of a child or to care for a parent who has a serious health condition, or a combined total of 26 weeks within the applicable 12-month period when the leave is due to the birth or placement of a child or to care for a parent who has a serious health condition and for Military Caregiver Leave. (However, in no event shall the spouses take more than a combined total of 12 weeks of leave within the applicable 12-month period for the birth or placement of a child or to care for a parent who has a serious health condition).

Notice of Need for FMLA Leave

An employee who wants to take FMLA must follow normal call-in policies and notify the person an employee would normally notify for an absence. Failure to adhere to normal Company call-in procedures can result in discipline, as with any other type of leave.

If FMLA applies or believed to possibly apply, the employee will be required, thereafter, to contact the Human Resources department to complete a request for leave. The employee will be required to fill out prescribed forms requesting leave.

To avoid a delay in FMLA protection, the employee must give notice as soon as possible and practicable under the circumstances of enough facts to advise the person receiving the call that FMLA may apply. Employees are always required to give notice as soon as practicable and possible, but, except for instances of active duty leave, an employee is not required to provide more than thirty (30) days advance notice.

If an employee fails to give the required notice with no reasonable excuse, FMLA coverage may be delayed for a period of time. This can result in discipline for absences taken prior to FMLA coverage commencing.

Employees should make every reasonable effort to schedule foreseeable medical treatments so as not to disrupt the ongoing operations of the Company.

Substitution of Paid Leave for Unpaid FMLA Leave

Employees must concurrently exhaust any short-term disability benefits, workers compensation benefits, accrued vacation time, or any other form of applicable paid leave for FMLA leave. All substituted paid leave that is being concurrently exhausted will be counted against an eligible employee's FMLA leave entitlement.

Intermittent FMLA Leave

Intermittent or reduced schedule leave is leave at varying times for the same qualifying condition. Intermittent leave or reduced schedule leave may be available if the need for leave is due to an employee's serious health condition or an employee's immediate family member's serious health condition and when the need for intermittent or reduced schedule leave is certified by a health care provider. Intermittent or reduced schedule leave is not available for the birth or placement of a child for adoption or foster care, unless the Company agrees. Military Caregiver Leave may be taken intermittently or on a reduced leave schedule when medically necessary. Active Duty Leave may also be taken on an intermittent or reduced leave schedule.

Employees who take foreseeable intermittent or reduced schedule leave must attempt to schedule their intermittent or reduced schedule leaves so as not to disrupt the operations of the Company and in some instances, the Company may require employees taking foreseeable intermittent or reduced schedule leaves to transfer temporarily to an alternative position for which the employee is qualified and which better accommodates the employee's leave schedule. Pay and shifts would not be affected by a change to an alternate position. Time worked in the alternate position would not count towards the employee’s FMLA leave entitlement.

Employees taking unforeseeable intermittent leaves must follow the Company's standard call-in procedures absent unusual circumstances.

Documentation Supporting FMLA Leave

An employee requesting leave for a serious health condition must provide a completed FMLA Certification of Health Care Provider Form supporting the need for the leave. A request for reasonable documentation of family relationship verifying the legitimacy of a request for FMLA Leave may also be required.

The employee will have fifteen (15) days in which to return a completed Certification form following the Company's request for the certification. If the employee fails to provide timely certification after being required to do so, covered leave may be delayed moving forward until the certification form is finally submitted. Absences counted against the employee for a late certification will not be reversed absent exceptional circumstances. If an employee never returns the completed form, the FMLA will be denied and the absences will be unprotected. If the Certification form is incomplete or insufficient, an employee will be given written notification of the information needed and will be given a period of seven (7) days to provide the necessary information.

In some circumstances, a second opinion, at the expense of the Company, related to the health condition may be required. If the original certification and the second opinion differ, a third opinion, at the expense of the Company, may be required. The opinion of the third health care provider, which the Company and the employee jointly select, will be the final and binding decision.

A request for Active-Duty Leave must be supported by the Certification of Qualifying Exigency for Military Family Leave form as well as appropriate documentation, including the covered military member's active duty orders.

A request for Military Caregiver Leave must be supported by the Certification for Serious Injury or Illness of Covered Servicemember form or Certification for Serious Injury or Illness of a Veteran for Military Caregiver Leave form as well as any necessary supporting documentation.

Once the Company has received a complete and sufficient certification form from the employee, the Company will advise the employee whether he or she has been approved or denied FMLA and, if possible, will advise how much FMLA will be used.

Recertification

In the following circumstances, the Company may, in its sole discretion, require recertification of the qualifying reason for FMLA: (1) where the employee needs more leave than the original certification justified; (2) where circumstances and facts cast doubt on the employee's need for FMLA; or (3) when the need for FMLA extends beyond 6 calendar months. In these situations, the employee will have fifteen (15) days in which to provide a completed Recertification form.

Restoration To Position and Benefits

Healthcare benefits will be maintained while an employee is on FMLA, subject to the payment of premiums explained in this paragraph. For all other benefits, they will be maintained similarly to others on similar forms of leave (paid/unpaid). Employees on paid FMLA (because they are concurrently exhausting a paid leave benefit) will continue to have their premium payments deducted from their paycheck as if they were on non-FMLA paid leave. Employees on an unpaid FMLA leave (for which no paid leave is substituted or after all paid leave has been exhausted) will need to maintain the benefits they accrued prior to commencement of the leave by making premium payments. If the payment is not received on the due date or thereafter, the Company will provide the employee written notice of non-payment and provide 15 days to make the payment. If the payment is not made within the 15 day window, and at least 30 days have passed from the due date, then coverage under the benefit plan will lapse, retroactively to the original due date.

Employees are permitted to return to whatever position they would have held had they not taken FMLA leave. Generally, this means employees returning from FMLA leave within 12 weeks will be returned to the job position that they held when they went on leave, or a substantially similar one. If the employee would have lost their position even if they had not taken the leave, then there exists no reinstatement right. For example, if the employee's position is eliminated because of a reduction in force, then no reinstatement right exists.

If an eligible employee fails to pay his or her portion of the required premium payments for benefit coverage, and the Company elects to make the employee's portion of premium payments to keep benefit coverage in effect during a period of paid or unpaid FMLA leave for medical and dental benefits, and/or a period of unpaid FMLA leave for other benefits, the Company may recover the amount of the premium payment from the employee regardless of whether the employee returns to work. The Company may recover its own share of the premiums paid for maintaining an employee's medical and dental benefit coverage during any period of unpaid FMLA leave if the employee fails to return from leave after entitlement has expired, provided the employee failure to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition was unrelated to the qualifying reason the employee took FMLA leave.

Return To Work

Employees on FMLA leave must periodically inform the Human Resources department of their status and intent to return to work while on FMLA leave. Employees returning from FMLA leave must be able to assume all of the essential functions of their jobs upon return. The Company will provide time for the employee to learn of any changes or new technology implementations. As a condition to restoring an employee whose leave was based on the employee's own serious health condition, the employee must provide certification from the employee's health care provider stating that the employee is able to resume work. This return-to-work statement is required for all serious health conditions unless the employee has previously provided one for that condition within the past year. If safety issues exist, the Company may require a return-to-work statement every thirty days.

Failure To Return From Leave

Unless required otherwise by law an employee granted a leave of absence under these provisions who fails to return to work upon expiration of the leave will no longer have protected absences. Further absences would count against the attendance policy.

Key Employees

An employee who qualifies as a "key employee" may be denied restoration of employment after a period of FMLA leave if holding the employee's position would cause the Company grievous economy injury. A "key employee" is an employee who is salaried and is among the highest paid ten percent of the work force within 75 miles of the place where the employee reports to work. Upon requesting FMLA leave, an employee will be notified by the Company of his/her status as a "key employee" if there is a possibility that the Company may deny reinstatement after leave.

Medical Leave – Not Covered by FMLA (Including Pregnancy And On and Off-The-Job Injuries Or Illnesses)

The Family and Medical Leave Act does not apply to employees in locations with fewer than 50 employees within a 75 mile radius of another Company location. In such locations, the Company will address and administer leave issues in accordance with other Company policies and in relation to the circumstances in that location at the time of the leave. The provisions of the Company's FMLA policy, as set forth above, may be applied in whole or in part, to the extent practicable and appropriate, as determined by Human Resources.

Family and Medical Leave (Applicable to Miami-Dade County Employees Only)

Employees located in Miami-Dade County, may take family and medical leave in accordance with Family and Medical Leave Act (FMLA) policy above. In addition to taking leave as provided above, Miami-Dade County employees are permitted to take family and medical leave for the care of a grandparent with a serious health condition. The length of leave permitted is twelve (12) workweeks in a 12-month period to run concurrently with any leave provided under the federal FMLA.

Time Off for Victims of Domestic Abuse or Other Crimes

Employees who are victims of domestic violence are entitled to up to three (3) days of unpaid leave in a rolling 12-month period, if they have been employed for three (3) months or longer.

This leave is intended to cover specific activities related to domestic violence incidents including: seeking an injunction for protection against domestic violence or repeat violence, dating violence, or sexual violence; obtaining medical care or mental health counseling or both for the employee of a family or household member to address injuries resulting from domestic violence; obtaining services from victims services organizations such as a domestic violence shelter or rape crisis center; making the employee's home secure from the perpetrator of domestic violence or finding a new home to escape the perpetrator; or seeking legal assistance to address issues arising from domestic violence or attending or

preparing for court related proceedings arising from the act of domestic violence.

For purposes of this policy, a family or household member includes spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

Except in cases of imminent danger to the health or safety of the employee or of the employee's family or household member, employees must provide as much advance notice as possible. Employees may be requested to provide sufficient documentation of the need for leave. Time off under this policy will be unpaid; however, employees may elect to use accrued paid time, if available. Any request for domestic violence leave will be kept confidential to the extent allowed by law and will be handled by Human Resources.

JURY DUTY AND SUBPOENAS

Employees who are called to perform jury duty will be granted time off from work in accordance with state law. Upon receiving notice of jury duty service, employees are required to notify their immediate supervisor. Employees are also required to notify their supervisor upon completion of their jury duty service. Employees whose jury duty time constitutes less than three hours on any given day will be required to return to work that day. Employees whose jury duty service constitutes more than three hours on any particular day will not be required to return to work that day.

Employees who serve jury duty will not suffer a loss in earnings. The Company will pay employees serving on jury duty the difference between what they receive for jury duty and their regular straight-time rate of pay for the period they serve if the amount received from the state exceeds $50.00 a day. Upon return from jury duty service, employees will be required to provide written verification to the Company of the actual time spent on jury duty and the amount of jury duty pay received before payment under this section will be made.

Jury Duty Leave (Applicable to Miami-Dade County Employees Only)

The Company will not tolerate discrimination or retaliation against an employee who is called to serve as a juror or as a witness in response to a subpoena in Miami-Dade County. The nature of the employee's testimony or service, as well as his or her absence from work, shall not be grounds for any adverse action against the employee.

Employees working in Miami-Dade County will be paid for jury service provided that:

- The employee is regularly scheduled for work at least thirty-five (35) hours a week;
- The employee serves as a juror in Miami-Dade County; and
- The employee gives his/her supervisor a copy of the summons and notice of jury service at least five (5) working days prior to absence from work.

If a juror receives payment for jury service from the State, the Company may deduct the amount received from payment to the employee for jury service.

MILITARY LEAVE

Employees may be entitled to certain rights and benefits and may have certain obligations related to service in the uniformed services pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA") or related state laws. It is the Company's intent to comply with the requirements in USERRA and similar state laws with respect to leaves of absence, continuation of health coverage, reemployment, disabilities incurred or aggravated during uniformed service, non-discrimination and non-retaliation, and other covered matters. Specifically, the Company will not deny employment, reemployment, retention in employment, promotion, or any benefit of employment to an individual due to uniformed service, and will not tolerate discrimination or retaliation due to uniformed service.

Employees should notify their manager or the Senior Director of Human Resources of any need for leave to perform service in the uniformed services as far in advance as possible, preferably at least thirty (30) days in advance and in writing where feasible. Employees are asked to provide a copy of applicable orders, training calendar, and/or similar documentation, if at all possible, in time to ensure continued business operations during absences. Employees will be granted unpaid leaves of absence for qualifying periods of uniformed service; however, employees may elect to use any accrued but unused paid leave during such absences.

Barring any exception outlined in USERRA, employees will be eligible for reemployment after uniformed service as long as they return to work or apply for reinstatement within the following timeframes:

- Service of less than 31 days, at the beginning of the next regularly scheduled work period after release and subject to an eight (8) hour rest period;
- Service of more than 30 days but less than 181 days, within 14 days of release; or
- Service of more than 180 days, within 90 days of release.

To retain reinstatement rights, employees must provide appropriate advance notice and must not have been separated from uniformed service with a disqualifying discharge or under other than honorable conditions. Reinstatement rights are not guaranteed for any absence beyond five years unless an exception stated in USERRA applies.

Employees who are members of the uniformed services should speak to Human Resources for any questions regarding rights and obligations related uniformed service leave, advance notice of uniformed service, benefits during uniformed service, or related issues.

The following types of military leave are provided to employees under Florida law. Employees may use accrued vacation or sick leave if available, otherwise the time off will be unpaid; however, exempt employees will be paid their full salary for any workweek interrupted by the need for time off under these policies, provided they perform some work

during that workweek.

Whenever possible, you must provide reasonable notice before taking any time off under any of these policies. For more information regarding any of these types of time off, please contact Human Resources.

Military Leave – National Guard

If an employee is a member of the National Guard and is ordered into active duty, such employee shall be granted an unpaid leave of absence from work during the period of active duty. Upon the completion of active duty, the employee must promptly notify the Company of his or her intent to return to work, which will be accommodated, except under limited circumstances permitted by applicable law. A member of the National Guard who returns to work after serving on state active duty will not be discharged from employment for a period of one (1) year after the date the member returns to work, except for cause.

Civil Air Patrol Leave

An employee may take up to fifteen (15) days per year of unpaid leave for Civil Air Patrol service.

“Civil Air Patrol Leave” is defined as leave that an employee who is a Civil Air Patrol member requests for the purpose of participating in a Civil Air Patrol training or mission. “Civil Air Patrol member” means a senior member of the Florida Wing of the Civil Air Patrol with at least an emergency services qualification.

To be eligible to use Civil Air Patrol leave, an employee must have been employed by the Company for at least ninety (90) days immediately preceding the commencement of the leave. An employee may elect, but is not required, to use paid leave, if available, for the period during which the employee takes Civil Air Patrol leave.

Employees will generally be reinstated at the conclusion of Civil Air Patrol Leave. An employee must promptly notify the Company of his or her intent to return to work. However, the Company may not allow a Civil Air Patrol member to return to work if any of the following circumstances apply:

- The Company’s circumstances have so changed as to make employment impossible or unreasonable;
- Employment would impose an undue hardship on the Company;
- The employment from which the member takes such leave is for a brief, nonrecurring period and there is no reasonable expectation that such employment will continue indefinitely or for a significant period; or
- The Company had legally sufficient cause to terminate the member at the time he or she commenced such leave.

When the Civil Air Patrol member returns to work, he or she is entitled to the following:

- The seniority that the member had earned as of the date his or her leave began and any other rights and benefits attained as a result of such seniority; and
- Any additional seniority that the member would have attained if he or she had remained continuously employed and any other rights and benefits attained as a result of such seniority.

“Benefits” means all benefits, other than salary and wages, provided or made available to employees by an employer and includes group life insurance, health insurance, disability insurance, and pensions, regardless of whether such benefits are provided by a policy or practice of the Company.

An employee who returns to work following Civil Air Patrol Leave may not be discharged from such employment for a period of one (1) year after the date the employee returns to work, except for cause.

EMPLOYEE ASSISTANCE PROGRAM

The Company recognizes that a wide range of personal and family concerns and problems not directly associated with an individual’s job function can nonetheless be detrimental to an employee’s performance on the job. The Company believes it is in the interest of employees and the Company to provide an effective program to assist employees and their families in resolving problems as the need arises. The Company provides an employee assistance program which coincides with enrollment in the health insurance program. The EAP provides consultation, information, and personalized community referrals, 24 hours a day, 7 days a week for employees and their families. The program provides expert consultants who can help with issues such as emotional well-being, parenting concerns, caregiver support, retirement planning, legal matters, financial issues, work problems, and addiction and recovery matters.

For further information, contact the Human Resources Department or refer to the Summary Plan Description provided in your new hire benefits packet.

TUITION REIMBURSEMENT

The Company encourages employees to continue educational programs relevant to their employment positions, including programs leading to certification for teachers and administrators. The Company has established a tuition reimbursement program to help eligible regular, full-time employees to continue to develop their skills and enhance their relevant educational experiences.

Under the program, the Company will reimburse up to $1,500.00 annually to employees taking courses on an approved certification plan for the cost of tuition at the lowest of state university rates or actual cost (whichever is less) upon presentation of proof of successful completion with a grade of ‘C’ or better for undergraduate courses or ‘B’ or better for graduate courses, or better or its equivalent, as well as copies of receipts for the expenses. Employees will need to retain all receipts for covered expenses (tuition, registration, fees and books). Employees must submit a receipt as proof of payment.

Tuition reimbursements will be conducted twice a year during Fall and Spring semester. Human Resources will notify all employees of the timeframe to submit documents. ALS full-time employees who have completed 1 year of permanent service and have an acceptable probationary period. To participate in the program, employees will need to complete the Tuition Enrollment Form. Any courses taken prior to the employees 1-year anniversary, or any courses enrolled in or in progress prior to the 1-year anniversary will not be eligible for reimbursement.

Employees who leave ALS within 1 year of receiving tuition reimbursement will be required to repay the total amount of tuition reimbursement received in the last 12 months of employment. Such repayment amounts due may be deducted from the employee's paycheck or the employee will reimburse ALS within 30 days from last employment. If not paid within 30 days, employee will be sent to collection.

For further information, consult the Human Resources Department or Summary Plan Description provided in your new hire benefits packet.

PROMOTIONAL AND TRANSFER OPPORTUNITIES

All employees are eligible to participate in Company's job posting program, which allows current staff opportunities to apply for new positions or seek transfers to other Company locations. To participate in the job posting process, complete an ALS Transfer/Promotion request form available from the Human Resources Department submit it to your Principal. You must have held your current position for a minimum of 90 days (3 months) before you are eligible for a position or location change. You must have successfully completed the 90 probationary period in good standing and have no employee relations complaints within the last 12 months of employment. If approved, the position or location change will occur within 30 days of the date of the request. For a listing of job openings, you may visit ALS Career Site to view current postings. For further information, please contact the Human Resources Department.

SAFETY

The Company complies with all applicable health and safety laws and regulations. Each employee is responsible to carry out his or her duties in the safest manner possible. If you notice anything that may present a safety hazard, you should notify the Human Resources department immediately. If you sustain a work-related accident, injury, or illnesses, you must inform your supervisor and the Human Resources department immediately—even if you believe you were not harmed.

WORKERS' COMPENSATION

The Company complies with all applicable provisions of the state Workers' Compensation laws and strives to provide a safe place to work for all employees. Further, the Company is required to maintain accurate and complete records concerning work-related injuries. Therefore, all job-related accidents, injuries or illnesses must be immediately reported to the Human Resources department, regardless of injury or the nature or severity of an injury.

Upon initial employment, employees are provided a document outlining employee rights and responsibilities under state Workers' Compensation laws. Failure to comply with the procedures, terms and conditions of state Workers' Compensation laws could result in a loss of benefits. Employees who exercise their rights under Worker's Compensations laws will not be subject to retaliation or reprisals of any kind.

WORKPLACE SAFETY

Employees must observe the following safety procedures which are designed to help protect employees and others from possible injury:

- Use handcarts where feasible to move heavy materials.
- Use of proper lifting procedures when moving heavy items. Enlist insistence when needed.
- Use stools or ladders when accessing higher areas or materials.
- DO NOT use office furniture in lieu of a stool or ladder or other proper safety equipment.
- Any violations of this policy may be subject to discipline, up to and including termination.

ACCIDENTS

If an employee, student, or guest has an accident, the Principal or Supervisor must be notified immediately. In the event of accident or injury, the health and well-being of the injured person

is the primary concern. Each situation should always be responded to with courtesy and compassion and the injured person should be kept comfortable until help arrives. All accidents or incidents must be documented on the First Report of Injury Form (available from the Principal and Human Resources) and submitted to the Principal and Human Resources within 24-hours of any accident or incident.

Employees violating this policy are subject to disciplinary action, up to and including suspension without pay and/or termination.

Accidents that occur on or in the school or office parking lot are not the responsibility of ALS. Any such accidents must be reported to the police and the employee's insurance provider, in accordance with local and state law. ALS is not liable for any damage to any employee's personal property on or in the school or office parking lot.

POSSESSION OF FIREARMS AND WEAPONS

The Company does not tolerate violence or threats of violence in the workplace. Likewise, the Company does not allow firearms or other weapons in the workplace or in any location where a school-sponsored activity is taking place. This includes possession or use of weapons in Company vehicles or on Company premises. Violations of this policy will result in discipline and may result in immediate dismissal. To ensure the safety of all persons, employees who observe or suspect a violation of this policy should report it to their supervisor.

WORKPLACE VIOLENCE

Every employee is entitled to a safe and professional workplace free of criminal behavior, violence and threats against personal safety. Criminal conduct in the workplace or against other employees is prohibited. Any employee who commits or threatens violent acts against co-workers, regardless of whether an arrest is made or criminal charges are brought, shall be subject to evaluation, counseling and discipline, including termination of employment.

The Company prohibits any acts or threats of violence in the workplace or while on Company business. Employees have a duty to report violations of this policy to their supervisors, security personnel, the Human Resources Department or the Principal. Employee reports made pursuant to this policy will be held in confidence, to the extent possible, except as required by union contract or law. The Company will not condone any form of retaliation against any employee for making a report under this policy.

SMOKING POLICY

The Company maintains a smoke-free work environment. Employees must not smoke in a school facility or office area, or any areas where "No Smoking" signs have been posted. This policy includes any device that emits a vapor, including e-cigarettes.

SUBSTANCE ABUSE POLICY

It is the intent of the Company to provide a working environment free from the use of non-prescribed drugs and alcohol. No drugs or alcohol are allowed in the workplace. If we suspect you are under the influence while on duty, we may have you tested and/or search your workspace. If you are found to be working while impaired, it may result in your suspension or immediate discharge.

Employees are required to notify the Principal of any criminal drug statute conviction resulting from a violation occurring at the workplace within five (5) days of such conviction. Within 30 days' notice from the employee, appropriate disciplinary action will be taken against the employee, up to and including termination.

RIGHT TO SEARCH

The Company is dedicated to providing a safe environment for its employees and students. To achieve that standard, THE COMPANY reserves the right to search all Company property used by employees and students, including but not limited to lockers, desks, file cabinets, offices, and classrooms.

PROCEDURES PERTAINING TO VIOLATIONS OF LAW

Reasonable Suspicion

The Company shall notify appropriate law enforcement officials if an employee is observed to be in violation of the above stated prohibited conduct under the Substance Abuse Policy.

The Company shall notify appropriate law enforcement officials in the event of suspicion of criminal activity on campus. The law enforcement official shall determine whether or not sufficient grounds exist to conduct the search of personal property or vehicles.

DRESS CODE

All employees shall dress in a professional, business-like manner at all times when in a school and students are in attendance. The Company has not adopted a casual dress policy for its employees, except as approved by the Vice President of Operations for special events, e.g., spirit day, cultural/ethnic celebrations. All decisions as to what is proper attire are at the sole discretion of the Company. Employees with questions about the dress code or employees seeking accommodations to this policy should contact the Human Resources Department.

Women

- Dresses and skirts (no more than 2 inches above the knee)
- Dress pants and blouses (may include ¾ length professional pants)

- Dress shoes

Men

- Dress shirt, slacks, and tie
- Dress shoes
- Tie should be visible under sweater or vest

Examples of Unacceptable Attire

- Denim of any kind, any color
- Flip flops, backless shoes
- Leggings, sweat pants, or shorts
- Tee shirts, tank tops, abbreviated tops, halter tops, or sweatshirts
- Spaghetti strap, strapless, or halter dresses or shirts
- Low cut blouses
- Clothing with slogans or advertising
- Tee-shirt pant sets
- Hats of any kind
- Visible body piercing
- Sheer clothing (unless underlying clothing is within dress code policy)

Employees found in violation of the dress code will be sent home to change clothes or may be otherwise subject to discipline.

PANDEMIC POLICY

In the event of a pandemic, a natural disaster, or other national, state, or local crisis, all policies in this handbook and all day-to-day operational processes and procedures are subject to suspension or modification depending on the circumstances facing our business at that time. Suspension or modification of policies, processes, and procedures will be implemented in compliance with all applicable federal, state, and local laws.

STAFF-STUDENT NON-FRATERNIZATION

I) Definitions

1. **Staff.** *Staff* is defined as the following:

    a. any individual employed by the Accelerated Learning Solutions, Inc. or any of its parents, affiliates, or subsidiaries ("ALS") or, to the extent consistent with applicable law, by the school for which ALS is the management Company or educational services provider ("School"), including but not limited to, any administrators, teachers, instructional and clerical support staff, student teachers, practicum students, fieldwork students, social work interns and school volunteers.

    b. employees of ALS's or a School's contractors or agencies and independent contractors.

    c. volunteers of non-ALS or non-School organizations.

2. **Student**. *Student* is defined as any individual enrolled in an ALS charter School.

II) General

The relationship of Staff to Student must be one of professional cooperation and respect. Staff must set appropriate boundaries with Students and conduct themselves in a manner that will maintain professional relationships with Students at all times.

III) Prohibited Conduct

Staff is prohibited from engaging in any of the following types of prohibited conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed.

1. engaging in any romantic or sexual behavior with Students, including but not limited to dating or pressure for dates, sexual jokes, teasing or remarks, flirting, sexual contact, inappropriate physical displays of affection, kissing, grabbing, rape, threats of physical harm, sexual assault, or sexually suggestive comments or gestures, by a Staff person toward a students, regardless of whether the relationship is consensual, or whether the Student has parental permission;

2. fostering, encouraging, or participating in inappropriate emotionally or socially intimate relationships with Students in which the relationship is outside the bounds of the reasonable, professional Staff-Student relationship and in which the relationship could reasonably cause a Student to view the Staff person as more than a teacher, administrator, or advisor, including but not limited to, soliciting, encouraging,

participating or consummating an inappropriate written, verbal, or physical relationship with a Student;

3. initiating or continuing communications with a Student for reasons unrelated to any school-related appropriate purpose, including oral or written communication; telephone calls; electronic communication such as texting, instant messaging, email, chat rooms, social media including Facebook, or other social networking sites; webcams; or photographs, including but not limited to, engaging in bullying or harassing behavior on the basis of race, gender, sex, national origin, age, religion or disability, sexual orientation or gender identity. Electronic and online communications with Students, including those through personal accounts, should be accessible to ALS supervisors and professional in content and tone;

4. socializing with students outside of class time for reasons unrelated to any School-related appropriate purpose;

5. committing any act of child abuse, including physical and verbal abuse;

6. providing tobacco, alcohol (regardless of age) or illegal/unauthorized drugs to a Student— either prescription or illegal (except for those provided in accordance with ALS's or the School's policy on medication administration).

IV) Reporting Procedures

Duty to Report. It is the responsibility of all ALS employees to promptly report any violation of this policy or any complaint alleging a violation of this policy to Human Resources and to the Principal. ALS will make a preliminary determination as to whether there is a basis to investigate the alleged violation. The Staff person alleged to have committed the violation shall be notified of the complaint and the investigation, and shall be given an opportunity to respond to the complaint.

V) Sanctions

1. **Discipline**. ALS will take appropriate disciplinary action, up to and including termination, against any Staff found to have violated this non-fraternization policy.

2. **Reporting of Possible Criminal Conduct.** Nothing herein shall be deemed to prohibit or to relieve any person or ALS from any obligation to report a violation of criminal statutes by a Staff person to the appropriate law enforcement agency. In all situations where the right to file a complaint with an appropriate law enforcement agency exists and the person files such complaint, the filing of a report with ALS's Human Resources Director is encouraged but not required.

3. Misrepresentation. In all proceedings pursuant to this policy, including the reporting of violations or responses, misrepresentation of factual information shall be a violation of this policy and shall subject such person to appropriate discipline.

4. **Reassignment or Removal from Workplace.** ALS may reassign or remove from the workplace any Staff person alleged to have violated this policy pending the final determination.

5. **Reports to Appropriate Agencies.** It is not the intention of this policy to prevent the filing of reports or complaints to appropriate governmental agencies. There shall be no retaliation against employees who submit a report to an appropriate governmental agency or ALS's Human Resources Director.

PERSONAL RELATIONSHIP POLICY

The Company strongly discourages dating or sexual relationships between employees who work at the same location or routinely interact within the course of their job duties and prohibits dating or sexual relationships among direct reporting relationships (supervisor/employee). Such relationships may compromise the objectivity or effectiveness of one or more employees and may raise issues of favoritism, conflicts of interest and affect the morale of the workplace. If a manager/supervisor chooses to pursue a dating/sexual relationship with an employee, he or she shall inform their supervisor and Human Resources immediately. The Company will then decide what, if any, actions are necessary to take in regard to assignments and jobs. Employees who disregard this policy will receive disciplinary actions up to and including employment termination. In addition, employees must comply with all anti-discrimination, harassment and retaliation policies of the Company.

ACCEPTANCE OF GIFTS CONFLICT OF INTEREST

Although the Company understands that students are prone to bring token gifts, employees should not accept any gifts from either students or their parents that are in excess of $25.00 in value. Employees should therefore exercise good judgment when accepting gifts from students. No one employed by the Company shall accept gifts, money, or special favors from vendors or other parties which have a financial or business association with the Company.

In addition, employees must not sell or solicit the sale of any item to students. This prohibition includes sale of cosmetics, vitamins, household goods, periodicals, etc. Employees should exercise good judgment when purchasing any items from students including, raffle tickets, paper goods, cookies, charitable pledges, etc.

When in doubt about the propriety of accepting a gift or purchasing an item, employees should contact their immediate supervisor or Principal.

MEDIA POLICY

MEDIA AND PRESS RELATIONS

In this fast-paced, information-oriented country, the Company and its staff and students will be in various forms of news media from time to time. Reporters are eager to cover all that is happening in our schools and in our business. That can be a big advantage in building community support for our educational system.

The key to working with the media is to try to make sure that coverage of the Company is balanced, fair, and accurate. That calls for preparedness and rapid response. To help the Company personnel be prepared to cooperate with media representatives and gain favorable media coverage, the Company has adopted the Company wide media policy stated below. Among other issues it covers (1) designation of spokespersons for the Company; (2) procedures governing media access to the Company facilities; (3) procedures for working with media personnel in emergencies; and (4) procedures for conducting interviews and recording visual images at the Company facilities.

POLICY

Dissemination of information to the news media is the primary responsibility of the office of the CEO. All media responses must be discussed with the office of the CEO. There are no exceptions. The office of the CEO will designate a spokesperson for each media inquiry or release of information. Employees are prohibited from speaking on behalf of the Company.

PROCEDURES

Company personnel must adhere to the following guidelines when working with the media:

Procedures for Handling Media Inquiries

- Ask for the reporter's name.
- Ask for the name of the reporter's newspaper, radio station, or television station.
- Ask when the reporter's deadline is.
- Get the reporter's contact information: phone number, email address and fax
- Ask the reporter what the inquiry is about and what information is needed so it can be gathered to meet their needs. Get as many questions from the reporter as possible.

- Media requests for Company records shall be submitted in writing to office the CEO.

Send the above information to your Principal who shall immediately make contact with the CEO.

ACCESS TO SCHOOLS AND FACILITIES

News reports and other communications representatives must initiate their requests to interview, film, videotape, and/or photograph students and/or the Company personnel on the Company property through the office of the CEO. The Principal is responsible for maintaining discipline and the safety of all persons in the school.

All media requests made to the Principal or other employees must be directed to the office of the CEO. The office of the CEO will contact the regional office prior to a media visit. If media appear on campus without notifying the office of the CEO, the Principal should notify the office of the CEO and regional office. No media representatives will be allowed in the school without approval of the CEO.

News representatives must first check into the Principal's office before proceeding to other areas of the school building. Reporters are considered visitors at the campus and are required to sign in at the administrative office. Media representatives will be escorted by the Principal or his/her designee while they are in the building. The Company may refuse access to media representatives on school property if their presence or behavior would be disruptive to the school environment.

ACCESS DURING CRISIS/EMERGENCY SITUATIONS

In handling crisis situations on campus, Principals should first contact emergency medical services personnel (if the situation is life threatening). Following that, the general order of notification, depending upon the circumstances surrounding the situation, is first, the corporate office, who will then contact any other office as necessary.

During crisis/emergency situations, media access to schools and facilities may be limited to ensure student and staff safety or to maintain order. However, an area may be designated on school property to conduct news briefings on the crisis or emergency situation. In these situations, normal access procedures for media and other visitors may be suspended in the interest of student and staff safety and an orderly emergency response.

INTERVIEW AND PHOTOGRAPHY (FILM AND VIDEOTAPE)

Interviews, filming, or videotaping on the Company property may not occur without prior approval from the office of the CEO.

Filming, videotaping, and photographing children in classrooms, on campus, or in school sponsored events are allowed only if there is a signed parental consent form or release form for each child who participates in such activities. Signed parental consent forms must be in the school files and accessible upon request. The filming, videotaping, and photographing of children for classroom instructional purposes or for a purpose related to a co-curricular or extracurricular activity do not require parental permission forms. Questions regarding this policy should be directed to Human Resources.

Company personnel must adhere to the following general guidelines when working with the news media:

- The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information. No information regarding specific students should be released to the media and press without the specific approval of the parent/guardian and the Principal.

- If there is no prior clearance from the office of the CEO, names of students should never be released under any circumstances without prior parental consent or the consent of the student if they are 18 years or age or older.

- All employees are required to comply with the Family Educational Privacy Act (FERPA) and with any state or school district mandates regarding student privacy

- Names of victims are not to be released; news media should be referred to the receiving hospital or police department for such information.

- Home addresses and telephone numbers of students, private citizens, and the Company employees are not to be released to the media.

- Media requests for the Company records shall be submitted in writing to the office of the CEO.

COMMON SENSE IS IMPORTANT

One final aspect of being prepared is simply to exercise common sense. In working with the media, you, as the Company employee, should always remain composed, courteous and thoroughly professional. Here are a few tips that will ensure good relations with the media representatives:

- Respect reporters' deadlines.

- Be truthful, accurate and keep it simple. Get right to the point, and keep your statements brief, especially for broadcast media.

- Be confident. Remember, you are a seasoned professional. If you are composed and straightforward, reporters will respect your authority and appreciate your cooperation.

- Let the corporate office help you. They have wide experience in the different news

media, and they work closely with media representatives.

- Do not put yourself in a position of looking evasive or hostile. If a reporter insists on an interview and begins filming immediately, please politely tell him/her you will be glad to comply with the request but the corporate policy requires you to contact the office of the CEO prior to granting an interview.

USE OF COMPANY COMMUNICATION SYSTEMS - COMPUTERS, COMPUTER FACILITIES AND COMPUTER RESOURCES

All communication systems used at the Company including, but not limited to, computer, telephone, cell phone, fax, voice mail, on-line computer services and e-mail are to be used for only conducting Company business during working time.

All Company communication systems and the information maintained on these systems are considered the sole property of the Company. The Company has the right, but not the duty, to intercept, monitor, copy, review and download any communications or files created or maintained on these systems. Employees should not have an expectation of privacy in anything created, stored, sent or received on the Company's communication systems.

By using the Company's communication systems, an employee knowingly and voluntarily consents to being monitored and acknowledges the Company's right to conduct such monitoring.

Employees are required to password protect confidential or proprietary information sent via e-mail. Employees may access only messages, files or programs, whether computerized or not, that they have permission to enter. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems or programs, voicemail messages, or other property of the Company, or improper use of information obtained by authorized means is prohibited.

Under no circumstances may an employee create or maintain a "personal" or "private" account, mailbox, program, folder or application on any Company device or part of the Company communication system. Such "personal" or "private" accounts include but are not limited to, Facebook, Twitter, Instagram and similar social networking sites.

Employees may not use personal laptop computers or other personal electronic equipment such as camera phones, camera PDA's, video equipment, cameras, handheld scanners, flash drives, and any other device capable of capturing or storing an image in its facilities. Employees may not install software on any Company owned computers or the network without first receiving authorization to do so. Employees are not permitted to open e-mail attachments from unknown senders or to send and/or receive mass e-mails or e-mails with file attachments requiring significant storage space including, but not limited to, audio, video and executable files.

Employees must use the authorized Company signature on all work-related e-mail correspondence.

Employees may not use Company's computers, computer facilities, computer resources, computer networks and telecommunications systems to violate the Company's Policy Prohibiting Discrimination and Harassment in the Workplace or any other Company policy.

The Company recognizes that, on occasion, employees may need to make and/or receive personal calls or send and/or receive personal e-mails during business hours. Employees are expected to do so during non-working time such as meal or break periods, unless expressly allowed by a supervisor in emergency situations. As noted above, however, any personal calls or e-mails made from or received to Company computers, phones (including Company issued or paid-for cell phones) or other communications devices are subject to inspection and/or monitoring at any time and thus such communications may not be considered private.

FERPA GUIDELINES

All data files created, transmitted, or stored on Company equipment are the property of the Company and are not protected by any right to privacy. The exception is personnel and student information protected by the Family Educational Rights and Privacy Act (FERPA) and state law, as applicable. No FERPA protected data shall be transmitted from a Company network, unless permitted by applicable law.

Audits will be performed on a periodic basis to insure compliance with this policy.

Inappropriate, unauthorized, and illegal use will result in the cancellation of the privilege to use Company Communication Systems and may result in disciplinary action. Use of Company Communication Systems to violate state, federal and local law will be reported to the appropriate law enforcement officials.

ELECTRONIC IMAGE POLICY

To safeguard students, staff and information, and to reduce the opportunities for illegal harassment, the Company regulates the use of electronic equipment used to capture images such as camera phones, camera PDAs, video equipment, cameras, handheld scanners, flash drives, and any other device capable of capturing or storing an image in its facilities.

At Company-sponsored events, employees, students and visitors may use cameras and similar equipment, as long as they do not disrupt the workplace, annoy others, or violate a Company policy. Employees are required to obtain written permission from the Company before taking or distributing any photographs or videos of any kind on Company premises. Employees must not use electronic equipment to create or convey offensive, harassing, vulgar, obscene, or threatening images or communications. Similarly, transmitting sexually oriented messages or images using camera phones is forbidden.

Taking photos or videos is strictly prohibited in restrooms, locker rooms (any area where employees expect privacy) and in records and areas where, student information, social security numbers, credit card or other sensitive personal information is kept.

Electronic equipment on the Company's premises or at Company-sponsored events may not be used to defame, embarrass, or disparage the Company, employees, students, vendors, or competitors.

Transmission of any Company information, logos, data, and photos of the premises or of any employees, contractors, subcontractors, or visitors is strictly forbidden.

Privileged or confidential material, such as, but not limited to, trade secrets or attorney-client communications, are not to be photocopied, scanned, photographed, or otherwise copied except by authorized personnel in the furtherance of Company business.

Ask permission of anyone you photograph at a Company function.

Ask permission of your supervisor and any person photographed to transmit or post any images.

At Company functions or special celebrations, the Company may designate an employee to capture the event on film. Employees and any guests will be asked for permission before their picture is taken, displayed, or transmitted.

Employees must report any violations of this policy.

Employee's belongings, including electronic equipment, briefcases, backpacks, satchels, jackets, and purses are subject to inspection to ensure compliance with this policy. Any images taken or present on Company property relating to Company business are considered Company property.

Any images found in violation of this policy are subject to confiscation.

Violation of this policy can result in discipline, up to and including termination of employment.

SOCIAL MEDIA POLICY

In the rapidly expanding world of electronic communication, social media can mean many things. Social media (including personal and professional websites, blogs, chat rooms and bulletin boards; social networks, such as Facebook, LinkedIn, Twitter, Instagram, and MySpace; video-sharing sites such as YouTube; and e-mail) are a common means of communication and self-expression. An employee will be held to the same standards in his or her use of social media as for any other public conduct. If an employee's use of social media violates applicable local, state or federal laws, or employee code of conduct or Company policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee will be subject to disciplinary action, up to and including termination.

Know and Follow the Rules

Carefully read these guidelines, the Personnel Policies Guide and the Discrimination & Harassment Policy, and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Your Identity Online

You are responsible for all communications and information you publish online. The Company may be liable for online activity that uses Company assets, a Company e-mail address or any e-mail address that can be traced back to the Company's domain, which generally is any internet address affiliated with the Company. Using your Company e-mail address may imply that you are acting on the Company's behalf. Because social media and networking activities are public, your Company e-mail address and Company- provided internet access should be used only to perform job-related activities, which may include professional networking but do not include personal social networking.

Outside the workplace, you have a right to participate in social media and networks using your personal e-mail address. However, information and communications that you publish on personal online sites should never be attributed to the Company or appear to be endorsed by the Company or be an official Company communication.

ALS respects the rights of all employees to use social media as a tool for self-expression. However, ALS has an interest in protecting its image, goodwill, and reputation in the community. For this reason, ALS expects employees to conduct themselves in a professional manner when using social media, social networking sites, blogs, and any other mediums of Internet communication. Employees should remember that ALS's Harassment in the Workplace Policy and Equal Employment Opportunity Policy must be followed when using blogs, social media, and social networking.

In furtherance of the interests outlined above, employees are strictly prohibited from engaging in the following activities:

- Using social media, social networking, blogs or any other form of online discussion forum during working hours or while on ALS property, except for purposes of authorized ALS business upon the express written permission of the Director/Principal.

- Posting any material online that is obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive or hateful toward ALS employees, clients, students, parents of students, or other facility visitors.

- Posting any pictures online or using the likeness of any ALS employee, student, vendor, or customer without that individual's express advance authorization.

- Engaging in online activity which may reflect negatively on ALS and/or its affiliates, employees, clients, current students, former students, or the parents of any current or former students, or contains any content prohibited by ALS's policies and procedures.

- Including information or photographs related to ALS business, ALS employees or children and families served by ALS on any Internet website including, but not limited to, Facebook, Twitter, LinkedIn, and Instagram.

Nothing in this Social Media Policy or this handbook shall be construed as restraining, interfering with, or limiting employees' ability to engage in communications protected under Section 7 of the National Labor Relations Act, or other applicable law. Violations of this policy may be subject to disciplinary action, up to and including termination.

If you have any specific questions about the scope of this Social Media Policy, consult with Human Resources.

If you choose to disclose your affiliation with the Company in a personal online communication, you must make it clear that you are not speaking on behalf of the Company.

Obey the law and ethics rules. Do not post any information or engage in any online activity that violates applicable local, state or federal laws, or employee code of conduct.

Retaliation is prohibited

The Company prohibits taking negative action against any associate for reporting a possible deviation from this policy or for cooperating in an investigation. Any associate who retaliates against another associate for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Engaging with current students on social media

Do not engage with current students on social media unless it is work-related (i.e. a social media outlet that has been established for the school or students such as a school Facebook page) and authorized by the school principal.

Using social media at work

Do not use any form of social media while on work time or on equipment we provide, unless it is work- related as authorized by your supervisor or consistent with the Company Equipment Policy. Do not use the Company email addresses to register on social networks, blogs or other online tools for personal use.

DISTRIBUTION AND REGULAR RETRIEVAL OF THE COMPANY COMMUNICATIONS

Voicemail

Voicemail is the Company's prime method of communicating urgent and vital information. Employees, therefore, should retrieve their voicemail messages at least three times a day: morning, some point mid-day, and prior to leaving work for the day. If you are unable to

retrieve your messages with the regularity required by this policy, please make arrangements for someone to check your voice mail box; in addition, please revise your outgoing message to let people know how long you will be unavailable and who to contact in your absence.

E-mail
E-mail is the Company's secondary method of communication. Employees are expected to retrieve their e-mail messages at least twice a day. Employees who, due to absence or other good cause, are unable to access their e-mail messages should: (1) make arrangements for someone to retrieve their e-mail messages; or (2) notify their supervisors of their inability to retrieve e-mails while on approved leave. While out on approved leave, employees should use the automated reply to let people know how long they will be unavailable and who to contact during their absence.

Cell Phone/Pagers
Employees who are provided Company-issued cell phones and pagers should have the cell phones and pagers with them and activated during work hours. If an employee cannot be contacted by either cell phone or pager during work hours, he or she must apprise his or her supervisor.

Personal Cell Phone Use
Employees may use their personal cell phones during their lunch period, only in the employee lounge and before or after school. Personal cell phones may not be used in the classrooms, corridors, offices or any other area of the building during the workday unless specifically outlined above.

Once a communication is sent by the Company to its employees by voicemail, e-mail, pager, or cell phone, the employee will be responsible for retrieving the communication and being apprised of its contents. An employee's failure to retrieve a message will not excuse any consequences which may result from the employee's lack of awareness or notice of the communication.

EMPLOYEE CODE OF CONDUCT

It is essential to the mission of the Company that employees conduct themselves professionally, both on and off the job. As an integral member of the Company, you are expected to accept certain responsibilities, adhere to acceptable professional principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that in your work you refrain from any behavior that might be harmful to you, your coworkers, your students and/or the Company, or that might be viewed unfavorably by the community in which you are employed.

Please keep in mind that your conduct reflects on the Company. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Employees are required to:

- comply with all policies contained within the personnel policies guide, operations manuals, and any other manual used in the course of an employee's job assignment or other procedural/policy manual.
- comply with any applicable state and federal regulations, statutes and guidelines.
- comply with all Company policies and federal laws regarding discrimination and harassment.
- treat each other, students, parents and all other visitors to the campus with dignity and respect.
- avoid conduct which could result in your arrest and/or subject you to criminal prosecution.
- report any criminal charges, arrests, incarcerations or convictions within the time frame specified in this Handbook.

Listed below are some of the standards of conduct of the Company. This list should not be viewed as being all-inclusive. Types of behavior and conduct that the Company expects includes, but is not limited to, the following:

1. Providing accurate and truthful information on Company employment forms or other Company records or documents;

2. Avoid engaging in unnecessary or unauthorized use of the Company's supplies for personal purposes;

3. Not engaging in fighting or using obscene, abusive, or threatening language or gestures;

4. Complying with a supervisor's reasonable, work-related instructions;

5. Not engaging in intentional misrepresentation of facts to a supervisor, other Company employees, or student's parent in the conduct of the Company's business;

6. Not attempting to encourage or coerce a student to withhold information from the student's parent;

7. Not attempting to influence any student regarding political or religious doctrine or beliefs on a campus or Company location;

8. Compliance with the Company's Guidelines for working with students;

9. In the spirit of teamwork, maintaining an effective working relationship, or maintaining good rapport, with parents, the community, or colleagues, where appropriate.

Any violation of this Code of Conduct is considered a violation of a workplace conduct rule and may subject you to disciplinary action, up to and including an unpaid suspension and/or termination of employment.

REPORTING CHILD ABUSE

As educational professionals, we have a responsibility to provide the children we teach with the opportunity to obtain the best education possible. However, our responsibility does not end there. We also have a legal responsibility to report any information that we receive that leads us to suspect that a child has been abused, neglected, or abandoned.

This policy is designed to provide guidelines for reporting suspected child abuse, neglect, and abandonment.

Florida Statutes require that all School personnel immediately (and within no more than 24 hours) report situations involving potential child abuse, neglect, or abandonment. The statute contains these definitions:

"Abuse": any willful act or threatened act that results in any physical, mental, or sexual abuse, injury or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired.

"Neglect": when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child's physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired.

"Abandonment": a situation in which the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the caregiver, while being able, has made no significant contribution to the child's care and maintenance or has failed to establish or maintain a substantial and positive relationship with the child, or both. For purposes of this subsection, "establish or maintain a substantial and positive relationship" includes, but is not limited to, frequent and regular contact with the child through frequent and regular visitation or frequent and regular communication to or with the child, and the exercise of parental rights and responsibilities..

If you know or suspect that a child:

(a) is abused, abandoned, or neglected by a parent, caregiver, or any other person responsible for the child's welfare,

(b) that a child is in need of supervision and care and has no parent, legal custodian or responsible adult relative immediately known and available to provide supervision and care,

(c) has been abused by an adult other than a parent, legal custodian caregiver or other person responsible for the child's welfare

(d) is the victim of sexual abuse or the victim of a known or suspected juvenile sexual offender,

You are responsible for reporting your knowledge or suspicion to the Florida Abuse Hotline. This Hotline accepts reports 24 hours a day, 7 days a week.

Reports to the Florida Abuse Hotline can be made in the following ways:

(a) report online at https://reportabuse.dcf.state.fl.us/

(b) call 1-800-962-2873

(c) Florida Relay 711 or TTY 800-453-5145

(d) fax your report to 800-914-0004

You must also bring the matter to the immediate attention of Human Resources.

Employees who report concerns of suspected abuse, abandonment, or neglect are expected to cooperate in any investigation by child protective services. In addition, under the provisions of Florida Stat. § 39.203, employees who, in good faith, report suspected child abuse, neglect, or abandonment are immune from civil or criminal liability for reporting such information and participating in any investigation. Other than the report itself and the communication of appropriate information to Human Resources, the information about the suspected child abuse, abandonment, or neglect should remain confidential for the protection of the child.

You should also understand that the failure to promptly report suspected abuse, abandonment, or neglect can result in criminal charges for a first-degree misdemeanor. In addition, an educator's teaching certificate may be suspended for knowingly failing to report child abuse, abandonment, or neglect. Finally, employees are reminded of their obligations to report employee misconduct that affects the health, safety, or welfare of children, in accordance with our **Employee Code of Conduct and Guidelines**. Failure to do so will result in disciplinary action and could result in the suspension of an educator's teaching certificate.

You will not be retaliated against or disciplined in any way for making a good faith report of abuse, neglect or abandonment. If you believe that any employee has retaliated against you for such good faith report, you must immediately report that concern to Human Resources. In addition, you should note that Florida's child abuse reporting law (Fla. Stat. 39.203) provides immunity to persons who report actual or suspected cases of child abuse in good faith.

You will not be retaliated against or disciplined in any way for making a good faith report of misconduct. If you believe that any employee has retaliated against you for such good faith report, you must immediately report that concern to one of the above individuals. In addition, you should note that Florida's child abuse reporting law (Fla. Stat. 39.203) provides immunity to persons who report actual or suspected cases of child abuse in good faith.

Employer References: Due to certain legal requirements, only Human Resources and

authorized management personnel of ALS are permitted to respond to requests for references from potential employers regarding a current or former employees. Only the employer is protected by a qualified privilege for disclosure of information about a current or former employee to a prospective employer.

ACKNOWLEDGEMENT

Important notice – Disclaimer

This employee handbook ("handbook") is a guide to general employment procedures and policies of accelerated learning solutions ("ALS"). I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook and to comply with them. The handbook is for information purposes only and is not a contract of employment. Any ALS procedure or policy, including any policy, procedure, or provision in or referred to in this handbook, may be modified, amended, or deleted by ALS at any time, with or without notice, except the employment at-will relationship. This edition of the ALS employee handbook supersedes and replaces all previous editions and any prior employee manuals.

This handbook does not and is not intended to address every possible employer/employee situation. Als reserves the right to take action or make a decision which is inconsistent with the provisions of this handbook to address unique situations, on a case-by-case basis, in ALS's sole discretion.

This handbook does not in any way alter the employment status of all ALS employees, which is "at-will." This means that either you or ALS can terminate the employment relationship at any time, for any or no reason, with or without cause, and with or without notice. No contrary statement by any ALS employee, supervisor, or agent shall have any force or effect, unless it is in writing, states that it is a "contract of employment," and is signed by vice president of operations of ALS.

Employee acknowledgment

I acknowledge receipt of the handbook and that i have read, understand, and will comply with policies contained in this handbook and will read and understand any revisions made to it. I understand the handbook is not an employment contract, and I know that my employment is "at-will" as defined above.

_____
Employee's Signature

_____
Employee's Name (please print)

_____
Date

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Application Number: _____

Time and Date: _____ / _____

Office Use Only

<<School Name>> HIGH SCHOOL

Tuition Free Public Charter School

Florida High School for Accelerated Learning is dedicated to helping at-risk students earn a standard high school diploma and prepare for post-secondary success.

Pursuant to Florida Statute 1002.31, enrollment in this school is open to students residing in any Florida school district who are not subject to a current expulsion or suspension unless the school has reached its enrollment capacity.

Enrollment Application

_____ _____

Student's Name (Last, First, Middle) **Date**

All students enrolled in School Name High School are students of Miami-Dade County Public Schools, subject to applicable policies and entitled to same rights.

Please check your preference on which session you would like to attend?

☐ **Morning Session: 7:00 a.m. – 12:00 p.m.** ☐ **Afternoon Session: 12:30 p.m. – 5:30 p.m.**

Please check how did you hear about us?

☐ Social Media ☐ My Current School ☐ Radio/Streaming Audio ☐ Brochure/Postcard
☐ FinishSchool Website ☐ Church ☐ Google Search/Google Ad ☐ Community Event
☐ YouTube ☐ School Sign ☐ Other: _____
☐ A Current or Former Student: _____

Student Workplace:
_____
Address:
_____
City, State, Zip Code:
_____
Phone Number:
_____
Permission Granted to be Contacted:
Yes _____ No_____

Do you volunteer?
Yes _____ No_____

Where: _____

Office Use Only:
___Date Packet Rec'd
___Entered STARS
___Birth Certificate/ Passport*
___Parent or Student Picture ID*
___Immunizations*
___Physical, as applicable*
___Proof of Address*

___Withdrawal Form
___Transcript
___Student Detail Report
___IEP ___504 Plan
___ESOL
___Health Insurance Card
___Map Quest

*Required

Student Registration Packet

PART 1: Demographic Information **Date:** _____

STUDENT INFORMATION

Last Name: _____ First Name: _____ Middle Name: _____

Date of Birth:_____ Student ID #:_____ Grade:_____

Race: _____ Gender: M or F

Student's Home Address:_____ Apt #:_____

City:_____ State: FL Zip Code:_____ Student Cell #:(_____)_____

Student's Email address: _____

Transferring from (home school):_____

Other schools attended outside of Miami-Dade Co: _____School District: _____

Native Language: _____

PARENT/GUARDIAN CONTACT INFORMATION

Last Name: _____ First Name: _____ Middle Name: _____

Relationship to Child:_____ Email address: _____

Address: _____ Apt. #_____ City: _____ State: ___ Zip: _____

Home #: (____) _____ Work #: (____)_____Cellular #: (___)_____

Last Name: _____ First Name: _____ Middle Name: _____

Relationship to Child:_____ Email address: _____

Address: _____ Apt. #_____ City: _____ State: ___ Zip: _____

Home #: (____) _____ Work #: (____)_____Cellular #: (___)_____

PARENTAL AUTHORIZATION

In addition to the guardian information, only the following persons will be authorized to drop off and pick up the student:

1. Name: _____Relationship:_____ Telephone: _____
2. Name: _____Relationship:_____ Telephone: _____
3. Name: _____Relationship:_____ Telephone: _____

Please list the name of any individual who is legally restrained or not authorized to contact the student:

1. Name(s): _____ Relationship: _____
2. Name(s): _____ Relationship: _____

CONSENT TO ENROLL

I do hereby grant permission for enrollment into School Name High School. I acknowledge that this enrollment is strictly voluntary and this enrollment has not been forced or mandated by the school or any official from Miami-Dade County Public Schools. I further understand that I may terminate enrollment at this school for enrollment into another Miami-Dade County Public school or school choice option so long as my child meets the requirements of compulsory education and is in good standing with the District's code of conduct (i.e. is not presently serving an expulsion). I attest that all the information given in the Student Enrollment Packet is accurate and truthful.

Parent/Guardian Signature: _____ **Student Signature (over age 18):**_____

I have reviewed the information on this page _____

(Please initial)

PART 2: Legal, Emergency & Medical Information Student Name:_____

MEDIA RELEASE

I do hereby grant permission for ALS Education, and School Name High School to reproduce, release and publish all media announcements, success stories to include academic and personal progress achieved, including photographs, interviews, audio/visual, or sound recordings of this student, while attending School Name High School.

Parent/Guardian Signature: _____ Student Signature (over age 18):_____

PERMISSION FOR EMERGENCY CARE

In the event of an accident or other emergency, when parent/guardian are unavailable, I hereby authorize a representative of the school In the event the physician is not available, I give permission for care and treatment to be performed by any licensed physician. The undersigned agrees to bear all costs incurred as a result of the foregoing.

Physician's Name: _____ Phone Number: _____

Is there any medical condition or illness we should be aware of: _____

Are you taking prescription medication (daily or occasionally)? Yes/ No If yes, name of the prescription: _____

How does this condition impact the student? _____

Parent/Legal Guardian Name (print): _____ Parent/Legal Guardian Name (signature): _____

Eligible Student's Name (print): _____ Eligible Student's Name (signature): _____

CONSENT FOR RELEASE OF RECORDS

I hereby grant consent for my child to enroll in School Name High School and do hereby grant permission to and direct the School District of Miami-Dade County to release any and all of this student's education records, including all academic, discipline, and health records to School Name High School. School Name High School is an educational alternative that emphasizes parental partnership in a voluntary placement for academic service to my child's progress and achievement in school. I also understand that as a parent I have the right to request a review of placement and request a review for evaluation for services offered in other School Name High School: advanced placement, vocational education, exceptional education, school-to-work offerings and alternative placements.

The school maintains all student education records in accordance with the Family Educational and Privacy Rights Act, 20 (U.S.C. § 1232g; 34 CFR Part 99) and releases such records only as provided therein. Certain information about School Name High School students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects in writing to the release of any or all directory information about the student. Directory information includes: a student's name, address, telephone number, date and place of birth, photograph, and participation in officially recognized activities and sports, weight and height of members of athletics teams, dates of attendance, awards received in school, and most recent school attended. The undersigned understands and acknowledges that any objection to release of directory information must be made in writing to the school within ten school days after the parent receives this notice.

Additionally, School Name High School may from time to time have approved visitors at school such as local community leaders or education officials who are not employees of School Name or ALS. During such visits, students are sometimes asked about their school experience and may choose to share information such as courses, credits, attendance, or other information from their dashboard. I agree that my child may participate in such visits including sharing student record information upon request.

Parent/Guardian Signature: Student Signature (over age 18):

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW *OF* STUDENT / PARENT HANDBOOK

We understand and consent to the responsibilities outlined in School Name High School *Student /Parent Handbook* and the *District Code of Student Conduct*. We also understand and agree that the student shall be held accountable for the behavior and consequences as outlined in the *Student /Parent Handbook* and *District Code of Student Conduct* at school and at school-sponsored and school-related activities (including school-sponsored travel) and for any school-related misconduct, regardless of time or locations.

We have received, read, and understand School Name High School *Student /Parent Handbook* and the *District Code of Student Conduct.*

Parent/Guardian Signature: _____ Student Signature (over age 18):_____

PART 3: Search Consent Form, Bus Policy and NCAA

Search Consent Form

It is the policy of School Name High School to prohibit the use, possession, concealment, transportation or distribution of illegal or unauthorized items, including but not limited to, illegal drugs, look-alike drugs and drug paraphernalia, tobacco, lighters, matches, alcoholic beverages, weapons, ammunition, and/or stolen property, while entering, on, or leaving school property or attending school-sponsored functions or events.

For the protection of the students, teachers and employees of School Name High School, students may be required to submit their person, personal effects, vehicles, belongings, and any other items to a search by school officials or other authorized representatives.

Your signature below constitutes your consent to the inspection of the student's person, personal effects, vehicle, and/or other belongings or items.

Parent/Guardian Signature: _____ Student Signature (over age 18):_____

Bus Policy Form

Eligible students that are enrolled in the school will be issued a bus pass upon and throughout the entire enrollment period. A student is eligible for transportation services/ bus passes who reside two or more miles from the school. Bus passes will be purchased from the local Transportation Authority for all eligible students.

The student will receive assistance, if needed, during the Orientation session to identify the closest bus stop to and the number of busses the student will have to ride to get to and from the school. The student will be solely responsible for his/her bus passes at all times. The school will not reissue bus passes due to loss, damage or inappropriate use.

Bus route (public transportation) times do not always align perfectly with school schedules. Students are expected to be present in class for the duration of their assigned session for a total of 5 hours. Students should remain on campus and in class while waiting for the next bus. If students choose to leave school prematurely, please be aware that excessive early dismissal can jeopardize academic progress and continuation in the program.

My student has permission to take public transportation to and / or from school: Yes / No

My student has permission to walk to and / or from school, if applicable: Yes / No

How will your student get to / from school? ☐ Bus Pass ☐ Bus Pass / Driver ☐ Bus Pass / Parent Pick Up

☐ Bus Pass / Rail ☐ Driver ☐ Parent Pick Up ☐ Parent Pick Up / Driver ☐ Walk – Ride a Bike

Parent/Guardian Signature: _____ Student Signature:_____

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

School Name HS is accredited by AdvancED Corporation Systems Accreditation, Southern Association of Colleges and Schools, and is currently seeking NCAA eligibility. This document is to notify the parent/ guardian and student that although School Name HS is in the process of applying for NCAA eligibility, the School does not currently have such status. Therefore, students that may seek Division I, Division II, or Division III scholarships may not be eligible at this time. Note: Failure to disclose student's intention to seek college athletic scholarship opportunities may negatively impact future athletic scholarship opportunities.

_____ Student WILL NOT be seeking college athletic scholarship opportunities.
_____ Student may be seeking college athletic scholarship opportunities.

By signing below I certify that I understand the NCAA eligibility implications and still wish to continue with the enrollment process.

Parent/Guardian Signature: _____ Student Signature:_____

Student Services Information Page **Student's Name:** _____

INTEREST IN COUNSELING AND/OR CASE MANAGEMENT SERVICES

Various service providers partner, including university master's level interns, with School Name High School to offer onsite and offsite services to students and families with specific needs. Criteria for services vary for each agency. **Please contact the Family Support Specialist at School Name High School to determine what services may be appropriate for your student**. Parents, guardians, students, or school staff may suggest counseling and/or case management services at any time during a student's enrollment.

Student's name: _____

Student DOB: ___/___/___

Is the student a parent or a parent to be? **YES/NO**

Is your child currently receiving counseling services? **YES/NO**

If "yes", what program: _____ Diagnosis/Medication: _____

If no, would you like to request counseling and/or case management services from one of our providers? **YES/NO**

Does the student have Medicaid? **YES/NO** If "yes", what is the Medicaid number: _____Plan Name: _____

Do you have an open case with DCF? **YES/NO** If "yes" Case Worker/Number: _____

Does the student have an open case with the Juvenile Justice system? **YES/NO**

Probation Officer: _____ Phone number: _____

PLEASE MARK ALL THAT APPLY TO YOUR CHILD'S PRESENT ISSUES/BEHAVIORS:

☐ Caregiver of Household Member	☐ Hallucinations And/or Delusions	☐ Stealing, Lying, Cheating
☐ Grief or Loss issues	☐ Eating Problems	☐ Self-Mutilation
☐ Poor Attention Span/Impulsivity Issues	☐ Sleeping Difficulties	☐ Easily Angered Or Irritable
☐Substance/Alcohol Abuse	☐ Fire Setting/Property Destruction	☐ Cruelty To Animals
☐ ADHD	☐ Family/Relationship Issues	☐ Withdrawn/Depressed
☐Pregnancy Or Parenting Needs	☐ Argumentative/Defiant	☐ Poor Anger Management
☐ Suicidal/Homicidal Threats Or Thoughts	☐ Deteriorating School Behavior	☐ Health Issues
☐ Gang Activity	☐ Sexual Abuse	☐ Family Issues
☐ Suicide/Homicidal Attempts	☐ Verbally/Physically Abusive	☐ Other Mental Health Issues
☐ Homelessness	☐ Anxiety	☐ Violence in Home or Community
☐ Sexual and Gender Identity	☐ ESE/IEP-behavioral health needs	☐ Current Foster Care/DJJ issues
Other concerns not mentioned (please specify below):		

I understand that submitting this form does not guarantee that services or providers will be available. However, I give permission for School Name High School to release my child's name and the information on this form to service providers. Service Providers may conduct an initial meeting with student to determine services needed and will contact the parent/guardian to explain the scope of their services and obtain verbal or written consent for treatment.

Parent/Guardian Signed: _____ Date: _____/_____/_____

Student Signed: _____ Date: _____/_____/_____

Contact Number: Home _____ Work _____ Other _____

I have reviewed the information on this page _____
(Please initial)

School Name High School

Your child is choosing to attend School Name High School and as such, is considered a student of MCPS. This school is designed to help students develop academic skills, increase attendance, and take responsibility for their own behavior and education while pursuing his/her diploma.

In order to ensure a smooth transition into School Name High School, it is important that you and your child review and understand the following information:

- ✓ All cell phones and any other personal electronic devices, including but not limited to music devices, hands-free devices, smart watches, portable games, touch screen devices, will be collected upon entry and held until dismissal. These items are not permitted in the classroom.
- ✓ Since the school is not responsible for loss or damage of these items including cell phones; therefore, it is our strong recommendation that they not be brought on campus.
- ✓ Students must complete a required orientation upon enrollment.
- ✓ When the School reaches capacity, students will be admitted based on the lottery policy regardless of race, gender religion or ethnic origin and our admission and dismissal procedures will be equitable for all students.
- ✓ The School operates in conjunction to the District's calendar. It is an expectation that all students attend school on a regular basis. Failure to attend school throughout the entire school year may result in the student being withdrawn or initiation of truancy procedures. Please refer to the attached School's calendar for further information.
- ✓ Students will wear appropriate attire, which is consistent to the District's dress code.
- ✓ Bus Passes will be offered to eligible students for public transportation.
- ✓ A parent/guardian (or emancipated student) must complete and sign all forms in the Enrollment Packet prior to attending class.
- ✓ Students will follow attendance procedures.
- ✓ To ensure safety to all, students will pass through a metal detector upon entry each day.
- ✓ Several School District required forms may need to be completed in addition to this packet.
- ✓ Upon enrollment, every student will be expected to agree to and sign an attendance and behavior contract which reinforces the discipline and dismissal procedures as per School guidelines.
- ✓ Some of our APEX courses may not be accepted by the NCAA with regard to Athletic Scholarships for Division I, II or III schools.
- ✓ Students enrolled in a FLVS course must be reviewed and approved by school.
- ✓ Parents are always welcome at the school – Appointment recommended.

I understand the statements above and have had an opportunity to ask questions about School Name High School.

Parent/Guardian Signature: _____ Date:_____

Student Signature: _____ Date:_____

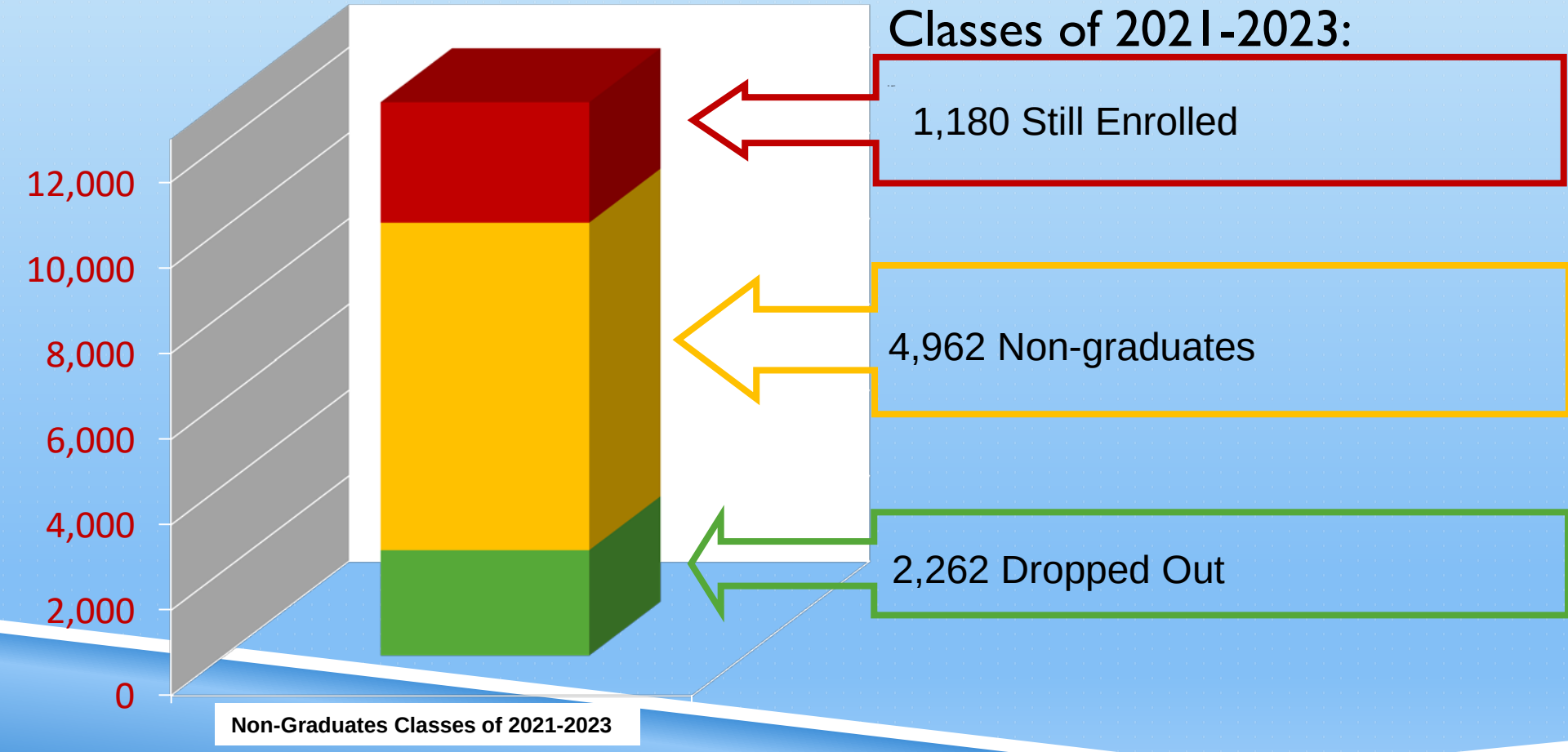
WHY THERE IS A NEED FOR ADDITIONAL DROPOUT PREVENTION AND RECOVERY SCHOOLS IN MIAMI-DADE COUNTY

- 45% (24,013) M-DCPS students in the 9th and 10th grades scored at Level I or II on FSA ELA Assessment in 2023-24.
- 43% (14,191) M-DCPS students did not meet state standard on Algebra I EOC Assessment in 2023-24.
- 12,926 students from the Classes of 2021-2023 dropped out or did not graduate on time.
- 2,026 M-DCPS students in the 9th, 10th, 11th and 12th grades repeated a grade in 2023-2024.

Source for cohort, graduates, dropouts and other non-graduates: FL DOE "PK-12 Advanced Reports", www.edstats.fldoe.org/AdvanceReports.html accessed April 2024. Source for grade repeating students: "Retentions Rates by District (by grade), 2022-23 [for 2023-24 grade repetition]," FLDOE website, accessed April 2024.

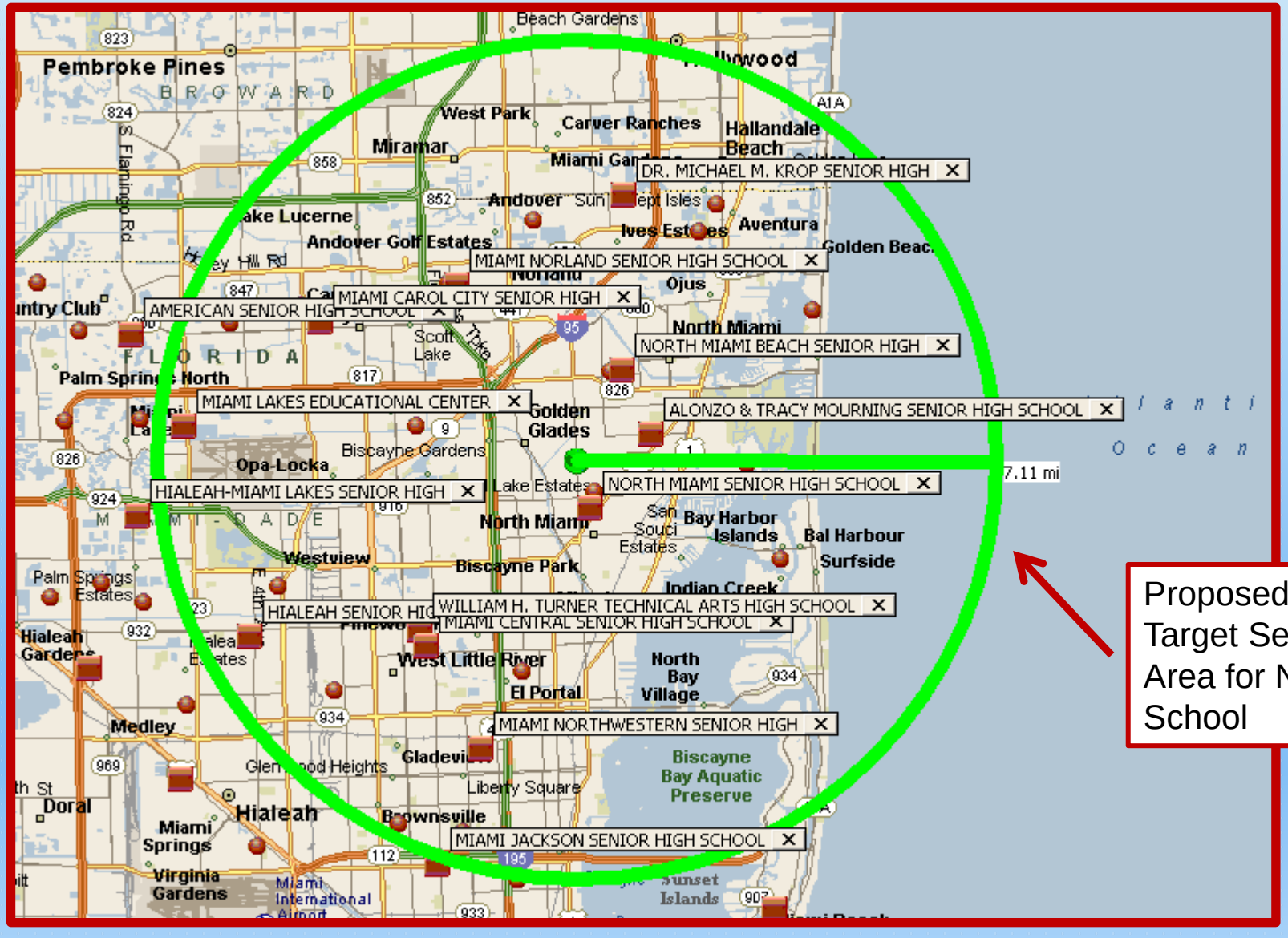
12,926 STUDENTS FROM THREE GRADUATING CLASSES NEED AN ALTERNATIVE TO ADULT EDUCATION OR TRADITIONAL CLASSROOMS

From Miami-Dade County's Classes of 2021-2023:

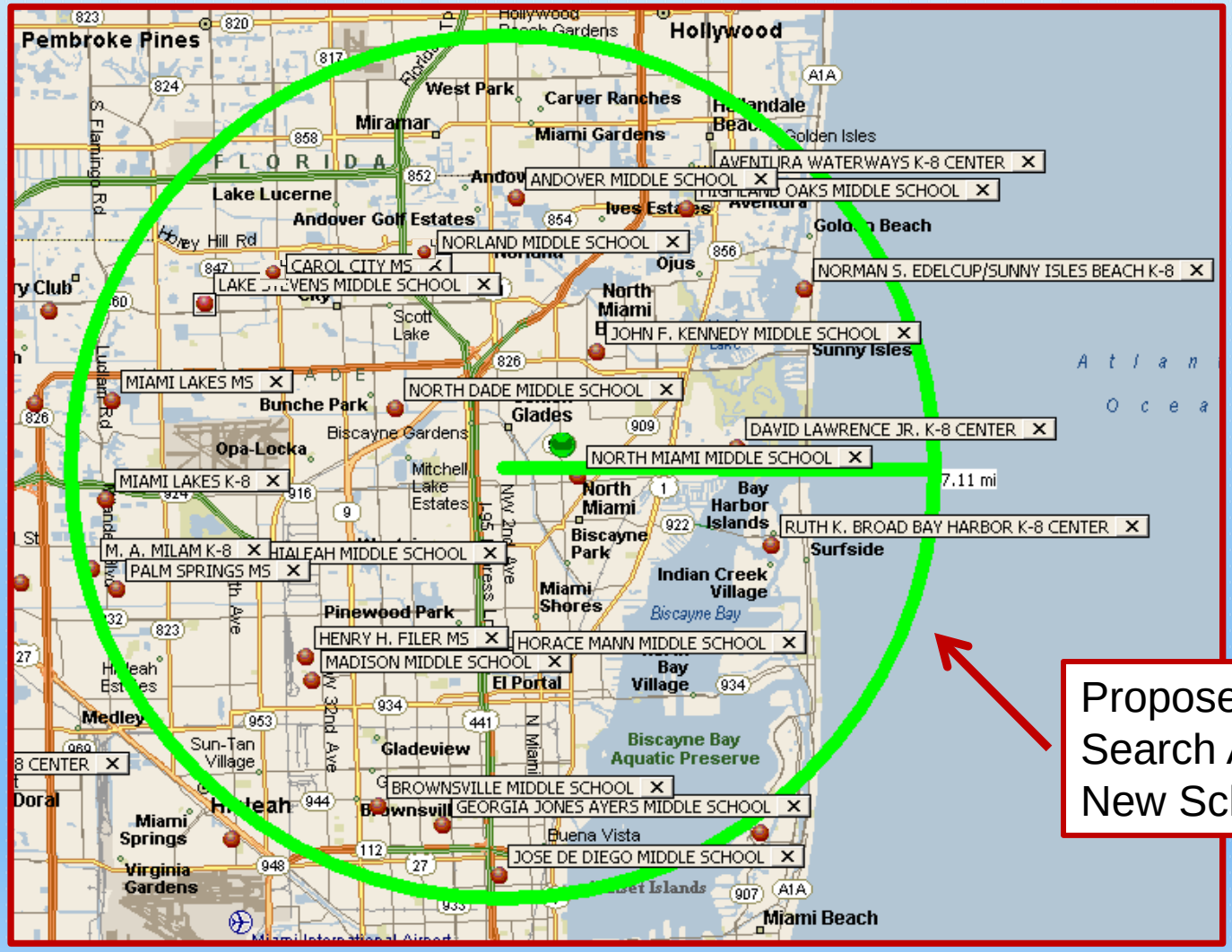


Source: FL DOE "PK-12 Advanced Reports", "www,edudata.fldoe.AdvancedReports.html" Accessed: April 2024

A School Located in the North Miami Area of Miami-Dade County will Partner with nearby Senior High Schools



A School Located in the North Miami Area of Miami-Dade County will Partner with nearby Middle Schools



Non-Graduates and At-Risk Students from the District High Schools in the Target Search Area

	ELA Gr 9-10 Below Level 3 2024	Alg 1 Gr 9-10 Below Level 3 2024	Non-Grads: Classes of 2021-2023
Alonzo & Tracy Mourning Senior High	377	212	74
American Senior High School	455	257	32
Dr. Michael M. Krop Senior High	517	254	98
Hialeah-Miami Lakes Senior High	543	282	4
Hialeah Senior High School	462	228	59
Miami Carol City Senior High	310	171	34
Miami Central Senior High	462	251	94
Miami Jackson Senior High	489	202	135
Miami Lakes Educational Ctr	109	27	12
Miami Norland Senior High	451	229	71
Miami Northwestern Senior High	438	165	50
North Miami Beach Senior High	336	181	49
North Miami Senior High	573	334	119
William H. Turner Technical	231	88	48
	5,753	2,881	879

Source: FL DOE "PK-12 Advanced Reports", "www,edudata.fldoe.AdvancedReports.html" Accessed: August 2024

At-Risk Students from the District Middle Schools in the Target Search Area

	ELA Gr 7-8 Below Level 3 2024	Math Gr 7-8 Below Level 3 2024	Absent 21+ Days in 2022-23
Andover Middle School	173	159	96
Aventura Waterways K-8	218	125	359
Brownsville Middle School	243	219	190
Carol City Middle School	166	111	134
David Lawrence Jr. K-8	210	211	225
Georgia Jones Ayers Middle School	260	251	229
Henry H. Filer Middle School	341	260	111
Hialeah Middle School	418	341	162
Highland Oaks Middle School	290	265	203
Horace Mann Middle School	185	157	146
John F. Kennedy Middle School	330	276	116
Jose De Diego Middle School	410	329	322
Lake Stevens Middle School	198	121	98
Madison Middle School	200	175	113
Marcus A. Milam K-8	152	99	188
Miami Lakes K-8	100	58	105
Miami Lakes Middle School	242	197	156
Norland Middle School	269	197	125
Norman S. Edelcup/Sunny Isles Beach K-8	124	43	619
North Dade Middle School	206	188	179
North Miami Middle School	319	258	180
Palm Springs Middle School	369	313	137
Ruth K. Broad Bay Harbor K-8	61	24	145
	5,484	4,377	4,338

*Not enough data

Source: FL DOE "PK-12 Advanced Reports", "www,edudata.fldoe.AdvancedReports.html" Accessed: August 2024

EVIDENCE OF FACILITY FUNDING SOURCES
(Not applicable)

The Florida Model Charter School application requires:

> **If the site is acquired:** Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

Since a facility has not yet been identified or acquired, this attachment is not applicable.

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DRAFT RENTAL AGREEMENT (Not applicable)

The Florida Model Charter School application requires:

> **If the site is acquired:** If renting an existing facility, provide draft lease agreement as Attachment V.

Since a facility has not yet been identified or acquired, this attachment is not applicable.

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Revenue Estimate Worksheet for Florida HS for Accelerated Learning - North Miami Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Miami-Dade

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0222
Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.118	0.0000	$ -
111 Basic K-3 with ESE Services		1.118	0.0000	$ -
102 Basic 4-8		1.000	0.0000	$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	$ -
103 Basic 9-12	206.50	0.978	201.9570	$ 1,100,530
113 Basic 9-12 with ESE Services	45.50	0.978	44.4990	$ 242,490
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	98.00	1.192	116.8160	$ 636,569
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	350.00		363.2720	$ 1,979,589

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE	0.0000	Additional Base Funds	$	-
Total Funded Weighted FTE	363.2720	Total Base Funding	$	1,979,589

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
	4-8	251	$ 1,200	$ -
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
45.50	9-12	251	$ 854	$ 38,857
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services 45.50			Total ESE Guarantee	$ 38,857

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ District's Total UFTE: 381,116.93 = 0.0918%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 363.27 ÷ District's Total WFTE: 418,984.94 = 0.0867%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ Scholarship UFTE: 328,943.18 = 0.1064%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ District's Total Non-Virtual UFTE: 379,965.66 = 0.0921%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 350.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 327,791.91 = 0.1068%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	123,587,631	x	0.0921%	$	113,824
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0918%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,134,693	x	0.1068%	$	39,660
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	19,978,966	x	0.1064%	$	21,258
8. Discretionary Local Effort (WFTE share)	(c)	403,993,446	x	0.0867%	$	350,262
9. Proration to Funds Available (WFTE share)	(c)	(2,801,438)	x	0.0867%	-$	2,429
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0918%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0222		950.92	=	0	
4-8	0.0000		1.0222		907.92	=	0	
9-12	363.2720		1.0222		910.12	=	337,961	
Total *	363.2720					Total Class Size Reduction Funds	$	337,961

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		227.5	x	511	$	116,253
Enter All Adjusted ESE Riders			x	1,641	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation	(j)	Total	$ 2,995,235
15. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 2,995,235
16. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Florida HS for Accelerated Learning - North Miami Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Miami-Dade

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0222

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.118	0.0000	$ -
111 Basic K-3 with ESE Services		1.118	0.0000	$ -
102 Basic 4-8	20.65	1.000	20.6500	$ 112,529
112 Basic 4-8 with ESE Services	4.55	1.000	4.5500	$ 24,794
103 Basic 9-12	230.10	0.978	225.0378	$ 1,226,305
113 Basic 9-12 with ESE Services	50.70	0.978	49.5846	$ 270,203
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	9.80	1.192	11.6816	$ 63,657
130 ESOL *(Grade Level 9-12)*	109.20	1.192	130.1664	$ 709,319
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	425.00		441.6704	$ 2,406,807

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE	0.0000	Additional Base Funds	$	-
Total Funded Weighted FTE	441.6704	Total Base Funding	$	2,406,807

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
4.55	4-8	251	$ 1,200	$ 5,460
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
50.70	9-12	251	$ 854	$ 43,298
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services 55.25			Total ESE Guarantee	$ 48,758

ATTACHMENT W - FL REVENUE SHEETS (Page 5 of 9)

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ District's Total UFTE: 381,116.93 = 0.1115%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 441.67 ÷ District's Total WFTE: 418,984.94 = 0.1054%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ Scholarship UFTE: 328,943.18 = 0.1292%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ District's Total Non-Virtual UFTE: 379,965.66 = 0.1119%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 425.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 327,791.91 = 0.1297%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	123,587,631	x	0.1119%	$	138,295
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.1115%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,134,693	x	0.1297%	$	48,164
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	19,978,966	x	0.1292%	$	25,813
8. Discretionary Local Effort (WFTE share)	(c)	403,993,446	x	0.1054%	$	425,809
9. Proration to Funds Available (WFTE share)	(c)	(2,801,438)	x	0.1054%	-$	2,953
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1115%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0222		950.92	=	0	
4-8	36.8816		1.0222		907.92	=	34,229	
9-12	404.7888		1.0222		910.12	=	376,585	
Total *	441.6704					Total Class Size Reduction Funds	$	410,814

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		276.25	x	511	$	141,164
Enter All Adjusted ESE Riders			x	1,641	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation	(j)	Total	$ 3,642,671
15. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 3,642,671
16. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Revenue Estimate Worksheet for Florida HS for Accelerated Learning - North Miami Charter School

Based on the 2024-25 FEFP Second Calculation

School District: Miami-Dade

1A. 2024-25 FEFP State and Local Funding

Base Student Allocation $5,330.98 Comparable Wage Factor: 1.0222

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.118	0.0000	$ -
111 Basic K-3 with ESE Services		1.118	0.0000	$ -
102 Basic 4-8	29.50	1.000	29.5000	$ 160,755
112 Basic 4-8 with ESE Services	6.50	1.000	6.5000	$ 35,421
103 Basic 9-12	265.50	0.978	259.6590	$ 1,414,967
113 Basic 9-12 with ESE Services	58.50	0.978	57.2130	$ 311,772
254 ESE Level 4 *(Grade Level PK-3)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.697	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.697	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.992	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.992	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.192	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	14.00	1.192	16.6880	$ 90,938
130 ESOL *(Grade Level 9-12)*	126.00	1.192	150.1920	$ 818,445
300 Career Education *(Grades 9-12)*		1.079	0.0000	$ -
Totals	500.00		519.7520	$ 2,832,298

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE (Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.)	2024-25 Base Funding (WFTE x BSA x CWF x SDF)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -
Dual Enrollment		$ -

Total Additional FTE	0.0000	Additional Base Funds	$	-
Total Funded Weighted FTE	519.7520	Total Base Funding	$	2,832,298

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (5.59% of Conference Base Funding)	(g) (k)	
Growth Portion (1.07% of Conference Base Funding)	(g) (k)	
Total Salary Increase Allocation		$ -

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
6.50	4-8	251	$ 1,200	$ 7,800
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
58.50	9-12	251	$ 854	$ 49,959
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services 65.00			Total ESE Guarantee	$ 57,759

ATTACHMENT W - FL REVENUE SHEETS (Page 8 of 9)

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total UFTE: 381,116.93 = 0.1312%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E39 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 519.75 ÷ District's Total WFTE: 418,984.94 = 0.1241%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ Scholarship UFTE: 328,943.18 = 0.1520%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total Non-Virtual UFTE: 379,965.66 = 0.1316%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 500.00 ÷ District's Total Non-Virtual and Non-Scholarship UFTE: 327,791.91 = 0.1525%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	123,587,631	x	0.1316%	$	162,641
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.1312%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,134,693	x	0.1525%	$	56,630
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(b)	19,978,966	x	0.1520%	$	30,368
8. Discretionary Local Effort (WFTE share)	(c)	403,993,446	x	0.1241%	$	501,356
9. Proration to Funds Available (WFTE share)	(c)	(2,801,438)	x	0.1241%	-$	3,477
10. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.1312%	$	-

11. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors			
PK - 3	0.0000		1.0222		950.92	=	0	
4-8	52.6880		1.0222		907.92	=	48,898	
9-12	467.0640		1.0222		910.12	=	434,521	
Total *	519.7520					Total Class Size Reduction Funds	$	483,419

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

12. Student Transportation	(h)					
Enter All Adjusted Fundable Riders		325	x	511	$	166,075
Enter All Adjusted ESE Riders			x	1,641	$	-

13. Federally Connected Student Supplement (i)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

14. Food Service Allocation	(j)	Total	$ 4,287,069
15. Total Less Salary Increase Allocation (for administrative fee calculation)	(k)		$ 4,287,069
16. Funding for the purpose of calculating the administrative fee for ESE charter schools. If you have more than a 75% ESE student population, please place a 1 in the following box:	(l)		$ -

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation, the small district ESE Supplement and Dual Enrollment pursuant to s. 1011.62(1)(i-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) District allocations multiplied by percentage from item 3C.

(e) District allocations multiplied by percentage from item 3D.

(f) District allocations multiplied by percentage from item 3E.

(g) This allocation will be frozen as of the 2024-25 FEFP Conference Calculation and will not be recalculated throughout the year. Charter school allocations are recommended not to be recalculated with fluctuations in student enrollment later in the year.

(h) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(i) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(10), F.S.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a)3, F.S., a school's sponsor may not charge or withhold any administrative fee against a charter school for any funds specfically allocated by the Legislature for teacher compensation.

(l) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%. For charter schools within a charter school system that meets the requirements in s. 1002.33(20)(a)2.a.(II), F.S., do the same calculation based for up to and including 500 students.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

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ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
OPERATING BUDGET
FISCAL YEARS 2026-2030

	Start-Up	FY26	FY27	FY28	FY29	FY30
October		350	425	500	500	500
February		350	425	500	500	500
PROJECTED AVERAGE ENROLLMENT		350	425	500	500	500
FUND BALANCE, BEGINNING	**$ -**	**$ 49,401**	**$ 123,640**	**$ 672,645**	**$ 1,608,815**	**$ 2,509,578**
REVENUES						
FEFP	-	2,995,235	3,642,671	4,287,069	4,287,069	4,287,069
Capital Outlay	-	166,950	202,725	238,500	238,500	238,500
E*Rate Federal Funding	-	-	45,000	45,000	45,000	45,000
Loan Proceeds	1,950,000	-	-	-	-	-
Contributions by Management Company	-	-	-	-	-	-
TOTAL REVENUES	1,950,000	3,162,185	3,890,396	4,570,569	4,570,569	4,570,569
EXPENDITURES						
INSTRUCTION						
Instructional (Classroom) Teachers	-	435,000	527,850	624,240	636,725	649,459
2 Hour Pay Differental	-	25,000	27,000	29,000	31,000	33,000
Specialty Teachers	-	110,000	112,200	114,444	116,733	119,068
Total Instruction Salaries	-	570,000	667,050	767,684	784,458	801,527
Payroll Taxes	-	45,117	52,825	60,807	62,090	63,396
Benefits	-	63,960	79,950	89,544	89,544	89,544
Workers Compensation	-	8,550	10,006	11,515	11,767	12,023
Total Instruction Benefits	-	117,627	142,781	161,866	163,401	164,963
ESE Consultants (Therapy Services)	-	18,000	22,000	25,000	29,000	29,000
Supplies	-	18,000	20,000	24,000	25,000	25,000
Textbooks	-	1,800	1,800	1,800	1,800	1,800
Equipment	250,000	50,000	5,000	5,000	5,000	5,000
Furniture	50,000	10,000	1,000	1,000	1,000	1,000
Software	-	61,250	74,375	87,500	87,500	87,500
Total Instruction Other	300,000	159,050	124,175	144,300	149,300	149,300
Total Instruction	300,000	846,677	934,006	1,073,850	1,097,159	1,115,790
PUPIL PERSONNEL SERVICES						
Salaries	8,250	153,000	156,060	159,181	162,365	165,612
Total Pupil Personnel Salaries	8,250	153,000	156,060	159,181	162,365	165,612
Payroll Taxes	820	12,366	12,128	12,366	12,610	12,858
Benefits	3,198	22,386	22,834	23,281	23,729	24,177
Workers Compensation	124	2,295	2,341	2,388	2,435	2,484
Total Pupil Personnel Taxes and Benefits	4,142	37,047	37,302	38,036	38,775	39,519
Total Pupil Personnel Services	12,392	190,047	193,362	197,217	201,139	205,132
INSTRUCTIONAL MEDIA SERVICES						
Instructional Networks	80,000	-	-	-	-	-
Computer Learning Labs	30,000	-	-	-	-	-
Hardware Maintenance	2,000	31,500	38,250	45,000	45,000	45,000
Total Instructional Media Services	112,000	31,500	38,250	45,000	45,000	45,000
STAFF TRAINING						
Contracted Services	9,000	9,000	9,000	9,000	9,000	9,000
BOARD						
Legal Fees	10,000	10,000	10,000	10,000	10,000	10,000
Contracted Services - ESP (Mgmt Fees)	-	437,605	532,229	626,391	626,391	626,391
Contracted Services - Accounting & Audit	-	12,000	24,000	24,000	24,000	24,000
Insurance	-	7,000	7,000	7,000	7,000	7,000
District Administration Fee (3%)	-	132,646	152,135	171,483	171,483	171,483
Total Board	10,000	599,251	725,364	838,874	838,874	838,874

ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
OPERATING BUDGET
FISCAL YEARS 2026-2030

	Start-Up	FY26	FY27	FY28	FY29	FY30
SCHOOL ADMINISTRATION						
Principal / Director	25,000	100,000	102,000	104,040	106,121	108,243
Asst Principal	18,750	75,000	76,500	78,030	79,591	81,182
Executive Assistant	10,000	40,000	40,800	41,616	42,448	43,297
Total Administration Salaries	53,750	215,000	219,300	223,686	228,160	232,723
Payroll Taxes	4,254	17,015	17,343	17,679	18,021	18,370
Benefits	4,797	19,188	19,572	19,956	20,339	20,723
Workers Compensation	806	3,225	3,290	3,355	3,422	3,491
Total Administration Taxes and Benefits	9,857	39,428	40,205	40,990	41,783	42,584
Travel	5,000	8,000	8,000	8,000	8,000	8,000
Equipment Rental	600	2,400	2,400	2,400	2,400	2,400
Marketing	20,000	10,000	5,000	5,000	5,000	5,000
Supplies	8,000	20,000	20,000	20,000	20,000	20,000
Equipment	30,000	-	-	-	-	-
Furniture	40,000	-	-	-	-	-
Total Administration Other	103,600	40,400	35,400	35,400	35,400	35,400
Total School Administration	167,207	294,828	294,905	300,076	305,343	310,707
FACILITIES ACQUISITION						
Rents	87,500	350,000	350,000	350,000	350,000	350,000
Leasehold Improvements	1,200,000	-	-	-	-	-
Total Facilities Acquisition	1,287,500	350,000	350,000	350,000	350,000	350,000
TRANSPORTATION						
Contracted Services	-	93,275	113,263	133,250	133,250	133,250
PLANT OPERATIONS						
Security	-	40,000	40,800	41,616	42,448	43,297
Total Plant Operations Salaries	-	40,000	40,800	41,616	42,448	43,297
Payroll Taxes	-	3,249	3,310	3,373	3,436	3,501
Benefits	-	6,396	6,396	6,396	6,396	6,396
Workers Compensation	-	600	612	624	637	649
Total Plant Operations Benefits	-	10,245	10,318	10,393	10,469	10,547
Insurance	-	24,000	24,000	24,000	24,000	24,000
Contract Security	-	96,000	96,000	96,000	96,000	96,000
Telephone	-	48,000	48,000	48,000	48,000	48,000
Utilities	2,500	36,000	39,000	42,000	44,000	44,000
Supplies	-	5,000	5,000	5,000	5,000	5,000
Total Plant Operations Other	2,500	209,000	212,000	215,000	217,000	217,000
Total Plant Operations	2,500	259,245	263,118	267,009	269,917	270,844
PLANT MAINTENANCE						
Contracted Services	-	26,000	32,000	32,000	32,000	32,000
DEBT SERVICE						
Interest	-	49,367	39,064	28,447	17,507	6,234
Principal Payments	-	338,756	349,060	359,677	370,617	381,890
TOTAL EXPENDITURES	**1,900,599**	**3,087,946**	**3,341,391**	**3,634,399**	**3,669,806**	**3,698,720**
EXCESS REVENUES OVER EXPENDITURES	**49,401**	**74,239**	**549,005**	**936,170**	**900,763**	**871,849**
FUND BALANCE, ENDING	**$ 49,401**	**$ 123,640**	**$ 672,645**	**$ 1,608,815**	**$ 2,509,578**	**$ 3,381,427**

ATTACHMENT X ASSUMPTIONS
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGET ASSUMPTIONS
FOR THE FISCAL YEARS 2026-2030

REVENUES	
FEFP	Per FLDOE Worksheets attached (approx. $8,557 per student). Subsequent years adjusted for number of students only.
Contribution by Management Company	N/A
Capital Outlay	$477 per student. Funding is applicable in first 3 years because of system accreditation.
EXPENDITURES	
INSTRUCTION	
Classroom Teachers	Based on student / teacher ratio in compliance with CSR. Beginning average teacher salary of $55,000 is determined by reference to teacher salaries at nearby schools with annual 2.0% raises each year. ESOL accredited teachers are included in the calculation based on ratio of 1 per session./ ESOL Instructional Assistant starting salary $50,000)
Specialty Teachers	1 ESE Teacher @ $43,000 + 1 Reading Teacher @ $43,000 (1 for each session)
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
ESE Consultants	Estimated amount of additional contracted therapy costs for ESE students needed
Supplies	Estimated based off of spending trend at other Miami schools
Textbooks	Estimated amount
Furniture	Estimated costs per quotes for student furnishing for administrative stations
Software	$175 per student
PUPIL PERSONNEL SERVICES	
Salaries	Average beginning salaries: Family Support Specialist @ $50,000 + Career Coach @ $43,000 + Enrollment Specialist @ $40,000 + Data Specialist @ $45,000 with annual 2.0% raises each year
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
INSTRUCTIONAL MEDIA SERVICES	
Instructional Networks	Based on quotes for purchasing and installing Network Equipment
Computer Learning Labs	Estimated costs per quotes for computer equipment for student work stations
Hardware Maintenance	Estimated amount based on approximately $90 per student
STAFF TRAINING	
Contracted Services	Estimated amount
BOARD	
Legal Fees	Estimated amount for board attorney
Contracted Services - ESP	13% of net FEFP for management agreement and 3% of net FEFP for educational services agreement
Contracted Services - Accounting & Audit	For Board Accountant and year end audit fees (no audit occurs during 1st year of operations)
Insurance	Estimated amount based on similar charter schools
District Administration Fee	Net 3% District Administration Fee (net of 2% Excess Capital Outlay Fee for schools with over 250 enrollment)
SCHOOL ADMINISTRATION	
Principal / Director	Principal / Director @ $100,000 with annual 2.0% raises each year
Asst Principal	Asst Principal @ $75,000 with annual 2.0% raises each year
Executive Assistant	Exec Asst @ $40,000 with annual 2.0% raises each year
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes
Workers Compensation	1.5% of gross salaries
Travel	Estimated amount
Equipment Rental	$200 per month for copier lease - estimated
Marketing	Estimated amount
Supplies	Estimated amount
Equipment	Estimated costs per quotes for computer equipment for administrative stations
Furniture	Estimated costs per quotes for student furnishing for administrative stations
FACILITIES ACQUISITION	
Rents	Estimated amount based on current rents in area; approx $350,000 per year including CAM

ATTACHMENT X ASSUMPTIONS
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGET ASSUMPTIONS
FOR THE FISCAL YEARS 2026-2030

Leasehold improvements	Based on previous experience for leasehold improvements
TRANSPORTATION	
Contracted Services	$2 / student / day / 65% participation ($2 @ 65% @ 205 days)
PLANT OPERATIONS	
Security	1 Security @ $40,000 with annual 2.0% raises each year
Payroll Taxes	FICA: 7.65% - SUTA 2.7%
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
Insurance	Estimated amount
Telephone	Includes internet and necessary cell phone services/ comprable with costs at other Miami schools
Utilities	Based on market estimates/ increases with student enrollment
Supplies	Estimated amount
PLANT MAINTENANCE	
Contracted Services	$2,166 / month with an increase in Year 2 for additional classrooms needed
DEBT SERVICE	
Principal & Interest	Debt Service on Line of Credit provided by ALS assuming interest rate of 3.0% on average balance

ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGETED ENROLLMENT / TEACHER RATIOS - INSTRUCTIONAL AND SPECIALTY
FISCAL YEARS 2026-2030

	Enroll	Ratio	Sessions	Classrooms	Teachers
FY 26					
Oct teachers	350	25	2	7.00	**7.00**
Feb teachers	350	25	2	7.00	**7.00**
Avg teachers	350	25	2	7.00	**7.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 27					
Oct teachers	425	25	2	8.50	**8.50**
Feb teachers	425	25	2	8.50	**8.50**
Avg teachers	425	25	2	8.50	**8.50**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 28					
Oct teachers	500	25	2	10.00	**10.00**
Feb teachers	500	25	2	10.00	**10.00**
Avg teachers	500	25	2	10.00	**10.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 29					
Oct teachers	500	25	2	10.00	**10.00**
Feb teachers	500	25	2	10.00	**10.00**
Avg teachers	500	25	2	10.00	**10.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**
FY 30					
Oct teachers	500	25	2	10.00	**10.00**
Feb teachers	500	25	2	10.00	**10.00**
Avg teachers	500	25	2	**10.00**	**10.00**
ESE - teachers			2		**1.00**
Reading - teachers			2		**1.00**
ESOL Instructional Assistant			2		**1.00**

ATTACHMENT X
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGETED STAFFING AND SALARIES
FISCAL YEARS 2026-2030

Name	Positions - FY26	Expected Salary	Salary	Positions - FY27	Expected Salary	Salary	Positions - FY28	Expected Salary	Salary	Positions - FY29	Expected Salary	Salary	Positions - FY30	Expected Salary	Salary
Classroom Teachers	7.00	$ 55,000	$ 385,000	8.50	$ 56,100	$ 476,850	10.00	$ 57,222	$ 572,220	10.00	$ 58,366	$ 583,664	10.00	$ 59,534	$ 595,338
ESOL Instructional Assistant	1	50,000	50,000	1	51,000	51,000	1	52,020	52,020	1	53,060	53,060	1	54,122	54,122
Instructional	**8.00**		**435,000**	**9.50**		**527,850**	**11.00**		**624,240**	**11.00**		**636,725**	**11.00**		**649,459**
ESE Teacher	1.00	55,000	55,000	1.00	56,100	56,100	1.00	57,222	57,222	1.00	58,366	58,366	1.00	59,534	59,534
Reading Teacher	1.00	55,000	55,000	1.00	56,100	56,100	1.00	57,222	57,222	1.00	58,366	58,366	1.00	59,534	59,534
Specialty	**2.00**		**110,000**	**3.00**		**112,200**	**3.00**		**114,444**	**3.00**		**116,733**	**3.00**		**119,068**
Family Support Specialist	0.50	50,000	25,000	0.50	51,000	25,500	0.50	52,020	26,010	0.50	53,060	26,530	0.50	54,122	27,061
Career Coach	1.00	43,000	43,000	1.00	43,860	43,860	1.00	44,737	44,737	1.00	45,632	45,632	1.00	46,545	46,545
Enrollment Specialist (3 months in start up)	1.00	40,000	40,000	1.00	40,800	40,800	1.00	41,616	41,616	1.00	42,448	42,448	1.00	43,297	43,297
Data Specialist	1.00	45,000	45,000	1.00	45,900	45,900	1.00	46,818	46,818	1.00	47,754	47,754	1.00	48,709	48,709
Pupil Personnel	**3.50**		**153,000**	**3.50**		**156,060**	**3.50**		**159,181**	**3.50**		**162,365**	**3.50**		**165,612**
Principal (3 months in start up)	1.00	100,000	100,000	1.00	102,000	102,000	1.00	104,040	104,040	1.00	106,121	106,121	1.00	108,243	108,243
Asst Principal (3 months in start up)	1.00	75,000	75,000	1.00	76,500	76,500	1.00	78,030	78,030	1.00	79,591	79,591	1.00	81,182	81,182
Administrators	**2.00**		**175,000**	**2.00**		**178,500**	**2.00**		**182,070**	**2.00**		**185,711**	**2.00**		**189,426**
Executive Asst (3 months in start up)	1.00	40,000	40,000	1.00	40,800	40,800	1.00	41,616	41,616	1.00	42,448	42,448	1.00	43,297	43,297
Admin Support	**1.00**		**40,000**	**1.00**		**40,800**	**1.00**		**41,616**	**1.00**		**42,448**	**1.00**		**43,297**
Security	1.00	40,000	40,000	1.00	40,800	40,800	1.00	41,616	41,616	1.00	42,448	42,448	1.00	43,297	43,297
Security	**1.00**		**40,000**	**1.00**		**40,800**	**1.00**		**41,616**	**1.00**		**42,448**	**1.00**		**43,297**
Total	**17.50**		**$ 953,000**	**20.00**		**$ 1,056,210**	**21.50**		**$ 1,163,167**	**21.50**		**$ 1,186,431**	**21.50**		**$ 1,210,159**
				Increase	2.0%			2.0%			2.0%			2.0%	

ATTACHMENT Y

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BALANCE SHEET - GOVERNMENTAL FUNDS

ASSETS	
Cash and Cash equivalents	$49,401
TOTAL ASSETS	$49,401
FUND BALANCE	
Unassigned fund balance	$49,401
TOTAL FUND BALANCE	$49,401

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
OPERATING BUDGET
START-UP PERIOD ENDING JUNE 30, 2025

	Start-Up
FUND BALANCE, BEGINNING	**$ -**
REVENUES	
FEFP	-
Capital Outlay	-
E*Rate Federal Funding	-
Loan Proceeds	1,950,000
Contributions by Management Company	-
TOTAL REVENUES	1,950,000
EXPENDITURES	
INSTRUCTION	
Instructional (Classroom) Teachers	-
Specialty Teachers	-
Total Instruction Salaries	-
Payroll Taxes	-
Benefits	-
Workers Compensation	-
Total Instruction Benefits	-
ESE Consultants (Therapy Services)	-
Supplies	-
Textbooks	-
Equipment	250,000
Furniture	50,000
Software	-
Total Instruction Other	300,000
Total Instruction	300,000
PUPIL PERSONNEL SERVICES	
Salaries	8,250
Total Pupil Personnel Salaries	8,250
Payroll Taxes	820
Benefits	3,198
Workers Compensation	124
Total Pupil Personnel Taxes and Benefits	4,142
Total Pupil Personnel Services	12,392
INSTRUCTIONAL MEDIA SERVICES	
Instructional Networks	80,000
Computer Learning Labs	30,000
Hardware Maintenance	2,000
Total Instructional Media Services	112,000
STAFF TRAINING	
Contracted Services	9,000
BOARD	
Legal Fees	10,000
Contracted Services - ESP (Mgmt Fees)	-
Contracted Services - Accounting & Audit	-
Insurance	-
District Administration Fee (3%)	-
Total Board	10,000
SCHOOL ADMINISTRATION	
Principal / Director	25,000

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
OPERATING BUDGET
START-UP PERIOD ENDING JUNE 30, 2025

	Start-Up
Asst Principal	18,750
Executive Assistant	10,000
Total Administration Salaries	53,750
Payroll Taxes	4,254
Benefits	4,797
Workers Compensation	806
Total Administration Taxes and Benefits	9,857
Travel	5,000
Equipment Rental	600
Marketing	20,000
Supplies	8,000
Equipment	30,000
Furniture	40,000
Total Administration Other	103,600
Total School Administration	167,207
FACILITIES ACQUISITION	
Rents	87,500
Leasehold Improvements	1,200,000
Total Facilities Acquisition	1,287,500
TRANSPORTATION	
Contracted Services	-
PLANT OPERATIONS	
Security	-
Total Plant Operations Salaries	-
Payroll Taxes	-
Benefits	-
Workers Compensation	-
Total Plant Operations Benefits	-
Insurance	-
Telephone	-
Utilities	2,500
Supplies	-
Total Plant Operations Other	2,500
Total Plant Operations	2,500
PLANT MAINTENANCE	
Contracted Services	-
DEBT SERVICE	
Interest	-
Principal Payments	
TOTAL EXPENDITURES	**1,900,599**
EXCESS REVENUES OVER EXPENDITURES	**49,401**
FUND BALANCE, ENDING	**$ 49,401**

ATTACHMENT Y ASSUMPTIONS
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
START UP BUDGET ASSUMPTIONS
FOR PERIOD PRIOR TO 2025-2026 SCHOOL YEAR (EXPECTED TO BE FEBRUARY THROUGH JUNE 30, 2025)

REVENUES	
Long Term Loan Proceeds	Based on unsecured Line of Credit provided by ALS assuming 3.0% on average balance
Contribution by Management Company	N/A
EXPENDITURES	
INSTRUCTION	
Equipment	Estimated costs per quotes for computer equipment for 175 student stations and networking equipment
Furniture	Estimated costs per quotes for student furnishing for 175 stations
PUPIL PERSONNEL SERVICES	
Salaries	Enrollment Specialist @ $40,000 for 3 months
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee. Approx 50% of population utilizes.
Workers Compensation	1.5% of gross salaries
INSTRUCTIONAL MEDIA SERVICES	
Instructional Networks	Based on quotes for purchasing and installing Network Equipment
Computer Learning Labs	Estimated costs per quotes for computer equipment for student work stations
Hardware Maintenance	Estimated amount
STAFF TRAINING	
Contracted Services	Estimated amount
BOARD	
Legal	Estimated Legal Start Up Costs
SCHOOL ADMINISTRATION	
Principal / Director	Principal / Director @ $100,000 for 3 months
Asst Principal	Asst Principal @ $75,000 for 3 months
Executive Assistant	Exec Asst @ $40,000 for 3 months
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first $7,000 per employee
Benefits	$1,066 per month per employee.
Workers Compensation	1.5% of gross salaries
Travel	Estimated amount
Equipment Rental	$200 per month for copier lease - estimated
Marketing	Estimated amount
Supplies	Estimated amount
Equipment	Estimated costs per quotes for computer equipment for administrative stations
Furniture	Estimated costs per quotes for student furnishing for administrative stations
FACILITIES ACQUISITION	
Rents	Estimated amount based on current rents in area during construction period
Leasehold improvements	Based on previous experience for leasehold improvements
Utilities	Deposits and temporary utilities needed for construction - estimated

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGETED START-UP MONTHLY CASH FLOW
FOR THE PERIOD EXPECTED TO BE FEBRUARY 1, 2025 THROUGH JUNE 30, 2025

	Total	Apr	May	Jun
CASH BALANCE, BEGINNING	**-**	**-**	**1,413,968**	**983,935**
REVENUES - Cash inflows				
Loan Proceeds	$ 1,950,000	$ 1,950,000	$ -	$ -
TOTAL REVENUES	**1,950,000**	**1,950,000**	**-**	**-**
EXPENDITURES - Cash outflows				
INSTRUCTION				
Equipment	250,000	-	-	250,000
Furniture	50,000	-	-	50,000
Total Instruction Other	300,000	-	-	300,000
Total Instruction	300,000	-	-	300,000
PUPIL PERSONNEL SERVICES				
Salaries	8,250	2,750	2,750	2,750
Total Pupil Personnel Salaries	8,250	2,750	2,750	2,750
Payroll Taxes	820	273	273	273
Benefits	3,198	1,066	1,066	1,066
Workers Compensation	124	41	41	41
Total Pupil Personnel Taxes and Benefits	4,142	1,381	1,381	1,381
Total Pupil Personnel Services	12,392	4,131	4,131	4,131
INSTRUCTIONAL MEDIA SERVICES				
Instructional Networks	80,000	80,000	-	-
Comptuer Learning Labs	30,000	-	-	30,000
Hardware Maintenance	2,000	-	-	2,000
	112,000	80,000	-	32,000
STAFF TRAINING				
Contracted Services	9,000	3,000	3,000	3,000
BOARD				
Legal	10,000	4,000	3,000	3,000
Total Board	10,000	4,000	3,000	3,000
SCHOOL ADMINISTRATION				
Principal / Director	25,000	8,333	8,333	8,333
Asst Principal	18,750	6,250	6,250	6,250
Admin Support	10,000	3,333	3,333	3,333
Total Administration Salaries	53,750	17,917	17,917	17,917
Payroll Taxes	4,254	1,418	1,418	1,418
Benefits	4,797	1,599	1,599	1,599
Workers Compensation	806	269	269	269
Total Administration Taxes and Benefits	9,857	3,286	3,286	3,286
Travel	5,000	1,666	1,667	1,667
Equipment Rental	600	200	200	200
Marketing	20,000	-	5,000	15,000
Supplies	8,000	2,666	2,667	2,667
Equipment	30,000	30,000	-	-
Furniture	40,000	-	-	40,000
Total Administration Other	103,600	34,532	9,534	59,534
Total School Administration	167,207	55,734	30,736	80,736
FACILITIES ACQUISITION				
Rents	87,500	29,167	29,167	29,167
Leasehold Improvements	1,200,000	360,000	360,000	480,000
Total Facilities Acquisition	618,000	389,167	389,167	509,167
Site Acquisition and Management Costs	-	-	-	-
Utilities	2,500	-	-	2,500
Total Plant Operations Other	2,500	-	-	2,500
Total Plant Operations	2,500	-	-	2,500
TOTAL EXPENDITURES	**1,900,599**	**536,032**	**430,034**	**934,534**
Change in Cash Flows	**49,401**	**1,413,968**	**(430,034)**	**(934,534)**
CASH BALANCE, ENDING	**$ 49,401**	**$ 1,413,968**	**$ 983,935**	**$ 49,401**

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGETED MONTHLY OPERATING CASH FLOW
FOR THE FISCAL YEAR ENDING 2026

	FY26	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
October	350	350	350	350	350	350	350	350	350	350	350	350	350
February	350	350	350	350	350	350	350	350	350	350	350	350	350
PROJECTED AVERAGE ENROLLMENT	350	350	350	350	350	350	350	350	350	350	350	350	350
CASH BALANCE, BEGINNING	**$ 49,401**	**$ 49,401**	**$ (14,138)**	**$ (15,881)**	**$ (22,624)**	**$ (24,367)**	**$ (26,109)**	**$ (27,852)**	**$ (34,595)**	**$ (36,338)**	**$ (38,081)**	**$ 15,826**	**$ 69,733**
REVENUES - Cash inflows													
FEFP	2,995,235	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603
Capital Outlay	166,950	-	-	-	-	-	-	-	-	-	55,650	55,650	55,650
E*Rate Federal Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	0	-	-	-	-	-	-	-	-	-	-	-	-
Contributions by Management Company	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	3,162,185	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	249,603	305,253	305,253	305,253
EXPENDITURES - Cash outflows													
INSTRUCTION													
Instructional (Classroom) Teachers	435,000	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250	36,250
2 Hour Pay Differental	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Specialty Teachers	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167
Total Instruction Salaries	570,000	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500	47,500
Payroll Taxes	45,117	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760	3,760
Benefits	63,960	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330	5,330
Workers Compensation	8,550	713	713	713	713	713	713	713	713	713	713	713	713
Total Instruction Benefits	117,627	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802	9,802
ESE Consultants (Therapy Services)	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Supplies	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Textbooks	1,800	1,800	-	-	-	-	-	-	-	-	-	-	-
Equipment	50,000	50,000	-	-	-	-	-	-	-	-	-	-	-
Furniture	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-
Software	61,250	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104	5,104
Total Instruction Other	159,050	69,904	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104	8,104
Total Instruction	846,677	127,206	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406	65,406
PUPIL PERSONNEL SERVICES													
Salaries	153,000	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750
Total Pupil Personnel Salaries	153,000	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750
Payroll Taxes	12,366	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031	1,031
Benefits	22,386	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866	1,866
Workers Compensation	2,295	191	191	191	191	191	191	191	191	191	191	191	191
Total Pupil Personnel Taxes and Benefits	37,047	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087	3,087
Total Pupil Personnel Services	190,047	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837	15,837
INSTRUCTIONAL MEDIA SERVICES													
Instructional Networks	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-
Hardware Maintenance	31,500	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
Total Instructional Media Services	31,500	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
STAFF TRAINING													
Contracted Services	9,000	750	750	750	750	750	750	750	750	750	750	750	750
BOARD													
Legal Fees	10,000	833	833	833	833	833	833	833	833	833	833	833	833
Contracted Services - ESP	437,605	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467	36,467
Contracted Services - Accounting & Audit	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Insurance	7,000	583	583	583	583	583	583	583	583	583	583	583	583
District Administration Fee	132,646	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054	11,054
Total Board	599,251	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938	49,938

ATTACHMENT Y
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI
BUDGETED MONTHLY OPERATING CASH FLOW
FOR THE FISCAL YEAR ENDING 2026

	FY26	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
SCHOOL ADMINISTRATION													
Principal / Director	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Asst Principal	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Executive Assistant	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Total Administration Salaries	215,000	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917
Payroll Taxes	17,015	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418	1,418
Benefits	19,188	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599
Workers Compensation	3,225	269	269	269	269	269	269	269	269	269	269	269	269
Total Administration Taxes and Benefits	39,428	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286	3,286
Travel	8,000	667	667	667	667	667	667	667	667	667	667	667	667
Equipment Rental	2,400	200	200	200	200	200	200	200	200	200	200	200	200
Marketing	10,000	-	-	5,000	-	-	-	5,000	-	-	-	-	-
Supplies	20,000	1,663	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture	0	-	-	-	-	-	-	-	-	-	-	-	-
Total Administration Other	40,400	2,530	2,534	7,534	2,534	2,534	2,534	7,534	2,534	2,534	2,534	2,534	2,534
Total School Administration	294,828	23,732	23,736	28,736	23,736	23,736	23,736	28,736	23,736	23,736	23,736	23,736	23,736
FACILITIES ACQUISITION													
Rents	350,000	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
Leasehold Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Facilities Acquisition	350,000	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
TRANSPORTATION													
Contracted Services	93,275	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773	7,773
PLANT OPERATIONS													
Security	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Total Plant Operations Salaries	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Payroll Taxes	3,249	271	271	271	271	271	271	271	271	271	271	271	271
Benefits	6,396	533	533	533	533	533	533	533	533	533	533	533	533
Workers Compensation	600	50	50	50	50	50	50	50	50	50	50	50	50
Total Plant Operations Benefits	10,245	854	854	854	854	854	854	854	854	854	854	854	854
Insurance	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Contract Security	96,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Telephone	48,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Utilities	36,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Supplies	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Total Plant Operations Other	209,000	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417	17,417
Total Plant Operations	259,245	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604	21,604
PLANT MAINTENANCE													
Contracted Services	26,000	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167
DEBT SERVICE													
Interest	49,367	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114	4,114
Repayment on Line of Credit	338,756	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230	28,230
TOTAL EXPENDITURES	3,087,945	313,142	251,346	256,346	251,346	251,346	251,346	256,346	251,346	251,346	251,346	251,346	251,346
EXCESS REVENUES OVER EXPENDITURES	74,240	(63,539)	(1,743)	(6,743)	(1,743)	(1,743)	(1,743)	(6,743)	(1,743)	(1,743)	53,907	53,907	53,907
CHANGE IN ACCOUNTS PAYABLE BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN CASH	74,240	(63,539)	(1,743)	(6,743)	(1,743)	(1,743)	(1,743)	(6,743)	(1,743)	(1,743)	53,907	53,907	53,907
CASH BALANCE, ENDING	**$ 123,641**	**$ (14,138)**	**$ (15,881)**	**$ (22,624)**	**$ (24,367)**	**$ (26,109)**	**$ (27,852)**	**$ (34,595)**	**$ (36,338)**	**$ (38,081)**	**$ 15,826**	**$ 69,733**	**$ 123,640**

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August 2, 2024

Mr. Dick DeRenzo, Chair
Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.
3400 NW 135th St.
Opa-locka, FL 33054

Dear Mr, DiRenzo,

This letter confirms that Accelerated Learning Solutions, LLC. (ALS) will provide financial support to Florida High School for Accelerated Learning – Miami-Dade Campus, Inc. (the "Board") for the establishment and operations of the proposed school in accordance with the management agreement by and between ALS and the Board (the "Agreement"), provided: (1) the School's application is approved by The School Board of Miami-Dade County; and (2) ALS and the Board execute the Agreements.

Pursuant to the Agreement, ALS may advance certain administrative start-up funds to the Board including funds necessary to procure insurance, provide Board training, and pay Board legal and accounting expenses (collectively, the "Charter Organization Expenses"). Charter Organization Expenses that are advanced by ALS shall be repaid to ALS, without interest, by the Board.

We understand the Board has the financial capabilities to provide its own funding for much of the renovation and remodeling of the proposed facility. If needed, ALS will loan the Board (or assist the Board in finding an external financing source for) the funds necessary to finance tenant improvements and equipment ("fixed asset purchases"); and other start-up and working capital needs of each School (collectively, the "Operational Expenses"). The loan will be repaid when the school is cash flow positive on a schedule mutually agreed upon between the Board and ALS.

We look forward to working with you over the next several months to develop the School.

Best Regards,

Angela Whitford-Narine
Chief Executive Officer

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COMMISSIONER'S LETTER OF VERIFICATION OF HIGH-PERFORMING STATUS
(Not applicable)

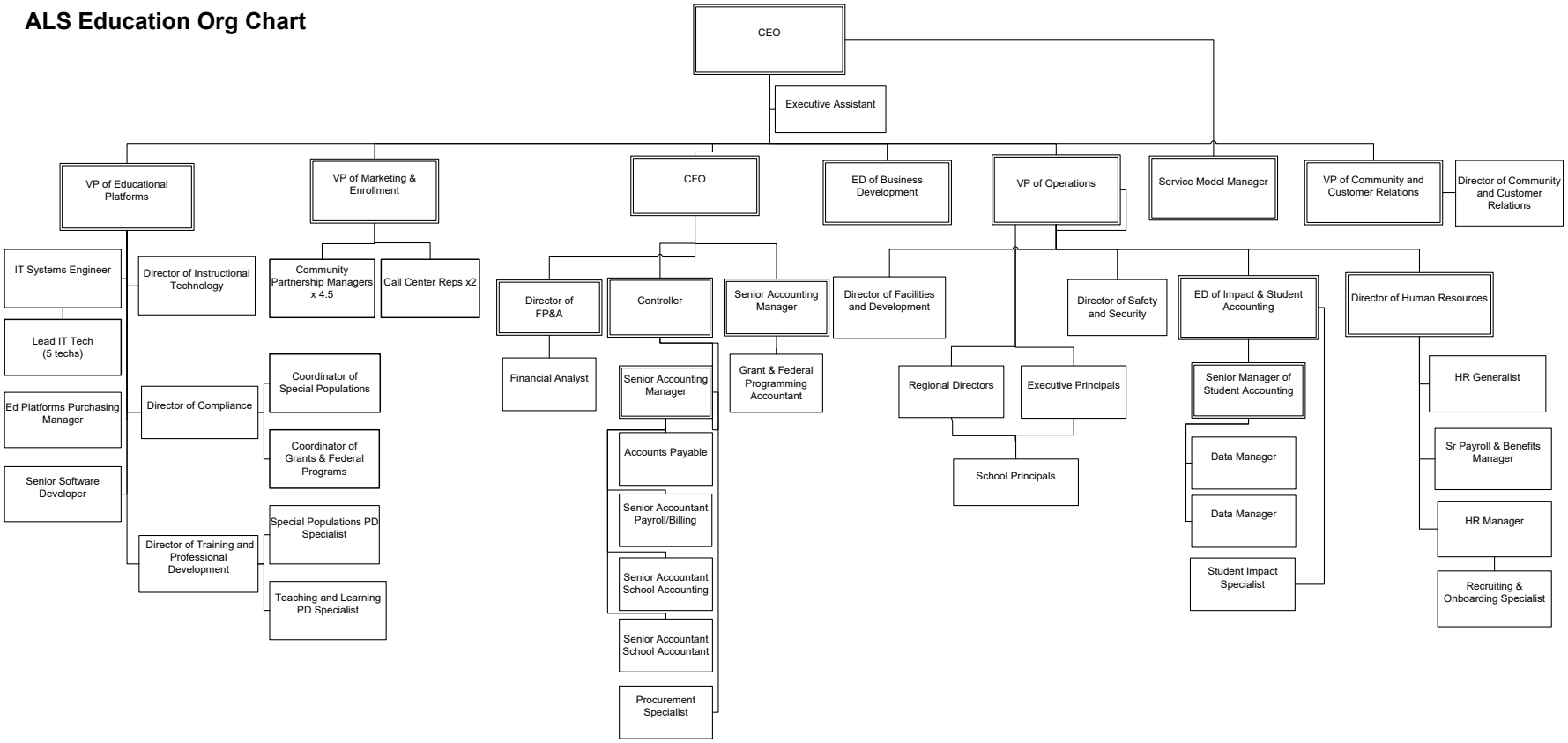
The Florida Model Charter School application requires:

> **If the applicant is submitting as a High-Performing Replication:**
> Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.

The proposed school is not applying as a high-performing replication, so this attachment is not applicable.

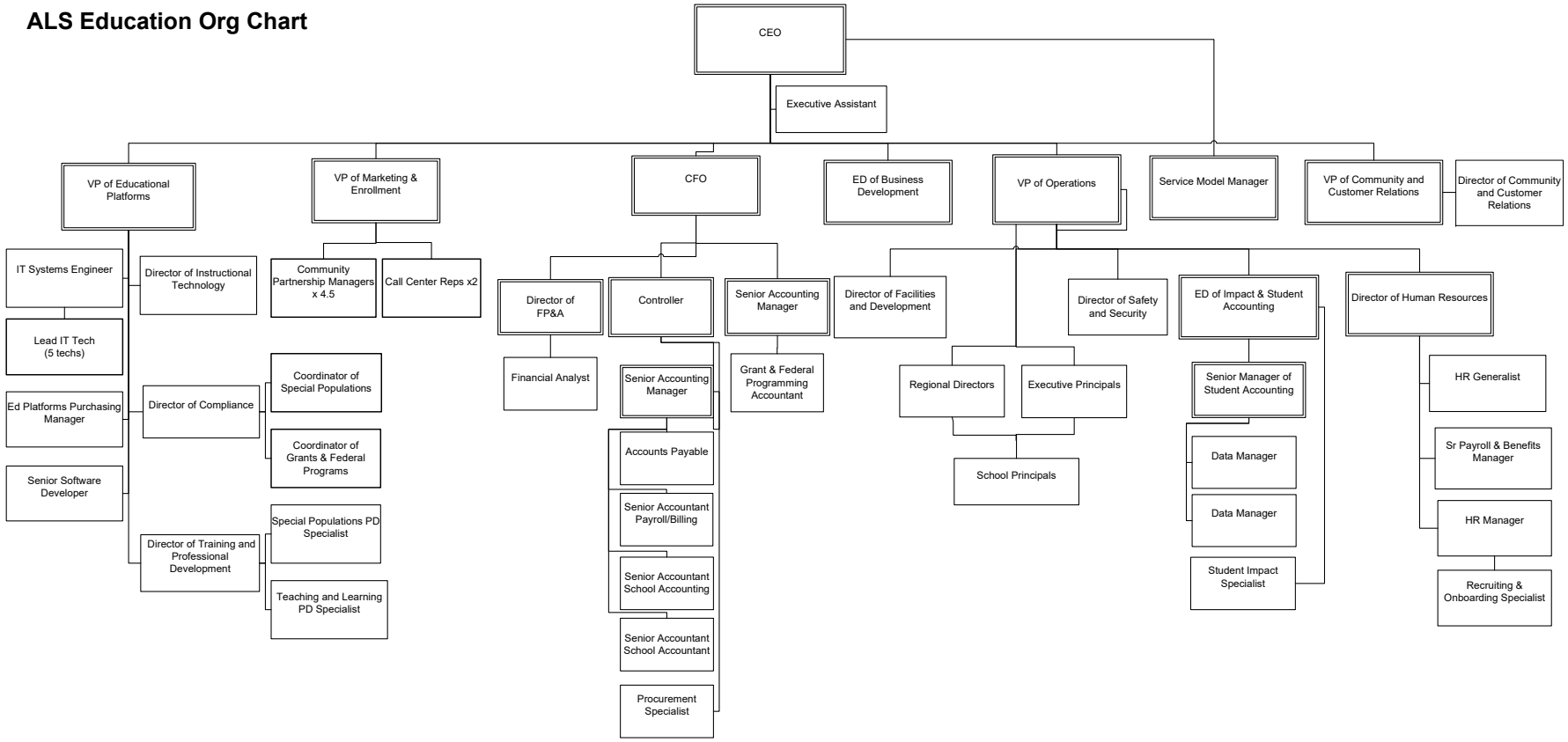
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ALS Education Org Chart



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ALS Education Org Chart



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Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year) 2023-24				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	North Park High School	7069	Active	566 / 13.6%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	Doral Park	7675	Active	115 / 52.2%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
				*Learning gains were not calculated in 2022-23 because there was only one year of the Florida Assessment of Student Thinking (FAST) assessment results available. Accordingly, School Improvement Ratings were not calculated.				

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			Year -1 (2022-23)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	North Park High School	7069	548 / 29.8%	SIR not calculated*	$ 4,604,081.00	90.82%	No
Miami-Dade	Doral Park	7675	n/a	School Not Open	n/a	n/a	n/a

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2 (2021-22)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	North Park High School	7069	561 / 68.6%	Commendable	$ 6,082,766.00	157.24%	No
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a
			*Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a school Improvement rating assigned for 2021.				

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3 (2020-21)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	North Park High School	7069	504 / 42.1%	Commendable	4,518,121.00	121.11%	No
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4 (2019-20)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	North Park High School	7069	517 / 28.3%	SIR Not Assigned	3,206,022.00	82.71%	No
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year) 2023-24				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	Active	550 / 8.9%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	Kendall Greens High School	7516	Active	536 / 15.4%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	North Gardens High School	7068	Active	502 / 12.5%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	North Park High School	7069	Active	566 / 13.6%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Hillsborough	Seminole Heights Charter High School	6646	Active	349 / 58.0%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Hillsborough	West University Charter High School	6659	Active	497 / 59.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Lee	Coronado High School	4251	Active	343 / 39.7%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Lee	Island Park High School	4274	Active	320 / 23.9%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Lee	North Nicholas High School	4242	Active	346/ 29.4%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Aloma High School	0120	Active	475 / 1.2%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Chancery High School	0085	Active	459 / 0.8%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Econ River High School	1002	Active	335 / 0%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Sheeler High School	0084	Active	346 / 1.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Sunshine High School	0202	Active	398 / 0%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Quantum High School	3401	Active	426 / 96.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Worthington High School	3421	Active	481 / 93.4%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Seminole	Elevation High School	9263	Active	233 / 67.3%	Commendable	Not Yet Available	Not Yet Available	Not Yet Available
Brevard	Riverside Charter High School	6521	Active	183/ 58.8%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available
Miami-Dade	Doral Park	7675	Active	115 / 52.2%	Maintaining	Not Yet Available	Not Yet Available	Not Yet Available

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1 (2022-23)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	547 / 27.2%	SIR not calculated*	$ 4,336,753.00	92.00%	No
Miami-Dade	Kendall Greens High School	7516	511 / 29.6%	SIR not calculated*	$ 857,622.00	19.00%	No
Miami-Dade	North Gardens High School	7068	462 / 27.3%	SIR not calculated*	$ 3,085,615.00	76.20%	No
Miami-Dade	North Park High School	7069	548 / 29.8%	SIR not calculated*	$ 4,604,081.00	90.82%	No
Hillsborough	Seminole Heights Charter High School	6646	239 / 87.3%	SIR not calculated*	$ 385,031.00	19.06%	No
Hillsborough	West University Charter High School	6659	464 / 80.4%	SIR not calculated*	$ 1,545,513.00	39.99%	No
Lee	Coronado High School	4251	318 / 32.7%	SIR not calculated*	$ (31,036.00)	-1.09%	No
Lee	Island Park High School	4274	334 / 18.0%	SIR not calculated*	$ (84,931.00)	-2.89%	No
Lee	North Nicholas High School	4242	338 / 26.9%	SIR not calculated*	$ (48,813.00)	-1.57%	No
Orange	Aloma High School	0120	448 / 1.3%	SIR not calculated*	$ 228,534.00	5.20%	No
Orange	Chancery High School	0085	478 / 1.3%	SIR not calculated*	$ 331,024.00	6.99%	No
Orange	Econ River High School	1002	327 / 0.9%	SIR not calculated*	$ 205,139.00	6.03%	No
Orange	Sheeler High School	0084	365 / 4.4%	SIR not calculated*	$ 403,576.00	11.20%	No
Orange	Sunshine High School	0202	431 / 0.2%	SIR not calculated*	$ 305,069.00	6.78%	No
Palm Beach	Quantum High School	3401	404 / 26.2%	SIR not calculated*	$ 2,090,890.00	52.08%	No
Palm Beach	Worthington High School	3421	362 / 24.6%	SIR not calculated*	$ 1,884,930.00	51.71%	No
Seminole	Elevation High School	9263	244 / 69.3%	SIR not calculated*	$ 19,119.00	0.87%	No
Brevard	Riverside Charter High School	6521	n/a	School Not Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Open	n/a	n/a	n/a

*Learning gains were not calculated in 2022-23 because there was only one year of the Florida Assessment of Student Thinking (FAST) assessment results available. Accordingly, School Improvement Ratings were not calculated.

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

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August 2015

ALS Education			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2 (2021-22)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	554 / 71.8%	Commendable	$ 3,002,527.00	79.48%	No
Miami-Dade	Kendall Greens High School	7516	387 / 71.3%	Maintaining	$ (3,162,794.00)	-135.91%	No
Miami-Dade	North Gardens High School	7068	511 / 69.5%	Commendable	$ 2,941,629.00	71.65%	No
Miami-Dade	North Park High School	7069	561 / 68.6%	Commendable	$ 6,082,766.00	157.24%	No
Hillsborough	Seminole Heights Charter High School	6646	255 / 81.6%	Maintaining	$ 574,638.00	35.38%	No
Hillsborough	West University Charter High School	6659	426 / 81.2%	Maintaining	$ 1,201,817.00	38.62%	No
Lee	Coronado High School	4251	382 / 5.5%	Maintaining	$ 200,266.00	8.01%	No
Lee	Island Park High School	4274	332 / 3.9%	Maintaining	$ (33,444.00)	-1.44%	No
Lee	North Nicholas High School	4242	368 / 8.2%	Commendable	$ 186,698.00	8.10%	No
Orange	Aloma High School	0120	409 / 1.7%	Commendable	$ 160,781.00	5.68%	No
Orange	Chancery High School	0085	427 / 0.9%	Commendable	$ 259,058.00	8.60%	No
Orange	Econ River High School	1002	324 / 0.9%	Commendable	$ 16,045.00	0.71%	No
Orange	Sheeler High School	0084	345 / 1.7%	Commendable	$ 174,882.00	7.42%	No
Orange	Sunshine High School	0202	446 / 2.5%	Commendable	$ 125,517.00	3.95%	No
Palm Beach	Quantum High School	3401	393 / 51.9%	Commendable	$ 1,598,450.00	57.35%	No
Palm Beach	Worthington High School	3421	362 / 47.5%	Commendable	$ 1,690,852.00	60.37%	No
Seminole	Elevation High School	9263	219 / 65.3%	Commendable	$ (7,590.00)	-0.48%	No
Brevard	Riverside Charter High School	6521	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3 (2020-21)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	512 / 43.8%	Commendable	4,651,953.00	112.91%	No
Miami-Dade	Kendall Greens High School	7516	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	North Gardens High School	7068	335 / 41.8%	School did not opt-	1,895,755.00	67.55%	No
Miami-Dade	North Park High School	7069	504 / 42.1%	Commendable	4,518,121.00	121.11%	No
Hillsborough	Seminole Heights Charter High School	6646	214 / 30.8%	School did not opt-	719,072.00	72.80%	No
Hillsborough	West University Charter High School	6659	307 / 36.2%	School did not opt-	587,266.00	26.91%	No
Lee	Coronado High School	4251	271 / 2.6%	School did not opt-	161,041.00	7.28%	No
Lee	Island Park High School	4274	265 / 0.0%	School did not opt-	161,422.00	6.26%	No
Lee	North Nicholas High School	4242	261 / 2.3%	School did not opt-	162,061.00	7.13%	No
Orange	Aloma High School	0120	379 / 1.1%	School did not opt-	178,971.00	5.88%	No
Orange	Chancery High School	0085	409 / 0.5%	School did not opt-	227,776.00	6.79%	No
Orange	Econ River High School	1002	284 / 0.7%	School did not opt-	144,938.00	5.72%	No
Orange	Sheeler High School	0084	298 / 0.0%	School did not opt-	151,301.00	6.43%	No
Orange	Sunshine High School	0202	403 / 0.5%	School did not opt-	166,308.00	5.15%	No
Palm Beach	Quantum High School	3401	285 / 39.3%	School did not opt-	1,077,276.00	48.52%	No
Palm Beach	Worthington High School	3421	257 / 48.6%	School did not opt-	785,339.00	36.88%	No
Seminole	Elevation High School	9263	n/a	School Not Yet Open	n/a	n/a	n/a
Brevard	Riverside Charter High School	6521	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a
			*Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a school Improvement rating assigned for 2021.				

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Form IEPC-M1A
Rule 6A-6.0786
August 2015

ALS Education			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -4 (2019-20)				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Miami-Dade	Green Springs High School	7067	545 / 24.3%	SIR Not Assigned	3,361,354.00	95.32%	No
Miami-Dade	Kendall Greens High School	7516	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	North Gardens High School	7068	384 / 27.4%	SIR Not Assigned	1,334,997.00	46.01%	No
Miami-Dade	North Park High School	7069	517 / 28.3%	SIR Not Assigned	3,206,022.00	82.71%	No
Hillsborough	Seminole Heights Charter High School	6646	248.5 / 65.0%	SIR Not Assigned	651,876.00	36.09%	No
Hillsborough	West University Charter High School	6659	271.5 / 74.4%	SIR Not Assigned	251,797.00	13.99%	No
Lee	Coronado High School	4251	261 / 20.8%	SIR Not Assigned	143,882.00	7.53%	No
Lee	Island Park High School	4274	309.5 / 2.1%	SIR Not Assigned	106,792.00	4.78%	No
Lee	North Nicholas High School	4242	260.5 / 5.0%	SIR Not Assigned	137,358.00	7.20%	No
Orange	Aloma High School	0120	414.5 / 0.2%	SIR Not Assigned	168,329.00	5.15%	No
Orange	Chancery High School	0085	414 / 1.3%	SIR Not Assigned	131,893.00	4.04%	No
Orange	Econ River High School	1002	269.5 / 2.1%	SIR Not Assigned	97,712.00	4.60%	No
Orange	Sheeler High School	0084	292 / 0.3%	SIR Not Assigned	194,296.00	8.50%	No
Orange	Sunshine High School	0202	345.5 / 0.3%	SIR Not Assigned	81,463.00	2.98%	No
Palm Beach	Quantum High School	3401	311 / 20.3%	SIR Not Assigned	687,917.00	28.24%	No
Palm Beach	Worthington High School	3421	228.5 / 28.7%	SIR Not Assigned	428,927.00	23.93%	No
Seminole	Elevation High School	9263	n/a	School Not Yet Open	n/a	n/a	n/a
Brevard	Riverside Charter High School	6521	n/a	School Not Yet Open	n/a	n/a	n/a
Miami-Dade	Doral Park	7675	n/a	School Not Yet Open	n/a	n/a	n/a

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") is entered into effective as of _____, 20__, by and between ALS Education, LLC, a Delaware corporation (the "Company"), and Florida High School for Accelerated Learning – Miami-Dade Campus, Inc., d/b/a Florida High School for Accelerated Learning – North Miami,[1] a Florida not-for-profit corporation (the "School").

W I T N E S S E T H:

WHEREAS, the School's application to operate a charter school in Miami-Dade County, Florida, was approved by the School Board of Miami-Dade County ("District") at its meeting on _____, 20__, pursuant to a Charter School Contract to be finalized, and as it may be amended throughout its term (the "Contract") between the School and ("District");

WHEREAS, the School does not currently possess all of the requisite knowledge, skills and experience to form and operate a charter school;

WHEREAS, the School desires the Company to provide certain management oversight and other similar consulting services necessary for the School to organize and operate the School in accordance with the Contract; and

WHEREAS, the Company desires to provide the aforementioned services.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Statement of Mission and Purpose; Services and Deliverables.

(a) Mission and Purpose. The mission of the School is to help at-risk students earn a standard high school diploma and prepare for postsecondary success. The parties acknowledge and agree that the statement (herein referred to as the "Statement of Mission and Purpose") reflects the overall principles and philosophy upon which the School is being developed and that all services to be provided and all obligations of the parties hereunder are to be in accordance with these overriding principles. The parties agree that Statement of Mission and Purpose may be revised from time to time, but such revisions shall not represent a material change to the overriding principles of the purpose of the School as follows:

(i) The School has developed a philosophy of recognizing and rewarding each student as an individual. The educational program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

(ii) The goal of the School is to provide a school program and educational opportunities for students who might not be best suited for traditional schools and to

[1] Change name (globally) to board approved neighborhood name if fictious name has been registered with FL SOS prior to execution.

maximize the development and learning opportunities for these students leading to a high school diploma. These students include, but are not necessarily limited to:

(1) Students who have dropped out of their school of last attendance or who are perilously close to doing so;

(2) Students in need of more intensive remedial support and individualized academic programming than can be offered in a traditional high school environment; and

(3) Students with other family requirements and/or commitments that may prevent attendance at regularly scheduled programs at traditional local schools.

(4) Students facing social and/or emotional challenges that have served as obstacles to personal and academic success.

(iii) The School must demonstrate achievement of, or annual progress toward, the performance targets defined in the Charter.

(iv) The School must demonstrate curriculum alignment with the standards of the State of Florida.

(v) All material requirements of the Contract and applicable requirements of local, state and federal laws relating to the School must be met, and any areas identified as not in compliance must be cured within a reasonable time frame.

(vi) All audits relating to the demonstration of these requirements must be successfully completed, given allowance for appropriate time for documentation, reporting, and analysis.

(b) Services of the Company. In accordance with the foregoing, the Company, among other things, shall provide the School the following services:

(i) School Facility.

(1) Identify the demographics of the population of students to which the School may appeal for identification of appropriate locations for the facility;

(2) Identify necessary components of and possible locations for the School's facility within the target area that the School identified in the Application;

(3) When a potential School facility is located, negotiate the lease or purchase of the School facility and perform appropriate due diligence for such facility;

(4) Assist in procuring capital improvements, variances, zoning and other legal requirements necessary for the School's facility;

(5) Work with the property owner, local governments, and contactors to make reasonable improvements in the School's facility as needed for the School's operations and the safety, health and welfare of the School's students; and

(6) Facilitate building maintenance, cleaning and health and safety protocol.

(ii) Furniture, Fixtures and Equipment.

(1) Research, investigate and evaluate possible manufacturers and equipment that can assist the School to achieve its mission, educational goals and performance objectives;

(2) When possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer and competitors;

(3) Negotiate the terms of the purchase or lease by the School, at the School's expense, of all furniture, computers, software, equipment and other personal property necessary for the operation of the School; and

(4) At the School's expense, consummate the purchase or lease of the equipment and, from the time of the purchase or lease and thereafter, manage and maintain the equipment in proper working order.

(5) Maintain, as necessary, all inventories of personal property of the School.

(6) provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available.

(iii) Management and Management Consulting Services.

(1) Perform day-to-day management of the School, in accordance with the Statement of Mission and Purpose of the School and the Contract, subject at all times to the governance of the School;

(2) Assist in preparation of the budget and financial reports for submission to the School for approval illustrating, among other things, actual results and how those results align with the projected budgets and explaining variances;

(3) Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or required by the Contract;

(4) Provide all data information management services;

(5) Draft operations manuals, forms and management procedures pertaining to the operations and management of the School, as the same are from time to time developed by the Company and as approved or requested by the School;

(6) Assist in identifying and applying for grants; and

(7) Assist in the application process for grant funding (as applicable) and the administration and disbursement of any grant funding obtained in compliance with the specific terms and conditions of such grants and participating in any audits related thereto;

(8) Coordinate with other advisors engaged by the School, including, but not limited to, legal and financial advisors.

(iv) Technology Support Services.

(1) Research, investigate and evaluate possible manufacturers and technology that can assist the School to achieve its Statement of Mission and Purpose and the performance objectives as stated in the Contract;

(2) When possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer and any competitors;

(3) Negotiate the terms of the purchase or lease of all furniture, computers, software, equipment and other personal property reasonably necessary for the operation of the School;

(4) Consummate the purchase or lease of the equipment at the School's expense, and, from the time of the purchase or lease and at all times thereafter, manage and maintain the equipment in proper working order;

(5) Fully integrate the purchased technology with the School's curriculum;

(6) Perform initial and ongoing staff and teacher training with respect to the technology;

(7) Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available;

(8) Perform such other technology support services as requested by the School and mutually agreed upon.

(v) Operational Support Services.

(1) Advise and train staff and teachers on admissions and expulsion procedures, including utilization of forms and systems;

(2) Consult and advise in implementing accounting and bookkeeping systems and preparing for annual audits as required by the District or any other governmental entity having jurisdiction over the School;

(3) Perform quality data tracking, including but not limited to, school and student level outcome data such as attendance, academic performance, etc.;

(4) Provide periodic reports on student performance, and whether educational goals and measurements are being achieved as required by the Contract;

(5) Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available;

(6) Assist in completion of compliance reporting as required by the Contract

(vi) Insurance and Financial Services.

(1) Evaluate appropriate types and levels of insurance coverage for the operations of the School taking into account the activities of the School and the Company and the types and levels of insurance maintained by similarly situated schools;

(2) Obtain quotes for such insurance from reputable providers and assist the School in purchasing and maintaining, at the School's expense, adequate insurance coverage; and

(3) Pursuant to the School's request, assist in the procurement of accounting and auditing services for the School and assist such accountant and auditor in the performance of their respective functions.

(vii) Student Recruitment: The Company shall assist the School in the recruitment and enrollment of students subject to the School's general recruitment and admission policies. Students shall be recruited and selected in accordance with the procedures set forth in the Contract and in compliance with all applicable federal, state and local law.

2. Ownership of Certain Items. The School and the Company agree that any equipment, products, services or other items purchased with discounts provided through the E-rate program (as administered by the Universal Service Administrative Company ("USAC")), shall be owned by and in the name of the School. The School hereby grants to the Company the full authority to submit requests for any E-rate eligible services under said program on behalf of the School.

3. Term. The term of this Agreement shall commence on the date of full execution of this Agreement and shall continue for a term that is concurrent with the term of the Contract, as it may be extended from time to time, allowed unofficially to continue beyond its expiration date, or renewed either under the same or a new contract that allows the School to continue to operate,

unless this Agreement is terminated sooner pursuant to the terms herein. In the event the Contract is not approved, terminated or not renewed, the School and the Company may enter into another agreement to address services the Company may provide associated with issues involving closing the School, appealing any District decisions related to termination or non-renewal, or other services not addressed in this Agreement.

4. Contract. The School's Board of Directors ("Board"), individually and collectively, agree that they shall govern the School and be responsible for its operation in accordance with the Contract and applicable law. To assist the Board and the School in carrying out the terms of the Contract, the Company shall provide the School and the Board the educational model and any and all functions, equipment, supplies, facilities, services and labor relating to the provision of education, management and day-to-day operation of the School, all in strict accordance with the material terms and conditions of the Contract, applicable law, and in keeping with the Statement of Mission and Purpose.

5. Payment of School Expenses. During the term of this Agreement, the School shall be responsible for the payment of all School Expenses. For purposes of this Section 5, "School Expenses" shall mean: directors' and officers' insurance, legal fees for representation of the Board, general accounting, audit and tax preparation fees, and approved costs related to the School's corporate formation and qualification for tax-exempt status.

6. Responsibility. In connection with the services provided by the Company hereunder, the Company shall:

(a) provide all information and written reports reasonably requested by the School or any member of the Board and consistent with the Statement of Mission and Purpose, including periodic reports on student performance, copies of all reports and other materials provided to any oversight entity and evidence of compliance with the terms of the Contract;

(b) meet with the Board with such frequency as the Board shall reasonably request; and

(c) provide members of the Board and their representatives with access at all times during business hours to inspect all School facilities, to review and audit all books and records relating to the School and the Company's performance hereunder, and to meet with and interview any employees of the Company (including teachers) associated directly with the School.

7. Subcontracts. The Company reserves the right to subcontract any of the services it agrees to provide to the School; provided, however, that the Company shall not have the right to subcontract its responsibility to perform the day-to-day management of the School under this Agreement. Even in the event that the Company subcontracts any of its services, the Company shall remain primarily responsible to the School for all services contemplated herein.

8. Rules and Procedures. The Company shall propose and the School shall adopt reasonable rules, regulations and procedures applicable to the School, and the Company shall be required by the School to enforce such rules, regulations and procedures at all times.

9. Authority. The Company shall have the authority and power necessary to undertake its responsibilities described in this Agreement, subject at all times to the oversight of the Board.

10. Obligation of the School. The School shall pay the Company all direct, indirect or third-party costs incurred by the Company in connection with providing the services outlined in Section 1(b), at the Company's actual costs. Nothing herein shall affect or impact any fees and costs to be paid by the School to the Company pursuant to any other agreements or applicable law. The School shall work with the Company to develop policies, rules, regulations, procedures, curriculum and budgets which the Company shall implement and follow in satisfying its obligations under the Contract and applicable law. The School shall not take action that is inconsistent with the Contract or applicable law, and agrees to perform its obligations under the Contract and applicable law in a timely manner. The School shall take appropriate action in a timely manner to cure any violations of the Contract or applicable law, including appropriate action as to an individual member of the Board who violates the Contract or applicable law, consistent with its Bylaws. Each party agrees that if it shall commit or threaten to commit a breach of any of the covenants and agreements contained in this Section 10, then the other party shall have the right to seek all appropriate injunctive and other equitable remedies therefor, in addition to any other rights and remedies that may be available at law, it being acknowledged and agreed that any such breach would cause irreparable injury to the other party and that money damages would not provide an adequate remedy therefor.

11. Fees.

(a) Continuing Fee. The School shall also pay a monthly continuing fee (the "Monthly Fee") to the Company equal to the following percentage of the School's Qualified Gross Revenues:

Year 1	13% of Qualified Gross Revenues
Year 2	12% of Qualified Gross Revenues
Year 3 and beyond	11% of Qualified Gross Revenues

"Qualified Gross Revenues" shall mean revenues and income received by the School from the following sources: Basic State Funding, DPIA Funding, Special Education Funding, DPIA Class Size Funding, DPIA Safety Funding, and income sources provided by state, federal and local law and/or obtained through the Company's efforts, which are not specifically excluded herein and/or which are not otherwise provided for below. Qualified Gross Revenue does not include student fees or PTA/PTO income, which shall be retained 100% by the School. Qualified Gross Revenue also does not include any state or federal funding that is meant to be a dollar for dollar reimbursement for expenditures made by the School or the Company, such as Lunch Program Revenues, which funding shall be paid 100% to the party incurring such expenditures for expenditures previously made. The Monthly Fee shall be calculated by the Company and invoiced to the School monthly, within fifteen (15) days of the end of each month, and shall be due and payable in full within fifteen (15) days of the School's receipt of said invoice. For Company fees and expenses incurred pursuant to this Agreement, the School may advance such fees and expenses provided that documentation for the fees and expenses are provided to the School for ratification. All distributions by the School to the Company not specifically contemplated by this Section 11 shall require the prior written approval of a designated member of the Board.

(b) Payment of Costs. Unless otherwise specified by the Company, all fees, costs and expenses payable hereunder shall, be made via electronic funds transfer. The Company shall provide the School at least two (2) business days' notice of a request for an electronic funds transfer as provided for herein. The School shall cooperate with the Company to set up and establish necessary accounts and procedures. This Section 11 shall survive any

expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

12. Additional Programs. The services provided by the Company and the School under this Agreement consist of the delivery of the Educational Model as defined in the charter application. The School and the Company may decide that the Company may provide additional programs which are not inconsistent with the Contract or state or federal law. Any revenues collected from such programs will go directly to the School and shall be subject to the fees set forth in Section 11.

13. Termination by the School. The School may terminate this Agreement in the event:

(a) the Contract is not awarded or is terminated;

(b) the Company materially breaches this Agreement and the Company does not cure said material breach before the later of (x) ninety (90) days of its receipt of written notice from the School identifying in reasonable detail the facts giving rise to the alleged breach, or (y) the end of the then current academic semester, unless the breach cannot be reasonably cured within the applicable cure period in which case the Company shall promptly undertake and continue efforts to cure said material breach within a reasonable time; or

(c) Notwithstanding the foregoing, in the event that a material breach creates an imminent danger to the lives of students, parents or others, said breach must be cured immediately upon written notice from the School.

14. Termination by the Company. The Company may, at its option, terminate this Agreement upon the occurrence of any of the following events:

(a) Excluding the first year of operation, if any academic year results in operating deficits, provided that any notice of termination delivered to the School after school opens for the education of students for any school year shall not be effective until the beginning of the next succeeding school year;

(b) The School fails to pay any fees due to the Company within fourteen (14) days of receiving written notice that such fees are due;

(c) The School is in material default under any other condition, term or provisions of this Agreement or the Contract, which default remains uncured for a cure period ending on the later of (i) thirty (30) days from the time that the School receives written notice of said default, or (ii) the end of the then current academic semester, unless the default cannot be reasonably cured within said cure period, in which case the School shall promptly undertake or continue efforts to cure said material default within a reasonable time;

(d) Any material reduction in state or federal funding for the School's students, provided that any notice of termination delivered to the School after school opens for the education of students for any school year shall not be effective until the next succeeding academic year; or

(e) Any Company facility that is instrumental to the implementation of the Educational Model or the day-to-day operations of the School is damaged so that, in the Company's reasonable discretion, providing, maintaining or continuing School operations would

be unfeasible, uneconomical or impractical, provided that notice of termination is delivered by the Company to the School promptly within sixty (60) days after the occurrence of the event(s) giving rise to such right of termination.

In the event that the School or the Company elects to terminate this Agreement for any of the aforementioned reasons, except failure to pay and the School continues to pay the Company the fees due the Company hereunder, then the Company shall continue to perform its obligations hereunder, notwithstanding such notice of termination, until the end of the then current academic year. In the event that the School fails to continue to pay the fees owed to the Company hereunder, the Company may terminate the Agreement after the expiration of the 14-day period after notice of payment due is delivered to the School. Each party agrees that if it shall commit or threaten to commit a breach of any of the covenants and agreements contained in Section 13 or 14, then the other party shall have the right to seek all appropriate injunctive and other equitable remedies therefor, in addition to any other rights and remedies that may be available at law, it being acknowledged and agreed that any such breach would cause irreparable injury to the other party and that money damages would not provide an adequate remedy therefor. This Section shall survive any expiration or termination of this Agreement.

15. Duties Upon Termination.

(a) Upon termination of this Agreement for any reason whatsoever, the School shall immediately pay to the Company and/or any of the Company's affiliates any monies owing to such person or entity. Furthermore, subject to applicable law, unless the School exercises its rights under paragraph (b) below, the School shall return to the Company any of the Company's proprietary materials relating to the Educational Model, the Company's methods of instruction or operation and personal property provided by the Company hereunder. The Company shall assist the School in any transition of management and operations, including, but not limited to, (i) the orderly transition of all student records and other School property, equipment and material (if any), (ii) sending notices to students as reasonably requested by the School, and (iii) at the School's option, delivering student records directly to the students. This Section shall survive any expiration or termination of this Agreement. If this Agreement is cancelled due to closure of the School, all assets purchased with public funds will revert to the ownership of the District as provided pursuant to section 1002.33(8)(d) of the Florida Statutes.

(b) Upon termination of this Agreement for any reason, the School shall have the right at its sole option, exercisable by written notice to the Company delivered within 30 days of the final date of termination, to (i) have all personal property leases relating to operation of the School that are in the name of the Company assigned to and assumed by the School, to the extent permitted by the terms thereof, applicable law, and to the extent that such a right can be negotiated into any leases, and (ii) purchase all personal property owned by the Company and used exclusively or primarily in connection with the operation of the School (other than materials related to the Company's proprietary Educational Model). The purchase price for any such owned assets acquired under clause (ii) above shall be the "remaining costs basis" of such assets (as that term is defined below) at the time of purchase. This Section 15(b) shall survive any expiration or termination of this Agreement.

For purposes of this Agreement, the "remaining cost basis" of such personal property shall be calculated based upon the straight-line method of depreciation over the life of such property, as established by the following property classifications: computers and software, three (3) years; furniture, fixtures and textbooks, five (5) years; buildings or leasehold improvements, twenty (20)

years. Depreciation will begin on the date that each item of personal property was acquired by the Company. In the event that School elects purchases the personal property, it must purchase all of said personal property and must also exercise the School's option to assume the lease of the School facility and vice versa. For the avoidance of doubt, notwithstanding any other provision contained herein, the Company's proprietary Educational Model is not included in "personal property" available for purchase under this Agreement.

(c) All financial, educational and student records of the School are School property and such records are subject to the Freedom of Information Act and applicable law. In addition, all School financial records shall be made available to the School's independent auditor.

16. License. As contained herein, the Company developed and owns proprietary rights to the Florida High School for Accelerated Learning Model ("Model"). During the term of this Agreement, the Company hereby grants the School a limited, non-exclusive license to use the Model and the name "Florida High School for Accelerated Learning" (the "name") in connection with its operation of the School. At such time as this Agreement is terminated or otherwise expires, the license granted herein shall automatically terminate and the School shall (a) immediately cease use of the name and Model; (b) immediately begin doing business by some name other than the name(s), which new name shall not consist in any variation or manner of the words "Accelerated" or "Learning" used in combination with each other; and (c) notify the District, the Florida Department of Education and any other oversight entity of the name change, including but not limited to the Secretary of State. This Section 16 shall survive any expiration or termination of this Agreement. Each party agrees that if it shall commit or threaten to commit a breach of any of the covenants and agreements contained in this Section 16, then the other party shall have the right to seek all appropriate injunctive and other equitable remedies therefor, in addition to any other rights and remedies that may be available at law, it being acknowledged and agreed that any such breach would cause irreparable injury to the other party and that money damages would not provide an adequate remedy therefor.

17. Relationship of the Parties. The parties hereto acknowledge that their relationship is that of independent contractors. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties.

18. No Third-Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and their affiliates and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person.

19. Notices. Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is also sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to: ALS Education, LLC
5850 T.G Lee Blvd.
Suite 345Orlando, FL 32822
Attention: Angela Whitford-Narine, CEO

with a copy to:	Wick Phillips 3131 McKinney Avenue, Suite 100 Dallas, Texas 75038 Attn: Chris Kirkpatrick
If to the School, to:	Florida High School for Accelerated Learning–Miami-Dade Campus, Inc. d/b/a Florida High School for Accelerated Learning – North Miami 3555 NW 7th Street Miami, FL 33125 Attn: Chair of the Board of Directors
with a copy to:	John Hearn, Esq. 1001 NW 119th Avenue Coral Springs, Florida 33071

20. Severability. The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

21. Waiver and Delay. No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

22. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any jurisdiction's conflict of laws provisions.

23. Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, no consent is required for an assignment in connection with a sale of all or substantially all of the assets of the Company or a transfer to a controlled affiliate. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

24. Independent Activity. All of the parties to this Agreement understand that the business of the Company is to operate and manage charter schools throughout the State of Florida. As such, the parties agree that the Company and its affiliates may manage, operate or otherwise provide service to other charter schools in the State of Florida and elsewhere even though such charter schools may be considered competitive with the School. All of the parties to this Agreement understand that members of the Board may serve as members of the boards of directors of other charter schools, and agree that such Board members may serve on other charter schools' board of directors provided: 1) that all of the Board members make up such other charter schools' boards of directors and 2) that such other charter schools are managed by the Company or its affiliate.

25. Representations and Warranties of the Company. The Company hereby represents and warrants to the School as follows:

(a) The Company is duly organized, validly existing and in good standing under the laws of the State of Delaware and qualified to do business in the State of Florida and has the authority to carry on its business as now being conducted and the authority to execute, deliver and perform this Agreement.

(b) The Company has taken all actions necessary to authorize the execution, delivery and performance of this Agreement, and this Agreement is a valid and binding obligation of the Company enforceable against it in accordance with its terms, except as may be limited by federal and state laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

(c) The Company has made, obtained and performed all registrations, filings, approvals, authorizations, consents, licenses or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

(d) The Company has the financial ability to perform all of its duties and obligations under this Agreement.

26. Arbitration.

(a) In the event of any dispute between the parties hereto, the parties shall settle said dispute through binding arbitration administered by the American Arbitration Association under the Commercial Arbitration Rules to occur in the County in which the School is located or where the parties may mutually agree (unless otherwise required by any applicable insurance policy or contract). The applicable statute of limitations is tolled until the conclusion of the arbitration process. Either party may simultaneously seek equitable or injunctive relief from a court of competent jurisdiction if such party reasonably believes that any delay in seeking such relief is likely to cause irreparable harm. In the event arbitration is the applicable form of dispute resolution, each party shall appoint one arbitrator with experience in charter schools and then the two previously selected arbitrators shall agree upon a third.

(b) The parties shall have the right of limited pre-hearing discovery, in accordance with the U.S. Federal Rules of Civil Procedure, as then in effect, for a period not to exceed sixty (60) days or as allowed by the arbitrators.

(c) As soon as the discovery is concluded, but in any event within thirty (30) days thereafter, the arbitrators shall hold a hearing in accordance with the aforesaid AAA rules. Thereafter, the arbitrators shall promptly render a written decision, together with a written opinion setting forth in reasonable detail the grounds for such decision. Any award by the arbitrators in connection with such decision shall also provide that the prevailing party shall recover its reasonable attorneys' fees and other costs incurred in the proceedings, in addition to any other relief which may be granted.

(d) Judgment may be entered in any court of competent jurisdiction to enforce the award entered by the arbitrators.

27. Right to Jury Trial. Notwithstanding the parties' obligation to submit disputes arising under this Agreement to binding arbitration, in the event that a court of competent jurisdiction or an applicable insurer determines, or a relevant law shall provide, that a particular

claim is not subject to the arbitration provisions of Section 26 hereof, then the parties agree to the following provision:

> THE PARTIES HEREBY EXPRESSLY COVENANT AND AGREE TO WAIVE THE RIGHT TO TRIAL BY JURY IN CONNECTION WITH ANY LITIGATION OR JUDICIAL PROCEEDING RELATING TO, DIRECTLY OR INDIRECTLY, OR CONCERNING THIS AGREEMENT OR THE CONDUCT, OMISSION, ACTION, OBLIGATION, DUTY, RIGHT, BENEFIT, PRIVILEGE, OR LIABILITY OF A PARTY HEREUNDER TO THE FULLEST EXTENT PERMITTED BY LAW. THIS WAIVER OF RIGHT TO TRIAL BY JURY IS SEPARATELY GIVEN AND IS KNOWINGLY, INTENTIONALLY AND VOLUNTARILY MADE BY THE PARTIES. THE PARTIES HAVE HAD AN OPPORTUNITY TO SEEK LEGAL COUNSEL CONCERNING THIS WAIVER. THIS WAIVER IS INTENDED TO AND DOES ENCOMPASS EACH INSTANCE AND EACH ISSUE AS TO WHICH THE RIGHT TO A JURY TRIAL WOULD OTHERWISE ACCRUE. THIS PROVISION IS A MATERIAL INDUCEMENT OF THE PARTIES ENTERING INTO THE AGREEMENT. THIS WAIVER SHALL APPLY TO THIS AGREEMENT AND ANY FUTURE AGREEMENTS, SUPPLEMENTS OR MODIFICATIONS OF THIS AGREEMENT. THIS PROVISION SHALL SURVIVE ANY TERMINATION OR CANCELLATION OF THIS AGREEMENT.

28. Force Majeure. Neither party shall be liable for failure to perform all or part of this Agreement by reason of Act of God, plague, pandemic, epidemic, outbreaks of infectious diseases or any other public health crisis, including quarantine or other employee restrictions, labor dispute, act of terrorism, non-delivery, negligence, or inadequate performance by contractors, including but not limited to the District, breakdown of facilities, fire, flood, legal enactment, federal, state or local governmental order, rule or regulation prohibiting or interfering with or making prohibitively costly, Company's ability to fulfill its obligations, or any other cause beyond their respective reasonable control.

29. Change in Law. In the event that there shall be a change in federal or state law (or in the application or interpretation thereof), the adoption of new legislation or regulations applicable to this Agreement; or the initiation of an enforcement action with respect to legislation, regulations or instructions applicable to this Agreement; any of which affects the continuing viability or legality of this Agreement or the tax exempt status of School, then either party may by notice propose an amendment to conform this Agreement to existing laws and the parties shall negotiate in good faith to adopt such amendment. To the maximum extent possible, any such amendment shall preserve the underlying economic and financial arrangements between the parties hereunder. In the event it is not possible to amend this Agreement to preserve in all material respects the underlying economic and financial arrangements between the parties, this Agreement may be terminated by either party upon sixty (60) days prior written notice to the other, unless a sooner termination is required by law.

30. Amendment. This Agreement may not be modified or amended except by a writing signed by each party hereto.

31. Counterparts. This Agreement may be executed in any number of counterparts, each of which, when executed, shall be deemed to be an original and all of which together will be deemed to be one and the same instrument. The individual signing on behalf of the named Party personally warrants and represents that he or she is the duly authorized agent of that Party with the authority to execute this Agreement on behalf of the Party.

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:

Florida High School for Accelerated Learning – Miami-Dade Campus, Inc. d/b/a Florida High School for Accelerated Learning – North Miami

By:_____

Title:_____

Approved as to Form

_____
School's Attorney

COMPANY:

ALS Education, LLC

By:_____

Title:_____

School Dashboard Sample

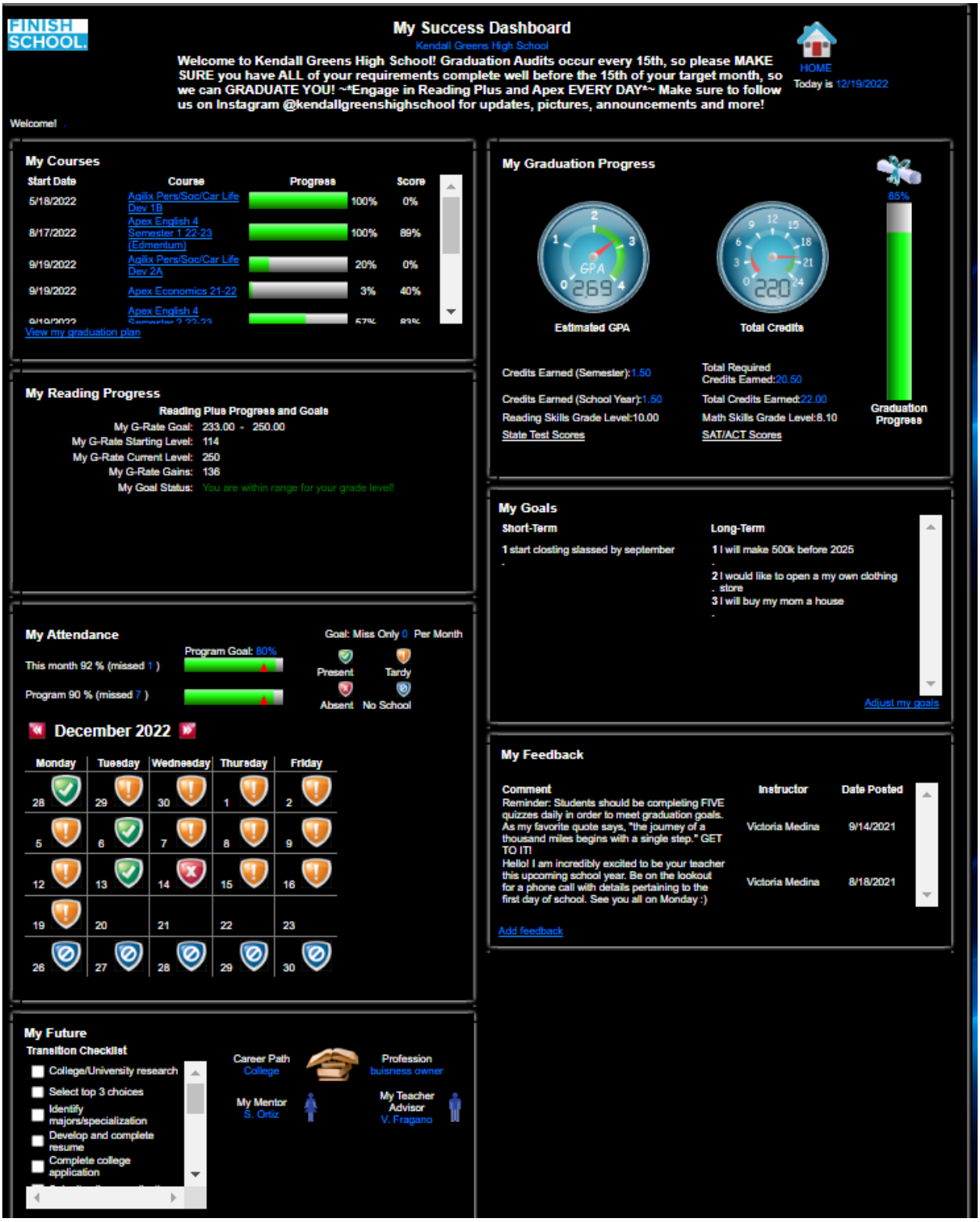
Enrollment		Attendance %		Retention Withdrawn / Served %			Referral / Retention Indicators		
Upcoming FTE Goal	500	Goal	85.0	YTD	48 / 579	91.7	Sending School	Excellence High School	133
Actual	516	YTD	88.4	Last YTD	45 / 489	90.8		Sample High School	108
VAR	16	VAR	3.4	VAR	3	0.9	Referral Reason	Different Learning Environment	323
Last YTD	435	Last YTD	85.6					Failing Grades	231
Reading Plus Active	416	Month	85.6				Withdrawal Reason	Enrolled in GED Program	13
		Today	80.8	80.8				Private School	9

Courses Passed		Credit Earn Rate		Credits Earned YTD			
YTD	1819	Student AVG	4.34	English	160.00	30 Days	265.00
Last YTD	1389			Math	137.00	60 Days	528.50
VAR	430			Science	68.50	90 Days	768.50
Month	133			Social Studies	100.50	120 Days	909.50
LY-Month	161			Electives	398.00	180 Days	909.50
				Other	45.50	180+	0.00
				YTD	909.50		
				Last YTD	694.50		
				Student Average	1.90		

Reading Plus Monitoring		
Level M	70 / 13.31%	
3 Levels of Gains or More	178 / 33.84%	
1 - 2 Levels of Gains	131 / 24.90%	

	Graduates		Post-Secondary				
	Eligible	110	YTD	29	College	23	
	YTD	37	Last YTD	13	Technical	1	
					Military	3	
					Work	2	
					Other	0	

HIGH SCHOOL DASHBOARD



FINISH SCHOOL.

My Success Dashboard

Middle School

Please use the link provided to complete the student survey: https://www.surveymonkey.com/r/FallStudent2022

HOME

Today is 12/12/2022

Welcome! [redacted]

My Courses

Start Date	Course	Progress	Score
4/19/2021	M/J Per, Car, Sch 1	In Progress	0%
4/19/2021	M/J Reading 2	In Progress	0%
6/1/2022	M/J Apex Language Arts 3 Semester 1 21-22	43%	90%
11/17/2022	M/J Apex Grade 8 Mathematics Semester 2 19-20	3%	80%

View my graduation plan

My Middle School Promotion Progress



MS Courses Passed: 3

MS Courses Required: 12

View My Middle School Tracker Report

25%

MS Promotion Progress

My Reading Progress

Reading Plus Progress and Goals

My G-Rate Goal: 206.00 - 214.00

My G-Rate Starting Level: 50

My G-Rate Current Level: 108

My G-Rate Gains: 58

My Goal Status: You are below range for your grade level.

My High School Progress





0%

Graduation Progress

Estimated GPA

Credits Earned (Semester):0.00

Credits Earned (School Year):0.00

Reading Skills Grade Level:3.00

State Test Scores

Total Credits

Total Required Credits Earned:0.00

Total Credits Earned:0.00

Math Skills Grade Level:1.40

SAT/ACT Scores

My Attendance

This month 62 % (missed 3)

Program 82 % (missed 12)

Program Goal: 80%

Goal: Miss Only 0 Per Month

Present Tardy Absent No School

December 2022

Monday	Tuesday	Wednesday	Thursday	Friday
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

My Goals

Short-Term

1 Isaac will continue to improve his insight on self-regulation, and
- when he feels he is escalating emotionally, will ask to see a designated staff member to de-escalate in 4 out of 5 occurrences, based on advisory teacher monitoring.

2 I will finish Physical Science by November 15, 2022.

Long-Term

1 I will graduate middle school by the end of the 2022-2023 school
- year.

Adjust my goals

My Future

Transition Checklist

Career Path Undecided

Profession Undecided

My Mentor Kathy Peers

My Teacher Advisor De Leon, Elysa

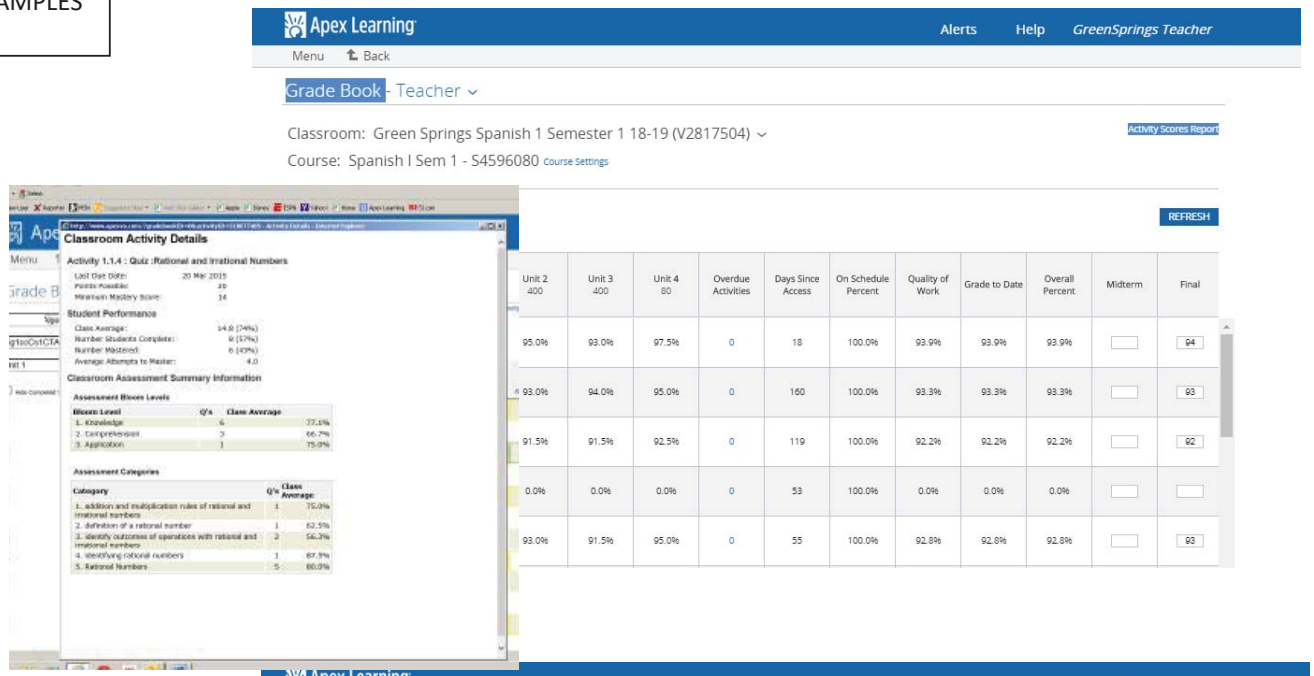
Change my Career Path / Profession

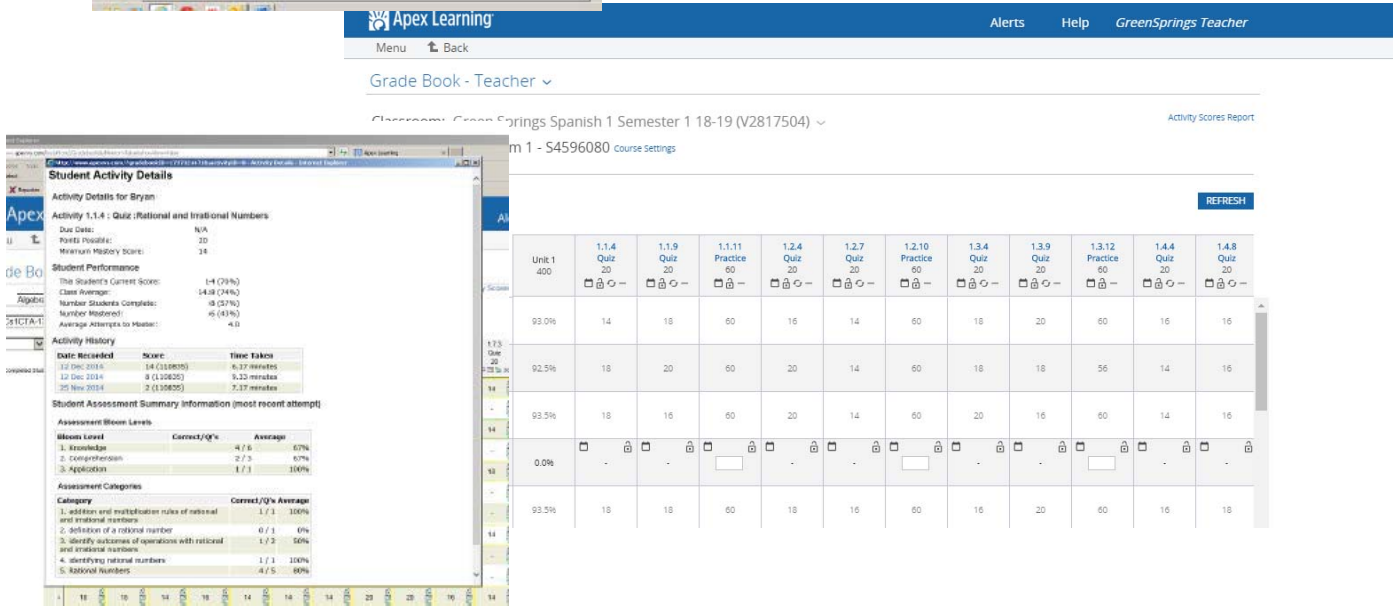
My Feedback

Comment	Instructor	Date Posted
Isaac, you are demonstrating very commendable on task work.	Kathy Peers	8/16/2022

Add feedback

GRADEBOOK SAMPLES





_____High School
GRADUATION CHECKLIST

Student Name: _____ Student #_____
Student Email Address:_____ Student Phone Number: _____
Advisory Teacher: _____ Assigned Session:_____

Task	Responsible Party	Initials & Date
1. Reviewed GP/AP for Required Courses • 24 Credits with required courses • 2.0 GPA	Advisory Teacher	
2. Confirmed submission of all final course completions (includes Personal/Social/Career)	Advisory Teacher	
3. Submitted Course Completion forms and documentation for Personal/Social courses, if applicable	Career Coach	
4. Notified, mentor, tutor, service provider of Graduation Candidacy (if applicable)	Family Support Specialist	
5. Called parents and alerted them that student is in final review as possible graduate	Advisory Teacher	
6. Met with student for transition planning • Postsecondary Transition Plan Completed and status entered in STARS • My Success Dashboard Updated • Student Exit Essay Completed – **OR** – submitted Google Review • Obtained updated address, phone numbers, email address	Career Coach	
7. Entered all outstanding course completions in STARS	Assistant Principal	
8. Ordered initial transcript	Data / Enrollment Specialist	
9. Reviewed transcript and GP/AP to confirm completion of all graduation requirements • 24 credits with required courses • Passed FAST or FSA ELA and Algebra exams (depending on cohort) • Completed all required state EOCs • Give final course completions to Data Specialist • Note in GP/AP if student will be given Certificate of Completion + any other notes	Assistant Principal	

Original: Academic File Copy: Student
Assistant Principal: File completed checklist and Postsecondary Transition Plan in student's academic file.

Task	Responsible Party	Initials & Date
10. Entered all outstanding course completions in district system and order/download transcript	Data or Enrollment Specialist	
11. Advised Principal of student graduation status (has or has not met requirements) and request withdrawal approval of student from Principal	Data or Enrollment Specialist	
12. Withdrew student from MIS and STARS effective last day of attendance	Data or Enrollment Specialist	
13. Ordered final district transcripts reflecting graduation date	Data or Enrollment Specialist	
14. Called and/or wrote letter to parents to congratulate student's official completion and provided details re: graduation practice and ceremony and any other event (e.g., senior luncheon)	Principal or Principal Designee	
15. Ensured PPS data is complete in STARS	AP Data Specialist	
16. Filed Graduation Checklist and Postsecondary Transition Plan in Student's Academic file	AP	
17. Ensured student has no outstanding obligations	Data Specialist	
18. Obtained Height and Weight of student for Cap and Gown	Career Coach	

Updated 12/19/2022

Original: Academic File **Copy:** Student
Assistant Principal: File completed checklist and Postsecondary Transition Plan in student's academic file.

MARKETING EXAMPLES



NORTH NICHOLAS HIGH SCHOOL

Our School | Admissions | Students | Resources | Contact

SUCCESS STORIES



Here are just a few of our students' stories. Ready to write your chapter? Get started today!



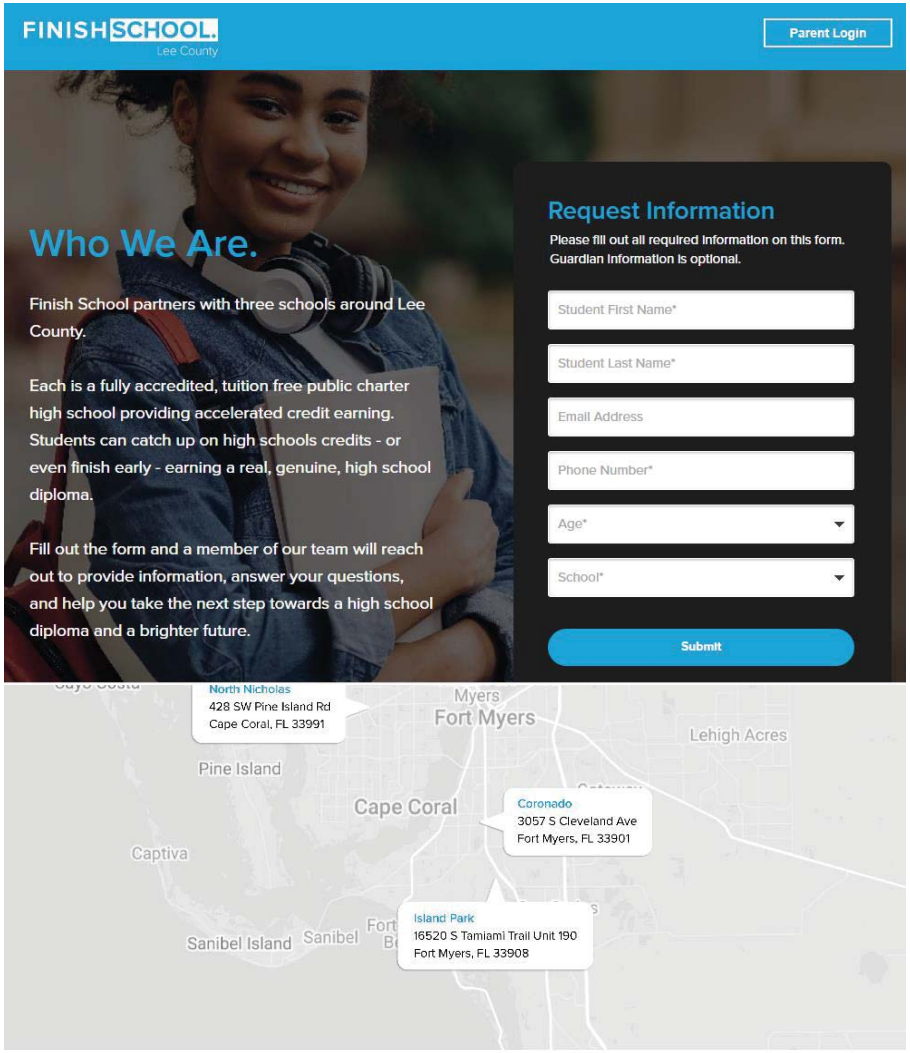
Makena

"**If I could talk to my younger self**," Makena imagines, "I would have told her: 'You should have listened when you started falling behind sophomore year and were told about North Nicholas. You could have caught up then in a year and graduated on time.' If my younger self had listened, I would have graduated on time. But, everything happens for a reason, and I'm so glad I came here. **I just wish I would've come here sooner.**"

Read Makena's full story here

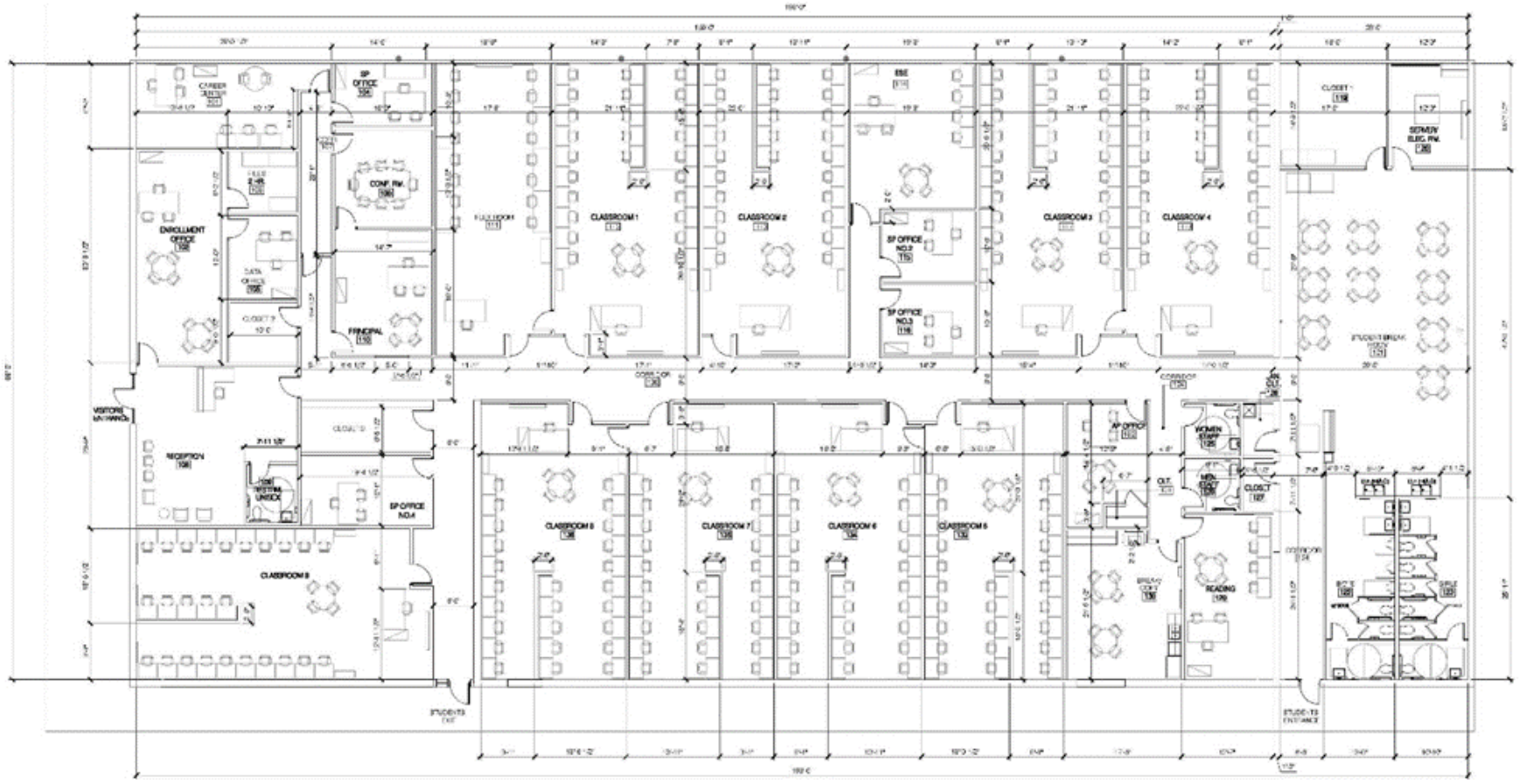


Graduation - 2022



A diploma is more than a piece of paper. It's your ticket to a better future.

SAMPLE FACILITY LAYOUT



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Exhibit B

Dear Charter School Applicant:

MDCPS will be using electronic mail (E-mail) to communicate with applicants during the charter application process. This includes, but is not limited to:

- Requests from our office for information;
- Invites to the Application Review Committee Meeting (ARC);
- Communications regarding board item presentation to The School Board of Miami Dade County;
- Distribution of evaluation tools;
- Information regarding the status of the application review; and
- If an application is recommended for denial all notices will be communicated through e-mail.

In order to ensure that we have accurate E-mail information, all applicants must submit this Charter Application Consent Form. The form provides notice of the use of E-mail as the primary source of communication.

Please provide us with the following information:

Name of the individual that will serve as primary contact: Danny Fernandez

Title / affiliation with the school : Regional Director, ALS Education

Address: 4692 NW 183rd Street

City, State Zip Code: Miami, FL 33055

Telephone Number: (305) 202-1285

E-mail: Danny.Fernandez@als-education.com

This information must be signed and delivered to our office with the submittal of the application. Provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net.

Signature: 

Print Name: Danny Fernandez Date: 08/02/2024

Relationship to Applicant: Regional Director, ALS Education

Thank you in advance for providing us with this important information

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Exhibit C

Charter School Compliance and Support

Charter School Receipt/Waiver
2022 Application Cycle

This receipt serves to confirm that a charter school application has been submitted by:

Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.
(Name of submitting organization/individual)

on behalf of: Florida High School for Accelerated Learning - North Miami
(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would open on the year indicated in the charter application as the first year of operation.

INDIVIDUAL SUBMITTING APPLICATION:

Danny Fernandez
Name

Regional Director, ALS Education
Title/Affiliation

(305) 202-1285
Telephone number(s)

Danny.Fernandez@als-education.com
E-mail

ACCORDING TO SECTION 1002.33, F.S., A DISTRICT SCHOOL BOARD MUST APPROVE OR DENY AN APPLICATION NO LATER THAN 90 CALENDAR DAYS AFTER THE APPLICATION IS RECEIVED. SINCE SCHOOL BOARD MEETINGS ARE SCHEDULED FAR IN ADVANCE OF THE APPLICATION DEADLINE, AND TO ALLOW THE MAXIMUM AMOUNT OF TIME POSSIBLE FOR A THOROUGH REVIEW, APPLICATIONS SUBMITTED TO THE SCHOOL BOARD FOR CONSIDERATION WILL BE PRESENTED AT THE **MAY 2022 SCHOOL BOARD MEETING OR THEREAFTER TIME PERMITING,** THEREBY EXTENDING THE REVIEW PERIOD TO OVER 90 DAYS.

I/We acknowledge receipt of and agree with the aforementioned stipulations.

CSCS Staff Member's Name	Signature	Date
Danny Fernandez Authorized Signature of Applicant	Signature	Date

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CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: GREEN SPRINGS NORTH GARDENS - NORTH PARK - KENDALL GREENS - DORAL PARK

NAME OF THE GOVERNING BOARD MEMBER: A. RICHARD DIRENZO

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

KHMER EDUCATION FOUNDATION

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: GREEN SPRINGS - NORTH GARDENS - KENDALL GREENS - NORTH PARK - DORAL PARK

Title/Prefix: ☐ Mrs. ☑ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: ALBERT (First) RICHARD (Middle) DIRENZO (Last)

Home Address: 9127 NW 1ST AVENUE (Street Number)

MIAMI SHORES (City) FL (State) 33150 (Zip Code)

Home Phone: 305-757-0831 Work Phone: _____

Fax Number: _____ Cellular Number: 786-271-3698

Email Address: ANGLICANSMOKER@GMAIL.COM

Member's Employment: RETIRED (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

I DO NOT HAVE CHILDREN

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☒ Associate's Degree ☐ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☒ Community Service	☐ Education	☐ Finance
☐ Fund Raising	☐ Law	☒ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☒ Other (please specify): SCHOLARSHIPS - MUSIC APPRECIATION	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒

Revised 6/20/16

9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☒
13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☒
14. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

Revised 6/20/16

3. ARJ I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;

20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and
29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.

Signature: C. Richard D'Rozario

Date: 12/6/2023

Revised 6/20/16

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: Green Springs, Doral Park, Kendall Greens, North Gardens and North Park High Schools

NAME OF THE GOVERNING BOARD MEMBER: Paul Haralson

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: _____

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Paul (First) — (Middle) Haralson (Last)

Home Address: 205 County Road 401 (Street Number)

Cuchara (City) CO (State) 81055 (Zip Code)

Home Phone: — Work Phone: 305-757-4200

Fax Number: — Cellular Number: 305-992-1827

Email Address: pharalson@haralsonlawfirm.com

Member's Employment: Haralson Law Firm (Employer Name) President (Title/Position)

Employer Address: 15550 New Barn Road, Suite 104 (Street Number)

Miami Lakes (City) FL (State) 33014 (Zip Code)

Spouse's Name: Cynthia (First) R (Middle) Haralson (Last)

Spouse's Employment: La Veta Schools RE-2 (Employer Name) Preschool Director + Lead Teacher (Title/Position)

Employer Address: 200 Stadium Drive (Street Number)

La Veta (City) CO (State) 81055 (Zip Code)

Will your child(ren) attend this charter school? no If no, why not? They are grown.

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:
☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☑ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☐ Finance
☐ Fund Raising	☑ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑

Revised 6/20/16

9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12. Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☑
13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☑
14. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☑

Criminal Background History

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1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

Revised 6/20/16

3. PH I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;

7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunityof being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the schooll's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's 'nnual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));
14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));

20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and
29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/13/23

Date

Revised 6/20/16

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: North Gardens, North Park, Doral Park, Kendall Greens, Green Springs

NAME OF THE GOVERNING BOARD MEMBER: Kyle Mullan

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

[redacted]

[redacted]

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: North Gardens, North Park, Doral Park, Kendall Greens, Green Springs

Title/Prefix: ☐ Mrs. ☑ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Kyle (First) P (Middle) Mullan (Last)

Home Address: 500 NE 29th Street # 803 (Street Number)

Miami (City) FL (State) 33137 (Zip Code)

Home Phone: 904 962 6448 Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: kmullan@cushmanschool.org

Member's Employment: The Cushman School (Employer Name) Educator (Title/Position)

Employer Address: 592 NE 60th Street (Street Number)

Miami (City) FL (State) 33137 (Zip Code)

Spouse's Name: Alexandra (First) E (Middle) Sevilla (Last)

Spouse's Employment: The Cushman School (Employer Name) Educator (Title/Position)

Employer Address: 592 NE 60th Street (Street Number)

Miami (City) FL (State) 33137 (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

N/A

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☑ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☑ Community Service	☑ Education	☐ Finance
☐ Fund Raising	☐ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑

Revised 6/20/16

9.	Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11.	Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12.	Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☑
13.	Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☑
14.	To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years?	Yes ☐	No ☑

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete a criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

Revised 6/20/16

3. KM I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;

7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or “F” under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunityof being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the schooll’s academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's ’nnual budget and its independent fiscal audit; the school’s grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));
14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor’s ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school’s student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));

20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and
29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12-12-23

Date

Revised 6/20/16

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: Doral Park, No. Gardens, Doral Park, Kendall Greens + Green Springs HS's

NAME OF THE GOVERNING BOARD MEMBER: Elisa Robles

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Miami-Dade County
Public Schools
giving our students the world

Charter School Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Revised 6/20/16

Personal Information

Name of Charter School: _____

Title/Prefix: ☐ Mrs. ☐ Mr. ☑ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Elisa (First) _____ (Middle) Robles (Last)

Home Address: 4111 W 8 Ave (Street Number)

Hialeah (City) FL (State) 33012 (Zip Code)

Home Phone: — Work Phone: 786-476-3300

Fax Number: _____ Cellular Number: 305-992-7881

Email Address: Elisarobles09@Gmail.com

Member's Employment: FirstBank FL (Employer Name) VP/Branch Manager (Title/Position)

Employer Address: 1325 W 49st (Street Number)

Hialeah (City) FL (State) 33012 (Zip Code)

Spouse's Name: — (First) _____ (Middle) _____ (Last)

Spouse's Employment: — (Employer Name) _____ (Title/Position)

Employer Address: — (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

N/A

Will you be able to attend regularly scheduled board meetings? Yes ✓ No ____

Please check your highest education level:

☐ High School/GED ☑ Associate's Degree ☐ Master's Degree

Revised 6/20/16

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☐ Finance
☐ Fund Raising	☐ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

1.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2.	Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4.	Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5.	Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6.	Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7.	Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8.	Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑

Revised 6/20/16

9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12. Do you currently serve as a public official? If you are being re-nominated to the same charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.	Yes ☐	No ☑
13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools?	Yes ☐	No ☑
14. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school?	Yes ☐	No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?	Yes ☐	No ☑

- Agency Proceedings/Civil Litigation

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Revised 6/20/16

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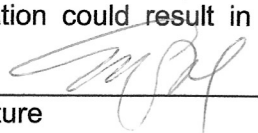
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Signature

12-12-2023

Date

Revised 6/20/16

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MIAMI DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL OPERATIONS
APPLICATION BUDGET TEMPLATE

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment
ENROLLMENT										
K - 5										
6 - 8	-	-	35	18	50	25	50	25	50	25
9 - 12	350	175	390	195	450	225	450	225	450	225
Total Enrollment	350	175	425	213	500	250	500	250	500	250
REVENUES										
State Sources	$ 3,162,185.00	$ 1,581,092.50	$ 3,845,396.00	$ 1,922,698.00	$ 4,525,569.00	$ 2,262,784.50	$ 4,525,569.00	$ 2,262,784.50	$ 4,525,569.00	$ 2,262,784.50
Federal Sources			$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00
Local Sources										
Other Sources - Management Company Contributions		$ 365,000.00		$ 50,000.00		$ 79,000.00		$ 79,000.00		$ 79,000.00
Other Sources - Loan Proceeds	$ -									
Total Revenues	$ 3,162,185.00	$ 1,946,092.50	$ 3,890,396.00	$ 2,017,698.00	$ 4,570,569.00	$ 2,386,784.50	$ 4,570,569.00	$ 2,386,784.50	$ 4,570,569.00	$ 2,386,784.50
EXPENDITURES										
Instruction										
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	$ 570,000.00	$ 278,000.00	$ 667,050.00	$ 283,560.00	$ 767,684.00	$ 289,231.20	$ 767,684.00	$ 295,015.82	$ 767,684.00	$ 300,916.14
Fringe Benefits	$ 117,627.00	$ 69,500.00	$ 142,780.58	$ 70,890.00	$ 161,866.09	$ 72,307.80	$ 161,866.09	$ 73,753.96	$ 161,866.09	$ 75,229.04
Contracted Professional Services (includes Therapists & other contracted instructional services)	$ 18,000.00	$ 9,000.00	$ 22,000.00	$ 11,000.00	$ 25,000.00	$ 12,500.00	$ 25,000.00	$ 12,500.00	$ 25,000.00	$ 12,500.00
Classroom Supplies & Equipment	$ 18,000.00	$ 9,000.00	$ 22,000.00	$ 10,000.00	$ 25,000.00	$ 12,000.00	$ 25,000.00	$ 12,000.00	$ 25,000.00	$ 12,000.00
Teacher Supplies	$ 10,000.00	$ -	$ 1,000.00	$ -	$ 1,000.00	$ -	$ 1,000.00	$ -	$ 1,000.00	$ -
Textbooks	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00	$ 1,800.00
Student Activities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Computer - Equipment & Repairs for Instruction	$ 50,000.00	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -	$ 5,000.00	$ -
Software for Instruction	$ 61,250.00	$ 32,322.50	$ 74,375.00	$ 37,437.50	$ 87,500.00	$ 40,925.00	$ 87,500.00	$ 40,925.00	$ 87,500.00	$ 40,925.00
Sub-Total Instruction	*$ 846,677.00*	*$ 399,622.50*	*$ 936,005.58*	*$ 414,687.50*	*$ 1,074,850.09*	*$ 428,764.00*	*$ 1,074,850.09*	*$ 435,994.78*	*$ 1,074,850.09*	*$ 443,370.18*
Pupil Personnel Services										
Salaries (includes counselor, school nurse, health assistant)	$ 153,000.00	$ 153,000.00	$ 156,060.00	$ 156,060.00	$ 159,181.20	$ 159,181.20	$ 159,181.20	$ 159,181.20	$ 159,181.20	$ 159,181.20
Fringe Benefits	$ 37,047.00	$ 37,047.00	$ 37,302.21	$ 37,302.21	$ 38,035.52	$ 38,035.52	$ 38,035.52	$ 38,035.52	$ 38,035.52	$ 38,035.52
Contracted Professional Services (counseling and psychological, contracted nurse services)										
Sub-Total Pupil Personnel Services	*$ 190,047.00*	*$ 190,047.00*	*$ 193,362.21*	*$ 193,362.21*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*	*$ 197,216.72*
Media Services										
Salaries (includes Librarian)										
Fringe Benefits										
Library Books										
Audio Visual Materials										
Sub-Total Media Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Curriculum Development										
Salaries (includes Curriculum Specialist)										
Fringe Benefits										
Curriculum										
Development Supplies										
Student Activities										
Sub-Total Curriculum Development	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Staff Development										
Workshops	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
Travel	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Professional Services	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
Sub-Total Staff Development	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*	*$ 9,000.00*

MIAMI DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL OPERATIONS
APPLICATION BUDGET TEMPLATE

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment
Instruction Related Technology										
Salaries (includes Technology Personnel)										
Fringe Benefits										
Instructional Networks	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Hardware Maintenance	$ 31,500.00	$ 20,000.00	$ 38,250.00	$ 38,250.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00
Computer Learning Labs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Instruction Related Technology	*$ 31,500.00*	*$ 20,000.00*	*$ 38,250.00*	*$ 38,250.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*	*$ 45,000.00*
Board										
Professional Services (Legal)	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
Insurance	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total Board	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*	*$ 17,000.00*
General Administration										
Management Fees	$ 437,605.00	$ 218,802.50	$ 532,229.06	$ 266,114.53	$ 626,391.09	$ 313,195.54	$ 626,391.09	$ 313,195.54	$ 626,391.09	$ 313,195.54
Administrative Fee	$ 132,646.00	$ 66,323.00	$ 152,135.08	$ 76,067.54	$ 171,482.76	$ 85,741.38	$ 171,482.76	$ 85,741.38	$ 171,482.76	$ 85,741.38
Sub-Total General Administration	*$ 570,251.00*	*$ 285,125.50*	*$ 684,364.15*	*$ 342,182.07*	*$ 797,873.85*	*$ 398,936.92*	*$ 797,873.85*	*$ 398,936.92*	*$ 797,873.85*	*$ 398,936.92*
School Administration										
Salaries (includes Principal, Secretary & other Office Personnel)	$ 215,000.00	$ 215,000.00	$ 219,300.00	$ 183,600.00	$ 223,686.00	$ 186,904.80	$ 223,686.00	$ 186,904.80	$ 223,686.00	$ 186,904.80
Fringe Benefits	$ 32,932.50	$ 32,932.50	$ 40,204.71	$ 33,261.90	$ 40,989.79	$ 33,564.29	$ 40,989.79	$ 33,564.29	$ 40,989.79	$ 33,564.29
Equipment Rental / Lease	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00	$ 2,400.00
Travel	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
Advertising and Promotion	$ 10,000.00	$ 10,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
License Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Uniforms	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Postage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Printing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Office Supplies	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00
Office Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Computer Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Sub-Total School Administration	*$ 288,332.50*	*$ 288,332.50*	*$ 294,904.71*	*$ 252,261.90*	*$ 300,075.79*	*$ 255,869.09*	*$ 300,075.79*	*$ 255,869.09*	*$ 300,075.79*	*$ 255,869.09*
Facilities Acquisition & Construction										
Building Lease / Rent	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00	$ 350,000.00
Remodeling & Renovations										
Purchase of Buildings & Fixed Equipment										
Land										
Sub-Total Facilities Acquisition & Construction	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*	*$ 350,000.00*
Fiscal Services										
Salaries (Accounting & Bookkeeping Personnel)										
Professional Services (payroll, accounting, auditing)	$ 12,000.00	$ 12,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00
Sub-Total Fiscal Services	*$ 12,000.00*	*$ 12,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*	*$ 24,000.00*
Food Services										
Salaries (Food Service Workers)										
Fringe Benefits										
Food										
Materials & Supplies										
Equipment Rental / Lease										
Inspection fees										

MIAMI DADE COUNTY PUBLIC SCHOOLS
CHARTER SCHOOL OPERATIONS
APPLICATION BUDGET TEMPLATE

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - NORTH MIAMI	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment	100 % Enrollment	50 % Enrollment
Sub-Total Food Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Pupil Transportation Services										
Salaries (Drivers & Transportation workers)										
Fringe Benefits										
Contracted Transportation Services	$ 93,275.00	$ 46,637.50	$ 113,262.50	$ 56,631.25	$ 133,250.00	$ 66,625.00	$ 133,250.00	$ 66,625.00	$ 133,250.00	$ 66,625.00
Insurance										
Buses										
Repairs & Maintenance										
Fuel										
Sub-Total Pupil Transportation Services	*$ 93,275.00*	*$ 46,637.50*	*$ 113,262.50*	*$ 56,631.25*	*$ 133,250.00*	*$ 66,625.00*	*$ 133,250.00*	*$ 66,625.00*	*$ 133,250.00*	*$ 66,625.00*
Operation of Plant										
Salaries (Custodian, crossing guards, security)	$ 40,000.00	$ 40,000.00	$ 40,800.00	$ 40,800.00	$ 41,616.00	$ 41,616.00	$ 41,616.00	$ 41,616.00	$ 41,616.00	$ 41,616.00
Fringe benefits	$ 10,245.00	$ 10,245.00	$ 10,318.20	$ 10,318.20	$ 10,392.86	$ 10,392.86	$ 10,392.86	$ 10,392.86	$ 10,392.86	$ 10,392.86
Purchased Service (Custodial, fire and alarm, pest control etc)	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00
Lawn Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Pest Control	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00	$ 3,600.00
Security Services	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00	$ 96,000.00
Property Insurance	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00	$ 24,000.00
Telephone Services	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00	$ 48,000.00
Water & Sewer	$ 12,000.00	$ 11,000.00	$ 14,000.00	$ 11,000.00	$ 16,000.00	$ 11,000.00	$ 16,000.00	$ 11,000.00	$ 16,000.00	$ 11,000.00
Electricity	$ 20,400.00	$ 19,400.00	$ 21,400.00	$ 19,400.00	$ 22,400.00	$ 19,400.00	$ 22,400.00	$ 19,400.00	$ 22,400.00	$ 19,400.00
Custodial Supplies & Equipment	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Sub-Total Operation of Plant	*$ 277,245.00*	*$ 275,245.00*	*$ 281,118.20*	*$ 276,118.20*	*$ 285,008.86*	*$ 277,008.86*	*$ 285,008.86*	*$ 277,008.86*	*$ 285,008.86*	*$ 277,008.86*
Maintenance of Plant										
Repairs & Maintenance	$ 6,000.00	$ 6,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00
Supplies	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00
Sub-Total Maintenance of Plant	*$ 8,000.00*	*$ 8,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*	*$ 14,000.00*
Administrative Technology Services										
Internal Technology Support										
Technology Personnel										
Systems Operation										
Systems Planning & Analysis										
Sub-Total Administrative Technology Services	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
After Care Programs										
After Care Salary										
Fringe Benefits										
Sub-Total After Care Programs	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Debt Service										
Redemption of Principal	*$ 338,756.00*	*$ -*	*$ 349,060.00*	*$ -*	*$ 359,677.00*	*$ 300,000.00*	*$ 359,677.00*	*$ 300,000.00*	*$ 359,677.00*	*$ 300,000.00*
Interest	*$ 49,366.00*	*$ -*	*$ 39,064.00*	*$ -*	*$ 28,447.00*	*$ -*	*$ 28,447.00*	*$ -*	*$ 28,447.00*	*$ -*
Sub-Total Debt Service	*$ 388,122.00*	*$ -*	*$ 388,124.00*	*$ -*	*$ 388,124.00*	*$ 300,000.00*	*$ 388,124.00*	*$ 300,000.00*	*$ 388,124.00*	*$ 300,000.00*
Total Expenditures	*$ 3,081,449.50*	*$ 1,901,010.00*	*$ 3,343,391.34*	*$ 1,987,493.13*	*$ 3,635,399.31*	*$ 2,383,420.60*	*$ 3,635,399.31*	*$ 2,390,651.38*	*$ 3,635,399.31*	*$ 2,398,026.77*
Excess of Revenues over Expenditures	$ 80,735.50	$ 45,082.50	$ 547,004.66	$ 30,204.87	$ 935,169.69	$ 3,363.90	$ 935,169.69	$ (3,866.88)	$ 935,169.69	$ (11,242.27)

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Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.	
Name of School:	Florida High School for Accelerated Learning -North Miami	
Grade Levels:	7th -12th	
Date Technical Review Completed: September 20, 2024		**Date of Review by ARC: October 17, 2024**
High Performing Replication: No		**WL # TBD**
High Performing System Replication: NA		

The Miami Dade County Public School District

CHARTER SCHOOL MODEL APPLICATION

REVIEW PROCESS

2024 Application Cycle

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.	
Name of School:	Florida High School for Accelerated Learning -North Miami	
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High Performing System Replication: NA		

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling the Assessment: Dahlia Gonzalez Date: October 17, 2024

Title: District Director, Charter School Compliance and Support

Charter School Application Evaluation Instrument

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STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Mission, Guiding Principles and Purpose	Target Population and Student Body	Educational Program Design	Curriculum Plan	Student Performance, Assessment and Evaluation	Exceptional Students	English Language Learners
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14
	School Culture and Discipline	Supplemental Programming	Governance	Management and Staffing	Human Resources and Employment	Professional Development	Student Recruitment and Enrollment
Meets	✓	✓	✓	✓		✓	✓
Partially Meets					✓		
Does Not Meet							
	SECTION 15	SECTION 16	SECTION 17	SECTION 18	SECTION 19	SECTION 20	SECTION 21
	Parent and Community Involvement	Facilities	Transportation	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 22	Addendum A	Addendum A1	Addendum B	Form IEPC-M1A		
	Start-Up Plan	Replications	High Performing Replications	Education Service Providers	Applicant's Historical Performance	Board Member Information and Disclosure Forms	
Meets	✓	✓			✓	✓	
Partially Meets				✓			
Does Not Meet							
Not Applicable			✓				

Charter School Application Evaluation Instrument

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Name of School:	Florida High School for Accelerated Learning -North Miami
Grade Levels:	**7th -12th**
Date Technical Review Completed: September 20, 2024	**Date of Review by ARC: October 17, 2024**
High Performing Replication: No	**WL # TBD**
High Performing System Replication: NA	

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.
Name of School:	Florida High School for Accelerated Learning -North Miami
Grade Levels:	**7th -12th**
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High Performing Replication: No	**WL # TBD**
High Performing System Replication: NA	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):
s. 1002.33(10)

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.
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Grade Levels:	**7th -12th**

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High Performing System Replication: NA	

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
Concerns and Additional Questions	**Reference**

Charter School Application Evaluation Instrument

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High Performing Replication: No	**WL # TBD**
High Performing System Replication: NA	

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s): s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.
Name of School:	Florida High School for Accelerated Learning -North Miami
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High Performing System Replication: NA	

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s): s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria: A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.
Name of School:	Florida High School for Accelerated Learning -North Miami
Grade Levels:	**7th -12th**

Date Technical Review Completed: September 20, 2024	**Date of Review by ARC: October 17, 2024**
High Performing Replication: No	**WL # TBD**
High Performing System Replication: NA	

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s): s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
• School's projection for ESE student enrollment is projected at 13%. MDCPS is at a 12.5%. P52 • The application states that the "School level LEA will ensure that the student GEN Ed teachers, ESE Teachers and other service provider have access to and are informed of the student. (services, responsibilities, status, ETC)". This will level of support will ensure that students are successful. P53	
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA		

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s): s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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High Performing System Replication: NA	

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):
s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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High Performing System Replication: NA	

II. Organizational Plan

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

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s): s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Charter School Application Evaluation Instrument

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High Performing System Replication: NA	

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s): s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	**Reference**

Concerns and Additional Questions	**Reference**
• "Your employment at ALS is at the will of ALS and subject to termination at any time, with or without cause or notice." This does not align to state statute s.1012.33, F.S. Of concern is that employees who have an employment contract have certain rights granted through state statute. [Employee Handbook]	

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High Performing System Replication: NA	

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

III. Business Plan

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

16. <u>Facilities</u>

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s): s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

17. <u>Transportation</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

18. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced-price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

19. <u>School Safety and Security</u>
The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):
s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:
A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

20. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)16.

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: NA		

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s): s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☒	☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☐	☐	☐	☒

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: NA	

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s): s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☐	☒	☐	☐
Strengths			**Reference**

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.	
Name of School:	Florida High School for Accelerated Learning -North Miami	
Grade Levels:	**7th -12th**	
Date Technical Review Completed: September 20, 2024		**Date of Review by ARC: October 17, 2024**
High Performing Replication: No		**WL # TBD**
High Performing System Replication: NA		

Concerns and Additional Questions	**Reference**
• There does not seem to be a termination option for the governing board if they just want to sever the relationship with the ESP. The management agreement does afford that option to the ESP but the same is not given to the governing board. (ESP Agreement/p8) • There are concerns regarding employees being that of the ESP and clarification is needed. The arm's length relationship between the ESP and the board is not clearly defined.	

Charter School Application Evaluation Instrument

Name of Applicant:	Florida High School for Accelerated Learning – Miami-Dade Campus, Inc.
Name of School:	Florida High School for Accelerated Learning -North Miami
Grade Levels:	**7th -12th**

Date Technical Review Completed: September 20, 2024	**Date of Review by ARC: October 17, 2024**
High Performing Replication: No	**WL # TBD**
High Performing System Replication: NA	

Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☒	☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**