



Notice of Intent

Cover Sheet

School of Hope Operator

Name of Non-Profit Organization: Success Academy Charter Schools, Inc.

IRS FEIN #: 20-5298861

Address: 95 Pine Street, Floor 6, New York, NY 10005

Executive Director/CEO: Eva Moskowitz, CEO and President of National Strategy and Advancement

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Date Organization Received Hope Operator Designation from SBE: April 2024

A copy of the Hope Operator Designation is enclosed with this Notice of Intent.

Persistently Low-Performing Schools

See Attachment A for the list of all Persistently Low-Performing Schools with addresses in the proposed geographic areas of each School of Hope.

Proposed Schools of Hope

Names of Schools:

1. Success Academy Elementary School at North Miami Senior High School
2. Success Academy Elementary School at Miami Jackson Senior High School
3. Success Academy Elementary School at Westland Hialeah Senior High School

4. Success Academy Elementary School at Homestead Senior High School
5. Success Academy Elementary School at Hialeah-Miami Lakes Senior High School

Address/Geographic Area:

1. Success Academy Elementary School at North Miami Senior High School:

North Miami Senior High School
13110 NE 8 Avenue
North Miami, FL 33161

2. Success Academy Elementary School at Miami Jackson Senior High School:

Miami Jackson Senior High School
1751 NW 36th Street
Miami, FL 33142

3. Success Academy Elementary School at Hialeah-Miami Lakes Senior High School:

Hialeah-Miami Lakes Senior High School
7977 W 12th Ave.
Hialeah, FL 33014

4. Success Academy Elementary School at Homestead Senior High School:

Homestead Senior High School
2351 SE 12th Ave,
Homestead, FL 33035

5. Success Academy Elementary School at Westland Hialeah Senior High School:

Westland Hialeah Senior High School
4000 W 18th Ave
Hialeah, FL 33012

Proximity to Persistently Low-Performing School:

* If the School plans to serve students from more than one persistently low-performing public school, please identify all schools in the proposed geographic area in Attachment A.

Please refer to Attachment A.

Authorizing Entity

This Notice of Intent is being filed with: **Miami-Dade County Public Schools**

I certify that I have the authority to submit this Notice of Intent on behalf of the above name organization and that all information contained herein is complete and accurate. The person named as the primary contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

A handwritten signature in black ink that reads "Matt Levine". The signature is written in a cursive style with a long, sweeping underline.

Printed Name

Matt Levine

Title

Chief Legal Officer

Date

April 27, 2026

Section A: Mission Statement

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

Success Academy's mission is twofold: to build exceptional public schools where children of all backgrounds are highly prepared for college and life, and to champion advocacy efforts that expand access to high-quality public education. We aim to demonstrate what is possible when children from underserved communities are given a world-class education and a pathway to college. We aim not to close, but to reverse the achievement gap.

We accomplish this through a whole-child approach that prepares every child to reach their full potential by developing them into confident, self-directed, well-educated individuals. Our scholars receive rigorous and robust academic and co-curricular instruction, meaningful experiences and opportunities beyond the classroom, and embedded social emotional development learning that together build essential life skills and habits of mind to succeed through college and in life. Our approach is proven – 100% of our graduates are accepted to four-year colleges with our scholars earning top national distinctions in the arts and athletics.

Success Academy's mission aligns with the legislative intent of Florida's School of Hope program and the state's goals of improving student performance, meeting high academic standards, and expanding learning opportunities for students.

Section B: Academic Focus and Plan

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

Success Academy plans to open in Florida with kindergarten and first grade, establishing the foundation essential for long-term scholar preparedness. In these early grades, our educational program is designed for our scholars to fall in love with reading and creatively solve problems by engaging in quality learning tasks that stimulate thinking. Our educational program is defined by rigorous instruction in literacy and math with an emphasis on play – blocks, choice time, and games. Co-curricular instruction in chess, visual arts, performing arts and athletics also define our educational program and are part of the school day.

2. 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.

Success Academy's learning environment is grounded in the belief that classrooms must be respectful and orderly for the highest levels of learning to take place. We uphold a warm-strict approach in which students and families clearly understand expectations and the consequences for not meeting them. When educators create schools that students want to be part of, learning proceeds without disruption and students practice the behavior that supports the learning environment.

Our approach to classroom management — Smart Classroom Management, is designed to safeguard students' right to learn and teachers' right to teach by structuring behavior expectations in a way that promotes student autonomy. Educators teach a clear classroom management plan with specific routines for each part of the day and then hand ownership to students, holding them accountable for upholding those routines. Our educators acknowledge real accomplishments and avoid practices that lower expectations, reinforcing our belief in students as autonomous, independent learners.

Aesthetics play a central role in reinforcing our learning environment. Classrooms and common areas are kept clean, bright, and uncluttered to create a calm learning environment and to signal that school is a house of learning. We maintain spaces to a high standard so that students and educators walk into our schools and immediately see that the environment honors the importance—and the sacredness—of teaching and learning.

3. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards, as provided for in Section 1003.41, Florida Statutes. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.
- If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject, as provided for in Section 1003.01(14)(a), Florida Statutes, and the rationale for each. Include as Attachment B, a sample course scope and sequence for a core subject for each division (elementary, middle, and high school) the school would serve.
 - If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.

Success Academy's proprietary K–12 curriculum provides thirteen years of continuous learning, reverse-engineered from what students need for college preparedness and overall life success. Our K-12 curriculum is designed to stimulate thinking through strong engagement with content. Through intense study of the curriculum and an understanding of the purpose of literature, history, math and science, our teachers train reasoning and demonstrate the intellectual standard to improve scholar work and thinking. In elementary school, scholars will learn logic, in addition to math, reading, writing, and science five days a week. Key features of our curriculum include twice-a-day math blocks, the first for math concepts and procedures, and the second for complex problem solving, and quantitative science.

Our academic program will meet all class-related requirements that apply to Schools of Hope set forth in Sections 1003.41, 1003.01(14)(a), Florida Statutes. A sample potential course scope and sequence is included as [Attachment B](#). Our approach prepares every student—regardless of background or starting point—to meet and exceed state academic standards, setting them up for long-term success.

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

Attachment C includes a draft sample daily schedule and sample school annual calendar.

Section C: Financial Plan

1. Provide as Attachment D, an operating budget covering each year of the 5-year term that contains revenue projections, expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section G.

Please refer to Attachment D.

2. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with applicable financial reporting requirements.

Success Academy Charter Schools, Inc. ("SACS") will manage the school's finances. SACS is a Charter Management Organization ("CMO") exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

SACS was formed on June 30, 2006, as a CMO to provide services to Success Academy Charter Schools – NYC ("SA-NYC"), a network of public charter schools operating in New York City. The relationship between SACS and SA-NYC is governed by an Academic and Business Services Agreement under which SACS has successfully provided SA-NYC with financial management support for over 19 years, including day-to-day transactional accounting, payroll, government grants reporting, management of financial audits, development of financial models and budgets, and Board and School District reporting. As such, SACS is well qualified to provide support for all compliance-based finance activities of Success Academy schools in Florida.

SACS' Finance Team is led by its Chief Financial Officer (CFO). Working with SACS's Controller, Head of FP&A (Financial Planning and Analysis), and Head of Internal Audit, SACS' Finance Team exercises internal controls over all financial management and reporting requirements. SACS' Finance Team also includes finance and accounting personnel specialized in Payroll, Accounts Payable, Billing, Federal Grants, FP&A, and Internal Audit. SACS' Finance team works closely with the management of each school and other SACS personnel to ensure that all necessary financial management procedures are in place to support required fiscal management, monitoring, compliance, and accountability. In addition, SACS' Finance Team works to ensure that all internal and external accounting requirements are met.

SACS maintains financial controls and audit procedures intended to safeguard assets against employee error or dishonesty, produce timely and accurate financial information, and require adherence to management policies and compliance with grant conditions

and other regulations and requirements. These financial controls include, but are not limited to: segregation of duties, restricted access to valuable and moveable assets, document control, processing and reconciliation controls, and robust security of financial data through accounting software and restricted access. These financial policies and procedures govern all financial activities, including the general ledger and chart of accounts, budgeting process, cash and investment management, asset management, bank reconciliation, grants and contracts, purchasing, accounts receivable, revenues and cash receipts, accounts payable and disbursements, credit card policies and procedures, payroll policies and procedures, the processing of financial statements, government reporting, annual audits, records retention, policies for fraud and misappropriation, and a whistleblower policy.

At the end of each fiscal year, an annual audit of the financial results of each Success Academy school and SACS is performed by an independent, certified public accounting firm. SACS will ensure that all financial reporting requirements are met. Since SA-Florida will open as a School of Hope, reports will also be provided to the Florida Department of Education to the extent required.

SA-Florida will have its own bank accounts, both operating and payroll accounts. SA-Florida's vendors will generally be paid electronically by ACH or wire transfer, keeping the use of manual physical checks to a minimum. SACS uses ADP to process payroll for nearly 3,000 employees employed by it and SA-NYC. SACS intends to use ADP to process SA-Florida's payroll as well. ADP is also engaged for the preparation of W-2s and ADP files all quarterly and annual payroll tax returns required by the State and Federal government.

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

SACS's Board of Directors will contribute to SA-Florida's success through its leadership and oversight, including financial oversight. The Florida governing Board of Directors will approve the school's budget at least once per year in advance of the start of the new fiscal year. Budget modifications may be approved if needed at board meetings during the fiscal year.

Financial statements will be presented to the SA-Florida Board of Directors or a delegated Committee of the Board. SA-Florida financial statements include both financial and non-financial data and will include comparisons of actual to budget.

The Board will regularly review the budget in comparison to the actual spending and enrollment at key times each year.

4. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school, pursuant to s. 218.39, F.S.

External independent auditors will conduct yearly audits. Pursuant to s. 218.391, F.S., we will establish a Request For Proposal process for selecting an auditing firm to conduct the annual audit. The RFP will include such factors as qualifications, experience, and the ability to furnish the required services in a timely manner. Results of the audit will be shared with the Board at the end of each fiscal year.

5. Describe the method by which accounting records will be maintained.

Accounting records will be retained consistent with Chapter 119 of the Florida Statutes and the Financial and Program Cost Accounting and Reporting for Florida Schools. Electronic and physical records will be secured, and access to those records will be limited to approved personnel. Contracts, personnel records, and other sensitive financial records will be copied and stored in SACS's headquarters electronically. These records will also be replicated to a backup server for business continuity purposes. We plan to use NetSuite for financial bookkeeping, which keeps a record of all transactions and financial statements.

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

Annual budgets will be posted to SA-Florida's website after Board approval. Annual audit findings will be presented to the Board then made available to the public on our website. Lastly, financial reports will be shared with the school's sponsor in accordance with the school's reporting obligations.

Section D: Goals and Objectives for Increasing Student Achievement for the Students From Low-income Families

- 1. Describe the expected incoming baseline of student academic achievement of students from low- income families 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.**

Success Academy plans to open with kindergarten and first grade, establishing the foundation essential for long-term scholar preparedness. Given our deliberate plan to limit enrollment in year one to just kindergarten and first grade scholars, we have limited expectations for the incoming baseline for these young scholars.

In these early grades, our educational program is designed for our scholars to fall in love with reading and creatively solve problems by engaging in quality learning tasks that stimulate thinking. Our educational program is defined by rigorous instruction in literacy and math with an emphasis on play – blocks, choice time, and games. Co-curricular instruction in chess, visual arts, performing arts and athletics also define our educational program and are part of the school day.

We will then expand year by year, grade by grade, as these young scholars grow. For example, in our second year we would add second grade, and expect to serve mostly scholars who we educated in first grade. Our initial incoming students will typically not have taken state assessments and not had opportunity to demonstrate academic achievement.

Success Academy will assess all new to SA scholars in reading and math with the Success for All phonics assessment and our own proprietary counting assessment. All scholars not yet meeting grade-level benchmarks will be given small group instruction to quickly move them to on grade level.

Based on the young ages of our incoming students, we are focusing on long term growth and achievement. We expect that at least 65% of our scholars will meet the state test standards for Grade 4 Mathematics and 65% of our scholars will meet the state test standards for Grade 3 English Language Arts when we enroll those grades, ensuring students from low-income families not only meet expectations, but truly thrive.

We are confident that our approach, as described in Section B above, prepares every student—regardless of background or starting point— to meet and exceed state academic standards, setting them up for long-term success.

2. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

Given our deliberate plan to limit enrollment in year one to Kindergarten and first grade scholars, we have limited expectations for the incoming baseline for these young scholars. To the extent it is substantially lower than expected Success Academy will adjust interim benchmarks, instructional pacing to reflect student needs—while focusing on long term growth and achievement. Success will be evaluated through multiple measures of growth and proficiency, including assessment of scholar work which will inform daily instruction.

Success Academy provides academic support to all students to meet or exceed grade-level standards through targeted teaching. School leaders and teachers study scholar work and data daily to inform instructional plans, including small groups and individualized coaching (all during the school day) as needed.

Success Academy assesses all new to SA scholars in reading and math with the Success for All phonics assessment and our proprietary counting assessment. As mentioned above, all scholars not yet meeting grade-level benchmarks are given small group instruction to quickly move them on to grade-level.

3. 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.

Our ultimate purpose is to develop our scholars into confident, self-directed, well-educated individuals. We do so through our rigorous and robust academic and co-curricular instruction, meaningful experiences and opportunities beyond the classroom, and embedded social emotional development learning that together build essential life skills and habits of mind. This purpose goes beyond state accountability requirements. Additionally, an important priority not captured by state accountability requirements is to work to prepare 60% of our alumni to major in STEM in college and successfully graduate from college with STEM degrees.

Section E: Community Outreach

Explain what steps, if any, have been taken to engage with parents and community leaders to help the Hope Operator to understand the unique strengths and challenges of the students.

Success Academy's research-driven approach to community and parent engagement included soliciting input from over 500 parents of school age children in the Miami-Dade community. We learned that Miami-Dade parents highly value academic performance, STEM programs, parental engagement, a whole-child approach, and a strong focus on structure.

Explain upcoming and ongoing community outreach efforts.

SA plans to establish strategic partnerships with local Pre-K centers and secure active community partnerships. Representative avenues include:

- Pre-K Partnerships
- Community Event Tabling
- Outreach with faith-based organizations
- Door-to-Door Canvassing
- Collateral Drops
- Parent Ambassadors program

We will also deploy a comprehensive media strategy to build brand awareness, leads and applications. The channel strategy may include:

- Press/PR
- Direct Mail
- Website Marketing
- Paid Social (Facebook/Instagram) local campaigns
- Streaming Audio (Spotify, iHeartRadio)
- Streaming TV
- Paid search on platforms like Google and YouTube
- Out-of-home advertising (e.g., billboards)

Describe how the Hope Operator will recruit students from the persistently low-performing school(s) within the vicinity and ensure that families understand the process for enrolling in the proposed School of Hope. The description should include a projected timeline that includes the major milestones or activities related to recruitment activities.

Success Academy will recruit students through a multi-phased approach that combines a dedicated field team with outreach targeting neighborhoods and zip codes. The plan is designed to build awareness of Success Academy, our track record of educational

excellence in New York City, and expansion into Miami-Dade county for the 2027-28 school year, generate leads, and provide direct support to families to ensure they understand and can navigate the enrollment process.

Recruitment Activities:

- Pre-K and daycare centers to build early trust
- Tabling at community events (local fairs, resource days, and block parties)
- Tabling at churches, mosques, and Sunday markets
- Door-to-door canvassing in targeted zip codes
- Collateral drops at local laundromats, clinics, grocery stores, salons, and shelters
- Blitz campaigns for high-intensity, focused outreach
- Calls and texts to leads to guide them through the application process
- Onboarding events to provide essential information and build a school community
- Tours or open houses at the new schools

Projected Timeline:

Phase 1: January-March 2026: Foundation & Hyper-Local Outreach

- Establish initial brand presence
- Secure initial leads
- Secure key Pre-K/CBO partners and start to outreach and educate on Success Academy and enrollment processes.

Phase 2: April 2026 – June 2026: Market Penetration & Relationship Building

- Begin hosting and promoting local events, partnerships, and parent meetups

Phase 3: July 2026 – September 2026: Application Launch & Conversion

- Support our leads entering into the application process with a hyperlocal strategy including calls and emails.

Describe the strategies the school will employ to involve parents in their children's education and the expectations related to parental involvement. Describe what steps will be taken to ensure that these expectations do not pose a barrier to access for any family seeking enrollment.

Parental partnership is a core element of Success Academy's school design; a school cannot be successful without parental engagement and investment. Success Academy's parental partnership philosophy is built on mutual responsibility, transparent communication, and a shared goal of ensuring every child's success and college readiness. This philosophy is rooted in the belief that parents are their children's first teachers and critical partners. Positive communication and honesty are key in inspiring

parents' investment.

We share five specific expectations with SA parents:

1. Ensure their child attends school every day they are not too sick to learn, in uniform and with the correct materials;
2. Be in school on time so their child can fully participate and get all possible supportive services including individual and group tutoring;
3. Ensure their child has a quiet space for homework and that they complete it;
4. Return our calls within 24 hours to engage in productive conversations about their child's well-being; and
5. Celebrate their child's growth and achievement with us.

We do not ask parents to raise money or give them lists of school supplies to purchase. We do not permit bake sales, school fundraisers, or monetary gifts to educators. We ask parents to focus their engagement on the core areas that will help their children succeed and we do everything we can to help them fulfill these responsibilities. In return, we provide 13 years of a free world-class public education.

Every SA educator understands that parental connection is one of their central responsibilities and takes pleasure in developing relationships with our families. Our educators work to bond with families through empathy, trust, care, and asking for their help and support. Our educators communicate with families consistently, give them opportunities to express their concerns, fears, and frustrations and listen with compassion and understanding.

To ensure that these expectations do not pose a barrier to access for any family seeking enrollment, our school design includes a family care team to provide quick support for parent inquiries and concerns, responding within 24 hours to a range of issues from switching schools to uniform vouchers or complaints. This aims to prevent unresponsiveness that can lead to parental disengagement. The family care team monitors all inquiries we receive from families via our dedicated family care email address and call center, on social media, or through other communications to the Network to ensure our families receive holistic and fast support.

We further promote parental engagement by featuring a strong open-door policy and believing in transparency. After the first weeks of school when scholars have settled in, families are permitted to sit in their child's class for thirty minutes at a time. They are not required to ask permission or inform the school in advance of their visit — they can

simply drop by. Our families are our partners and we want them to know they are welcome and be able to observe for themselves their scholars' experiences at school. We consistently remind families that they have this option and encourage them to take advantage of it.

Section F: Organizational History of Success

1. Describe your organization's history, philosophy, and approach to education.

Founded in 2006, Success Academy set out to prove that children from underserved communities can achieve at the highest academic levels. This starts with us, the adults. We raise the bar for our educators—because instruction must be excellent, expectations clear, and the learning environment strong. Our students are prepared not just to succeed in school, but to thrive in college and beyond.

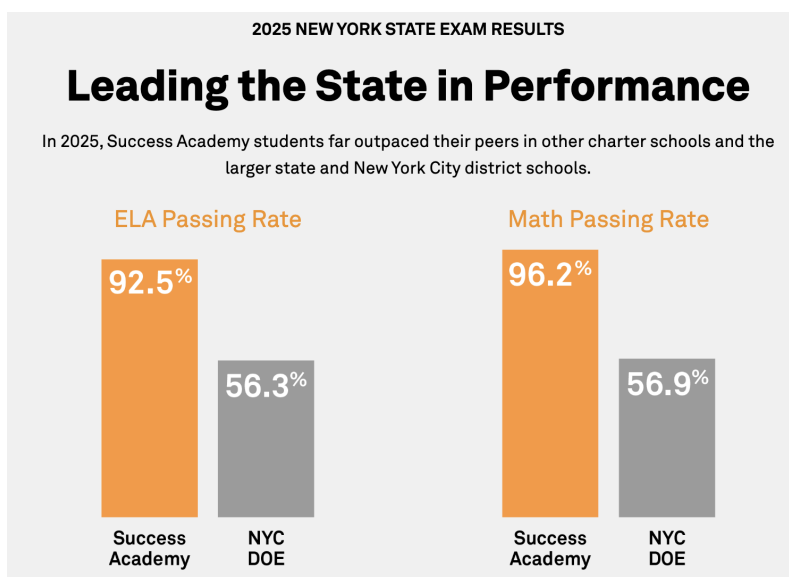
What began as a single school in Harlem in New York City has grown into a network of 59 schools serving approximately 20,000 students across New York City. 95% of our students are children of color, and 74% come from low-income households, qualifying for free or reduced-price lunch. Success Academy is now the equivalent of the fourth largest school district in New York State, with our scholars ranked #1 in Math and #2 in English. For nine consecutive years, 100% of our high school seniors have been accepted to a 4 year college or university. And, we are continuing to expand equity and access on two critical fronts: opening a landmark K–12 campus in the Bronx to serve NYC's most vulnerable children, and launching our first schools in Florida.

Our instructional philosophy rests on core values and beliefs that shape how we choreograph the learning process. We execute instruction with a clear purpose and make choices in service of our values. We aim high, work to elevate scholar thinking, and insist on active, effortful learning throughout the day. Scholar preparedness is the north star. Our purpose is for scholars to graduate confident, self-directed and well-educated, prepared to thrive and excel in globally competitive colleges and careers.

Our approach to learning reflects this philosophy. Our scholars are at the center of every action that we take. We design our schools from our scholars' vantage point and seek to create a culture that empowers them as individuals and students and builds their confidence and self-direction. We start from the premise that every child can learn at a very high level when adults believe in them. We consider it a moral responsibility to unleash the full potential of every child and do what it takes to empower them to succeed.

2. Provide a narrative description of your organization's success in providing a high-quality education to low-income students and students with similar demographics to the students in the persistently low-performing public school identified on the cover sheet and Attachment A, if applicable.

Success Academy's Hope Operator designation reflects our stellar history and extraordinary success in providing a high-quality education to students with similar demographics to the students in Miami-Dade's persistently low-performing public schools. As noted earlier, 95% of our students are children of color, and 74% come from low-income households, qualifying for free or reduced-price lunch. On the most recent 2025 New York State Exams, these students significantly outperformed their peers:



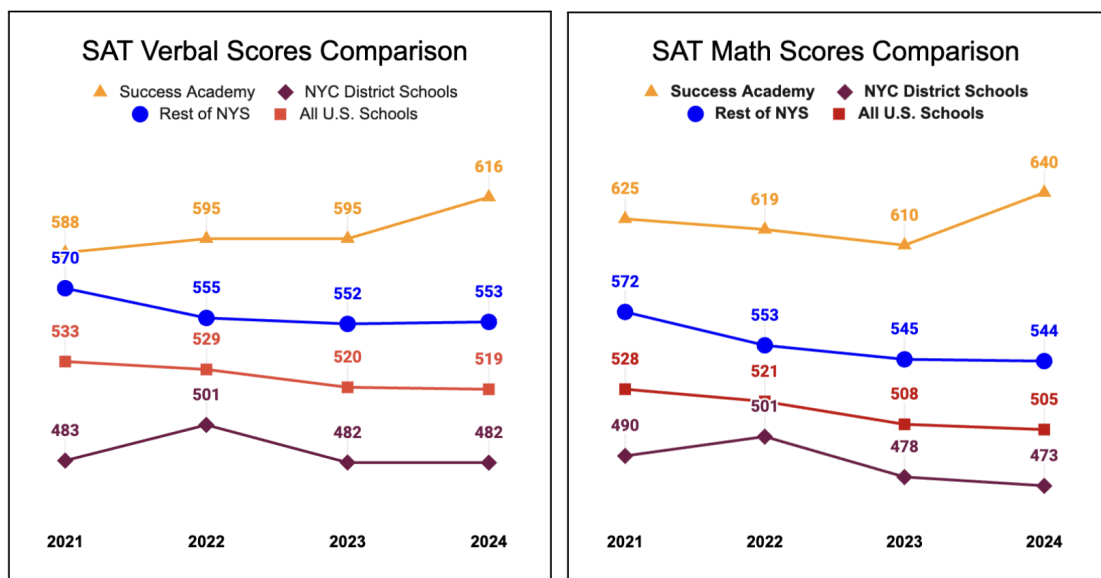
Indeed, Success Academy scholars have consistently achieved excellent outcomes as compared to students state-wide even as the network has expanded:

Success Academy's Track Record of Outstanding Student Achievement					
Year	Number of SA Schools with Testing Grades	SA Math Proficiency	SA ELA Proficiency	SA Math Rank In NY State	SA ELA Rank In NY State
2009	1	100%	95%	Top 3%	Top 6%
2010	1	95%	88%	Top 1%	Top 2%
2011	4	95%	81%	Top 4%	Top 10%
2012	4	96%	88%	Top 1%	Top 3%
2013	9	82%	58%	Top 1%	Top 7%
2014	13	94%	64%	Top 1%	Top 3%
2015	20	93%	68%	Top 0.3%	Top 2.5%

2016	28	94%	82%	Top 0.3%	Top 1.5%
2017	35	95%	84%	Top 0.3%	Top 1.4%
2018	37	98%	91%	Top 1%	Top 1%
2022	45	83%	76%	Top 2.5%	Top 5.2%
2023	45	92%	80%	Top 1.6%	Top 4.4%
2024	45	95%	82%	Top 2%	Top 7%
2025	48	96%	92%	Top 1%	Top 2%

College Readiness

SAT: Success Academy's high school scholars routinely outperform city, state, and national averages on the SAT. SA graduating seniors averaged 1255 on the SATs – surpassing the national average by 200 points and surpassing affluent students across the city, state, and nation by 100 points. Our juniors did even better, with an average score of 1274.



AP Exams: While in most public high schools, college-level AP courses (culminating in an external exam) are offered only to honor students, SA incorporates APs across our *entire* high school curriculum. *All* of our high school scholars take multiple AP courses. 100% of SA's high school graduating classes passed one or more AP tests compared to 23% nationwide over their four years of high school, and 65% passed 5 or more exams.

College Admissions: For nine consecutive years, 100% of our high school graduates have been admitted to four-year competitive colleges and universities, including many

selective and highly selective institutions.

3. Provide copies or links to any independent studies or research that examined the impact of the charter schools operated by your organization.

Independent research affirms the strength of our approach. A [national study](https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf) by Stanford's Center for Research on Education Outcomes (CREDO) (<https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf>) ranked Success Academy first among the largest charter networks in the country. Our students achieved the equivalent of 107 additional days of learning in reading; 206 in math compared to their district peers.

Section G: Grade Levels to Be Served and Enrollment Projections

Grade Level	Projected Number of Students				
	Year 1 2027-2028	Year 2 2028-2029	Year 3 2029-2030	Year 4 2030-2031	Year 5 2031-2032
School Readiness (3)					
Pre-K (4)					
K	166	166	166	166	133
1	166	166	166	166	133
2		166	133	133	133
3			133	133	133
4				133	133
5					133
6					
7					
8					
9					
10					
11					
12					
TOTAL K-12	332	498	598	731	798
TOTAL	332	498	598	731	798

Section H: Proposed Locations

1. Describe the proposed location or geographic area (if specific facility/location has yet to be secured) and its proximity to the persistently low-performing school identified on the cover page. If there are multiple persistently low-performing schools in the area, identify each of them in this section.

School of Hope Locations:

1. MIAMI JACKSON SENIOR HIGH SCHOOL, 1751 NW 36th St, Miami, FL 33142
2. NORTH MIAMI SENIOR HIGH, 13110 NE 8th Ave, North Miami, FL 33161
3. HIALEAH-MIAMI LAKES SENIOR HIGH, 7977 W 12th Ave, Hialeah, FL 33014
4. HOMESTEAD SENIOR HIGH SCHOOL: 2351 SE 12th Ave, Homestead, FL 33035
5. WESTLAND HIALEAH SENIOR HIGH SCHOOL: 4000 W 18th Ave, Hialeah, FL 33012

Proximity of each School of Hope to closest persistently low-performing schools ("PLPs"):

- MIAMI JACKSON SENIOR HIGH SCHOOL: 0.4 miles
- NORTH MIAMI SENIOR HIGH SCHOOL: 3.2 miles
- HIALEAH-MIAMI LAKES SENIOR HIGH SCHOOL: 3.5 miles
- HOMESTEAD SENIOR HIGH SCHOOL: 1.7 miles
- WESTLAND HIALEAH SENIOR HIGH SCHOOL: 1.4 miles

List of persistently low-performing schools within 5 miles of each location:

School 1: Miami Jackson Senior High School

Nearby PLPs with addresses and distance from School of Hope:

- MAYA ANGELOU ELEMENTARY SCHOOL, 1850 NW 32nd St, Miami, FL 33142 (0.4 miles)
- EARLINGTON HEIGHTS ELEMENTARY SCHOOL, 4750 NW 22nd Avenue, Miami, FL 33142 (0.8 miles)
- LENORA BRAYNON SMITH ELEMENTARY, 4700 NW 12th Avenue, Miami, FL 33127 (0.8 miles)
- SANTA CLARA ELEMENTARY SCHOOL, 1051 NW 29th Terrace, Miami, FL 33127 (0.9 miles)
- MELROSE ELEMENTARY SCHOOL, 3050 NW 35th St, Miami, FL 33142 (1.3 miles)

- CHARLES R DREW K-8 CENTER, 1775 NW 60th St, Miami, FL 33142 (1.4 miles)
- LORAH PARK ELEMENTARY SCHOOL, 5160 NW 31st Ave, Miami, FL 33142 (1.6 miles)
- PAUL LAURENCE DUNBAR K-8 CENTER, 505 NW 20th St, Miami, FL 33127 (1.7 miles)
- HOLMES ELEMENTARY SCHOOL, 1175 NW 67th St, Miami, FL 33150 (1.9 miles)
- POINCIANA PARK ELEMENTARY SCHL, 6745 NW 23rd Avenue, Miami, FL 33147 (1.9 miles)
- LIBERTY CITY ELEMENTARY SCHOOL (2.0 miles)
- PHYLLIS WHEATLEY ELEM. SCHOOL, 1801 NW 1st Pl, Miami, FL 33136 (2.1 miles)
- THEODORE R. AND THELMA A. GIBSON CHARTER, 450 NW 14th Street, Miami, FL 33136 (2.2 miles)
- CITRUS GROVE K-8 CENTER, 1775 NW 60th St, Miami, FL 33142 (2.3 miles)
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- JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL, 514 NW 77th Street, Miami, FL 33150 (2.7 miles)
- ALPHA CHARTER OF EXCELLENCE, 1223 SW 4th St, Miami, FL 33135 (2.9 miles)
- DR. HENRY W MACK/WEST LITTLE RIVER K-8 CENTER, 2450 NW 84th Street, Miami, FL 33147 (2.9 miles)
- RIVERSIDE ELEMENTARY SCHOOL, 1190 SW 2nd St, Miami, FL 33130 (3.0 miles)
- BROADMOOR ELEMENTARY SCHOOL, 3401 NW 83rd St, Miami, FL 33147 (3.3 miles)
- EXCELSIOR PREP CHARTER SCHOOL OF HIALEAH, 369 E. 10th Street, Hialeah, FL 33010 (3.4 miles)
- KIPP MIAMI-LIBERTY CITY, 3000 NW 110th Street, Miami, FL 33167 (4.7 miles)

School 2: North Miami Senior High

Nearby PLPs with addresses and distance from School of Hope:

- CARRIE P. MEEK/WESTVIEW K-8 CENTER, 2101 NW 127th St, North Miami, FL 33167 (3.2 miles)

- RAINBOW PARK ELEMENTARY SCHOOL, 15355 NW 19th Avenue, Miami Gardens, FL 33054 (3.2 miles)
- BEACON COLLEGE PREP K-8, 2750 NW 135th St, Opa-locka, FL 33054 (3.8 miles)
- JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL, 514 NW 77th Street, Miami, FL 33150 (3.9 miles)
- DR. ROBERT B. INGRAM ELEMENTARY SCHOOL, 600 Ahmad Street, Opa-Locka, FL 33054 (4.1 miles)
- KIPP MIAMI-LIBERTY CITY, 3000 NW 110th Street, Miami, FL 33167 (4.3 miles)
- LILLIE C. EVANS K-8 CENTER, 1895 NW 75th Street, Miami, FL 33147 (4.6 miles)
- DR. HENRY W MACK/WEST LITTLE RIVER K-8 CENTER, 2450 NW 84th Street, Miami, FL 33147 (4.7 miles)
- HOLMES ELEMENTARY SCHOOL, 1175 NW 67th St, Miami, FL 33150 (4.7 miles)
- LIBERTY CITY ELEMENTARY SCHOOL, 1855 NW 71st Street, Miami, FL 33147 (4.9 miles)

School 3: Hialeah-Miami Lakes Senior High

Nearby PLPs with addresses and distance from School of Hope:

- JAMES H. BRIGHT ELEMENTARY/J.W. JOHNSON ELEM, 2530 W 10th Ave, Hialeah, FL 3301 (3.5 miles)
- DR. ROBERT B. INGRAM ELEMENTARY SCHOOL, 600 Ahmad Street, Opa-Locka, FL 33054 (3.7 miles)
- BEACON COLLEGE PREP K-8, 2750 NW 135th St, Opa-locka, FL 33054 (3.9 miles)
- KIPP MIAMI-LIBERTY CITY, 3000 NW 110th Street, Miami, FL 33167 (4.0 miles)
- CARRIE P. MEEK/WESTVIEW K-8 CENTER, 2101 NW 127th St, North Miami, FL 33167 (4.5 miles)
- BROADMOOR ELEMENTARY SCHOOL, 3401 NW 83rd St, Miami, FL 33147 (4.6 miles)
- RAINBOW PARK ELEMENTARY SCHOOL, 15355 NW 19th Avenue, Miami Gardens, FL 33054 (4.9 miles)
- EXCELSIOR PREP CHARTER SCHOOL OF HIALEAH, 369 E. 10th Street, Hialeah, FL 33010 (5.0 miles)

School 4: Homestead Senior High School

Nearby PLPs with addresses and distance from School of Hope:

- FLORIDA CITY ELEMENTARY SCHOOL, 364 NW 6th Ave, Florida City, FL 33034 (1.7 miles)
- LAURA C. SAUNDERS ELEM. SCHOOL, 505 SW 8th St, Homestead, FL 33030 (1.8 miles)
- WEST HOMESTEAD K-8 CENTER, 1550 SW 6th Street, Homestead, FL 33030 (2.5 miles)
- LEISURE CITY K-8 CENTER, 14950 SW 288th St, Homestead, FL 33033 (3.7 miles)
- IRVING & BEATRICE PESKOE K-8 CENTER, 29035 SW 144th Ave, Homestead, FL 33033 (4.0 miles)

School 5: Westland Hialeah Senior High School

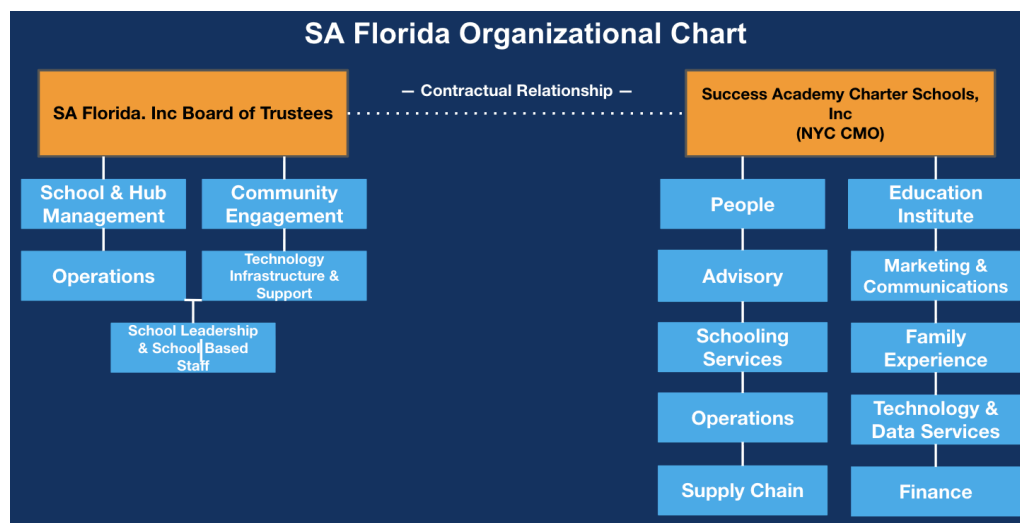
Nearby PLPs with addresses and distance from School of Hope:

- JAMES H. BRIGHT ELEMENTARY/J.W. JOHNSON ELEM, 2530 W 10th Ave, Hialeah, FL 33010 (1.4 miles)
- EXCELSIOR PREP CHARTER SCHOOL OF HIALEAH, 369 E. 10th Street, Hialeah, FL 33010 (3.4 miles)
- BROADMOOR ELEMENTARY SCHOOL, 3401 NW 83rd St, Miami, FL 33147 (4.2 miles)
- KIPP MIAMI-LIBERTY CITY, 3000 NW 110th Street, Miami, FL 33167 (4.4 miles)

Section I: Staffing Plan

- 1. Provide an organizational chart that shows the school governance, management, and staffing structure. The organizational chart should clearly define command structure.**

Success Academy will leverage its New York–based network to provide core services and systems to run world class schools, including those in Florida. In addition to this network-level support model, Success Academy will set up a Florida home office to provide local centralized services and support to our network of schools. Representative service and support include scholar recruitment and enrollment, day to day management of our schools, special education processes and systems to support our most



vulnerable scholars, and government relations.

- 2. Provide a staffing plan for each year of the charter term that includes all anticipated personnel, is aligned with the school's projected enrollment, and will ensure the school maintains compliance with class-size maximums provided for in Section 1003.03, Florida Statutes, calculated at the school-wide average.**

Success Academy's staffing plan is designed to scale predictably with enrollment growth while remaining aligned to Florida state requirements for Schools of Hope. We employ a standard staffing model across our schools that includes School Leadership, educators and non-instructional staff. Outlined below is a preliminary staffing plan that supports a five-year growth trajectory—from 5 schools at launch to 15 schools.

Success Academy Florida – School-Based Staffing Plan

	SY27-28	SY28-29	SY29-30	SY30-31	SY31-32
School- based Role					
Principals	1	1	1	1	1
Assistant Principals	5	5	3	3	3
Total Instructional Staff	25	35	42	49	52
Total Non-Instructional Staff	4	4	5	5	5
TOTAL STAFF	35	45	51	58	61

3. Indicate whether the school will utilize non-Florida certified instructional personnel, as provided for in Section 1002.333(6)(d), Florida Statutes. If the school will utilize non-certified instructional personnel, describe the qualifications for instructional personnel and the method by which the school will evaluate their preparedness to teach and their effectiveness in the classroom.

Success Academy may employ non-Florida certified instructional personnel, as allowed under Section 1002.333(6)(d), Florida Statutes. We require instructional personnel to hold a bachelor's degree and meet rigorous hiring standards that emphasize a passion for content and for student learning, commitment to excellence, a willingness to be coached and to work in a team-oriented, high-expectation environment.

Success Academy significantly invests in the professional development of its instructional personnel – upskilling in everything from classroom management to reasoning to pedagogy. Instructional personnel receive the equivalent of 13 weeks of training each year, essentially obtaining a master's degree in education through on-the-job training. Beginning with summer training and extending through the year, teachers participate in planned coursework along with “just-in-time” evaluation and development based on data, observations, and scholar work. Assistant Principals join planning meetings to help teachers intellectually prepare so they can model and train reasoning. School Leadership provides real-time feedback and coaching. Day-long trainings are built into the school calendar and every Wednesday afternoon is spent in professional development. With this differentiated and dynamic support, Success Academy instructional personnel gain a level of expertise and effectiveness rarely achieved by teachers in other school systems.

Attachment A

List of Persistently Low-Performing Schools in proposed geographic areas

A list of nearby PLPs with addresses and distance from each planned School of Hope is set forth below:

School 1: Miami Jackson Senior High School

- MAYA ANGELOU ELEMENTARY SCHOOL, 1850 NW 32nd St, Miami, FL 33142 (0.4 miles)
- EARLINGTON HEIGHTS ELEMENTARY SCHOOL, 4750 NW 22nd Avenue, Miami, FL 33142 (0.8 miles)
- LENORA BRAYNON SMITH ELEMENTARY, 4700 NW 12th Avenue, Miami, FL 33127 (0.8 miles)
- SANTA CLARA ELEMENTARY SCHOOL, 1051 NW 29th Terrace, Miami, FL 33127 (0.9 miles)
- MELROSE ELEMENTARY SCHOOL, 3050 NW 35th St, Miami, FL 33142 (1.3 miles)
- CHARLES R DREW K-8 CENTER, 1775 NW 60th St, Miami, FL 33142 (1.4 miles)
- LORAH PARK ELEMENTARY SCHOOL, 5160 NW 31st Ave, Miami, FL 33142 (1.6 miles)
- PAUL LAURENCE DUNBAR K-8 CENTER, 505 NW 20th St, Miami, FL 33127 (1.7 miles)
- HOLMES ELEMENTARY SCHOOL, 1175 NW 67th St, Miami, FL 33150 (1.9 miles)
- POINCIANA PARK ELEMENTARY SCHL, 6745 NW 23rd Avenue, Miami, FL 33147 (1.9 miles)
- LIBERTY CITY ELEMENTARY SCHOOL (2.0 miles)
- PHYLLIS WHEATLEY ELEM. SCHOOL, 1801 NW 1st Pl, Miami, FL 33136 (2.1 miles)
- THEODORE R. AND THELMA A. GIBSON CHARTER, 450 NW 14th Street, Miami, FL 33136 (2.2 miles)
- CITRUS GROVE K-8 CENTER, 1775 NW 60th St, Miami, FL 33142 (2.3 miles)
- LILLIE C. EVANS K-8 CENTER, 1895 NW 75th Street, Miami, FL 33147 (2.4 miles)
- JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL, 514 NW 77th Street, Miami, FL 33150 (2.7 miles)

- ALPHA CHARTER OF EXCELLENCE, 1223 SW 4th St, Miami, FL 33135 (2.9 miles)
- DR. HENRY W MACK/WEST LITTLE RIVER K-8 CENTER, 2450 NW 84th Street, Miami, FL 33147 (2.9 miles)
- RIVERSIDE ELEMENTARY SCHOOL, 1190 SW 2nd St, Miami, FL 33130 (3.0 miles)
- BROADMOOR ELEMENTARY SCHOOL, 3401 NW 83rd St, Miami, FL 33147 (3.3 miles)
- EXCELSIOR PREP CHARTER SCHOOL OF HIALEAH, 369 E. 10th Street, Hialeah, FL 33010 (3.4 miles)
- KIPP MIAMI-LIBERTY CITY, 3000 NW 110th Street, Miami, FL 33167 (4.7 miles)

School 2: North Miami Senior High School

- CARRIE P. MEEK/WESTVIEW K-8 CENTER, 2101 NW 127th St, North Miami, FL 33167 (3.2 miles)
- RAINBOW PARK ELEMENTARY SCHOOL, 15355 NW 19th Avenue, Miami Gardens, FL 33054 (3.2 miles)
- BEACON COLLEGE PREP K-8, 2750 NW 135th St, Opa-locka, FL 33054 (3.8 miles)
- JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL, 514 NW 77th Street, Miami, FL 33150 (3.9 miles)
- DR. ROBERT B. INGRAM ELEMENTARY SCHOOL, 600 Ahmad Street, Opa-Locka, FL 33054 (4.1 miles)
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- LIBERTY CITY ELEMENTARY SCHOOL, 1855 NW 71st Street, Miami, FL 33147 (4.9 miles)

School 3: Hialeah-Miami Lakes Senior High School

- JAMES H. BRIGHT ELEMENTARY/J.W. JOHNSON ELEM, 2530 W 10th Ave, Hialeah, FL 3301 (3.5 miles)

- DR. ROBERT B. INGRAM ELEMENTARY SCHOOL, 600 Ahmad Street, Opa-Locka, FL 33054 (3.7 miles)
- BEACON COLLEGE PREP K-8, 2750 NW 135th St, Opa-locka, FL 33054 (3.9 miles)
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- EXCELSIOR PREP CHARTER SCHOOL OF HIALEAH, 369 E. 10th Street, Hialeah, FL 33010 (5.0 miles)

School 4: Homestead Senior High School

- FLORIDA CITY ELEMENTARY SCHOOL, 364 NW 6th Ave, Florida City, FL 33034 (1.7 miles)
- LAURA C. SAUNDERS ELEM. SCHOOL, 505 SW 8th St, Homestead, FL 33030 (1.8 miles)
- WEST HOMESTEAD K-8 CENTER, 1550 SW 6th Street, Homestead, FL 33030 (2.5 miles)
- LEISURE CITY K-8 CENTER, 14950 SW 288th St, Homestead, FL 33033 (3.7 miles)
- IRVING & BEATRICE PESKOE K-8 CENTER, 29035 SW 144th Ave, Homestead, FL 33033 (4.0 miles)

School 5: Westland Hialeah Senior High School

- JAMES H. BRIGHT ELEMENTARY/J.W. JOHNSON ELEM, 2530 W 10th Ave, Hialeah, FL 33010 (1.4 miles)
- EXCELSIOR PREP CHARTER SCHOOL OF HIALEAH, 369 E. 10th Street, Hialeah, FL 33010 (3.4 miles)
- BROADMOOR ELEMENTARY SCHOOL, 3401 NW 83rd St, Miami, FL 33147 (4.2 miles)
- KIPP MIAMI-LIBERTY CITY, 3000 NW 110th Street, Miami, FL 33167 (4.4 miles)

Attachment B

Sample course scope and sequence for each core subject for each division

(elementary, middle, and high school) the school would serve.

Planned program design for core subjects in the elementary schools included in this Notice of Intent is set forth below. SA's elementary school program supports middle school preparedness:

Academic Program Design

Program	Components
Planned Academic Program	
English	• Success for All- Research-Proved Phonics Program (K-1) • Independent Reading 30 Minutes a Day (K-5) • Guided Reading Groups: Homogeneous, Small Group Targeted Reading Instruction for K-5 (K-5) • English- Reading High Quality Texts of Literary Merit and Daily Writing Instruction (K-5) • Critical Idea Fluency (2-5)
Math	• Double blocks of math (K-5) ○ One 50-Minute Period Dedicated to Conceptual Mastery and Procedural Fluency(K-5) ○ A second 50-Minute Period Dedicated to Problem Solving, inclusive of Word Problems, Logic Puzzles, and Open Ended Problems • Practices (K-1) • Problem Solving (2-5) • No Hesitation Math (K-5)
Science	• Science (2-5): Includes Introduction to Concepts of Earth Science, Biology, Chemistry, and Physics
History	• Project Based Learning (K-2) • History (3-5). Includes preparation for our 4-Year Middle School World History Program via Historical Case Studies such as the the Silk Road, the Steam Engine and the Printing Press
Play	• Daily Blocks (K-1) • Daily Choice Time (K-1) • Reasoning-Based Games such as Rummikub and Backgammon (2-5)

Attachment C

Sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time.

Kindergarten students will receive over 1,100 hours of instructional time annually and older students will receive over 1,200 hours of instructional time annually, both well above the state minimum. Our extended day is deliberately structured for a rich, balanced learning experience, supporting academic, social, emotional and personal growth. The schedule includes academic blocks in literacy, math, alongside time for recess, play, and co-curriculars. Students also get targeted support through small-group instruction and tutoring throughout the school day, ensuring differentiated learning opportunities for all.

We intentionally structure every part of the school day, from arrival to dismissal, to keep scholars engaged and maximize instructional time. Dedicated co-curricular time for chess, science labs, and the arts, led by specialized staff, helps students explore interests beyond core academics. Structured play, and social-emotional learning development are woven throughout the day to foster independence, creativity, and a strong sense of community. This thoughtful design ensures a focused, efficient, and joyful learning environment that nurtures intellect and character. A sample daily schedule is set forth below:

Grade K – Representative Daily Schedule

Mon, Tues, Thurs, Fri

Time	<u>Grade K</u> Daily Schedule - M, T, Th, Fri
7:30 - 7:50	Arrival
7:50 - 9:35	Morning Launch/Phonics/Reading Groups
9:35 - 9:40	Transition
9:40 - 10:25	Math Practices
10:25 - 10:30	Transition
10:30 - 11:15	Blocks & Choice
11:15 - 11:20	Transition
11:20-12:05	Lunch & Recess
12:05 - 12:10	Transition
12:10 - 12:55	Scholar Talent
12:55 - 1:00	Transition
1:00 - 1:45	Math Principles
1:45 - 1:50	Transition
1:50 - 2:35	English
2:35 - 2:40	Transition
2:40 - 3:25	Recess/Blocks/Choice
3:25 - 3:30	Transition
3:30 - 4:15	Scholar Talent
4:15 - 4:30	Pack Up & Dismissal
4:30 - 5:20	Scholar Clubs

Grade K – Representative Daily Schedule

Wednesday

Time	<u>Grade K</u> Daily Schedule - Wednesday
7:30 - 7:50	Arrival
7:50 - 8:00	Morning Meeting
8:00 - 8:05	Transition
8:05 - 8:35	Phonics
8:35 - 8:40	Transition
8:40 - 9:25	Blocks & Choice
9:25 - 9:30	Transition
9:30 - 10:15	Math Principles
10:15 - 10:20	Transition
10:20 - 11:05	English
11:05 - 11:10	Transition
11:10 - 11:55	Scholar Talent
11:55 - 12:00	Transition
12:00 - 12:45	Reading Groups
12:45 - 1:00	Pack Up & Dismissal
1:00 - 4:00	Scholar Clubs

Grade 1 – Representative Daily Schedule

Mon, Tues, Thurs, Fri

Time	<u>Grade 1</u> Daily Schedule - M, T, Th, Fri
7:30 - 7:50	Arrival
7:50 - 9:35	Morning Launch/Phonics
9:35 - 9:40	Transition
9:40 - 10:25	Math Practices
10:25 - 10:30	Transition
10:30 - 11:15	Blocks & Choice
11:15 - 11:20	Transition
11:20 - 12:05	Reading Groups
12:05 - 12:10	Transition
12:10 - 12:55	Lunch/Recess
12:55 - 1:00	Transition
1:00 - 1:45	Math Principles
1:45 - 1:50	Transition
1:50 - 2:35	Scholar Talent
2:35 - 2:40	Transition
2:40 - 3:25	English
3:25 - 3:30	Transition
3:30 - 4:15	Scholar Talent
4:15 - 4:30	Pack Up & Dismissal
4:30 - 5:20	Scholar Clubs

Grade 1 – Representative Daily Schedule

Wednesday

Time	<u>Grade 1</u> Daily Schedule - Wednesday
7:30 - 7:50	Arrival
7:50 - 8:00	Morning Meeting
8:00 - 8:05	Transition
8:05 - 8:35	Reading Groups
8:35 - 8:40	Transition
8:40 - 9:25	Math Principles
9:25 - 9:30	Transition
9:30 - 10:15	English
10:15 - 10:20	Transition
10:20 - 11:05	Choice/Recess
11:05 - 11:10	Transition
11:10 - 11:55	Scholar Talent
11:55 - 12:00	Transition
12:00 - 12:45	Phonics
12:45 - 1:00	Pack Up & Dismissal
1:00 - 4:00	Scholar Clubs

Preliminary Academic Calendar

The Success Academy Academic Calendar follows a consistent structure across its network of schools, and is designed to solve for what is in the best interest of teaching and learning with appropriate consideration to staff, scholars and families. The academic calendar outlines the first and last days of school, observed Federal holidays, and professional development days, and includes as well important events throughout the school year.

A preliminary academic calendar is set forth below:

Representative 2027-2028 Elementary School Academic Calendar

For families with K-1 scholars enrolled at any Success Academy elementary school in Miami Dade County.

All dates are subject to change. Half-day schedule effective on Wednesdays; subject to change to other days of the week to accommodate academic programming.

DATE	GRADE	EVENT
August 2027		
Monday, August 9	K, 1	First Day of School
SEPTEMBER 2027		
Monday, September 6	K, 1	No School: Labor Day
November 2027		
Monday, November 22 - Friday, November 26	K, 1	No School: Thanksgiving Break
December 2027		
Monday, December 20 - Friday, December 31	K, 1	No School: Winter Break
January 2028		
Monday, January 17	K, 1	No School: Martin Luther King Jr. Day
March 2028		
Week In March To Be Determined	K, 1	No School: Spring Break
February 2028		
Monday, February 21	K, 1	No School: Presidents' Day
June 2028		
Wednesday, June 7	K, 1	Last Day of School

Attachment D

Operating budget covering each year of the 5-year term that contains revenue projections (using the Florida charter school revenue estimate worksheet for at least the first year of operation), expenses, and anticipated fund balances.

<i>Budget presented on a cash basis</i>	Pre-Opening	Year 1 2027-2028	Year 2 2028-2029	Year 3 2029-2030	Year 4 2030-2031	Year 5 2031-2032
Revenue						
FEFP State and Local Funding		\$2,758,639	\$4,270,650	\$5,278,524	\$6,645,075	\$7,466,648
School of Hope Funding		\$1,500,000	\$2,250,000	\$2,700,000	\$3,300,000	\$3,600,000
Federal Grants		\$631,206	\$975,214	\$1,205,364	\$1,517,420	\$1,705,028
Charter Schools Program (CSP) Grant	\$1,304,741	\$695,259				
Total Revenues	\$1,304,741	\$5,585,104	\$7,495,864	\$9,183,888	\$11,462,494	\$12,771,676
Expenses						
Personnel Expenses		\$2,818,555	\$3,864,101	\$4,791,034	\$5,546,861	\$5,996,974
Non-Personnel Expenses (Operating)	\$823,985	\$2,167,501	\$2,908,486	\$3,663,535	\$4,405,386	\$4,985,072
School Opening & Capital Expenses	\$1,236,240	\$1,258,595	\$740,211	\$239,779	\$225,998	\$227,198
Management Fees		\$552,835	\$854,130	\$1,055,705	\$1,329,015	\$1,493,330
Total Expenses	\$2,060,225	\$6,797,486	\$8,366,929	\$9,750,053	\$11,507,260	\$12,702,574
Net Cash Flows, before Mgmt Fees	(\$755,484)	(\$659,547)	(\$16,935)	\$489,540	\$1,284,249	\$1,562,431
Net Cash Flows, inclusive of Mgmt Fees	(\$755,484)	(\$1,212,382)	(\$871,065)	(\$566,165)	(\$44,766)	\$69,102
Cumulative Cash Flows, incl of Mgmt Fees	(\$755,484)	(\$1,967,866)	(\$2,838,931)	(\$3,405,096)	(\$3,449,862)	(\$3,380,760)
*Note that our Florida operations will be initially funded by philanthropy						