



NOTICE OF MEETING OF THE BOARD OF DIRECTORS Notice is hereby given that a meeting of the Board of Directors of IDEA Public Schools will be held on February 26, 2012. The Board will convene in Open Session at 11:00 am (EST). The Board meeting will be held via conference call pursuant to the rules adopted by the Administration Commission under s. 120.54(5). Such meeting is a regular meeting.

IDEA Florida

Board Meeting Agenda

February 26, 2020

Trey Traviesa, Chair  
Lizzette Gonzalez-Reynolds, Secretary  
Nick Rhodes, Director

Conference Call: 1-888-240-2560 | Code: 705 143 745

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Call to Order: 11:00am (EST)

Welcome: Chair Traviesa

1. **Approval of Minutes from December 19, 2019 business meeting** (Appendix A)
2. **Updates**
  - a. **Executive Director Tampa**
  - b. **Executive Director Jacksonville**
  - c. **VP Advancement**
3. **Action Items**
  - a. Approve draft Notice of Intent (Appendix B)
  - b. Approve draft Performance-Based Agreement (Appendix C)
4. **Public Comment**
5. **Member Comments**
6. **Adjourn**

## **Appendix A**

IDEA Public Schools- Florida  
Board of Directors Meeting  
December 19, 2019  
2:15pm EST

**Summary of Motions and Approvals**

The board passed a motion to approve the minutes from the October 7, 2019 board meeting.

Motion made by: Lizzette Gonzalez-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

The board passed a motion to approve the proposed management agreement between IDEA Florida and IPS Enterprises, Inc.

Motion made by: Lizzette Gonzalez-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

The board passed a motion to approve Copyright Agreement between IDEA Florida and IDEA Public Schools, Inc.

Motion made by: Nick Rhodes

Second to motion: Lizzette Gonzales-Reynolds

All in favor: Motion carries unanimously

The board passed a motion to approve Trademark Agreement between IDEA Florida and IDEA Public Schools, Inc.

Motion made by: Lizzette Gonzales-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

The board passed a motion to authorize Chair to execute the three approved agreements.

Motion made by: Lizzette Gonzales-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

**Board Members present:** Trey Traviesa-Chair, Nick Rhodes, Lizzette Gonzalez-Reynolds-Secretary

**IDEA Staff and Contractors present:** Adam Miller, Julene Robinson, Jois Luiz DeLeon, Melissa Huffman, Sylvia Sanders, Eric Haug, Daniel Woodring

**Audience present:** None

Meeting is called to order by Trey Traviesa at 2:19pm (EST)

### ***Approval of Minutes***

Trey Traviesa requested a motion to approve the minutes from the Oct 7, 2019, Board of Directors meeting.

Motion made by: Lizette Gonzalez-Reynolds.

Second to motion made by Nick Rhodes.

All in favor: Motion carries unanimously

### ***Updates***

Julene Robinson: Executive Director, IDEA Tampa

- Site Acquisition
  - IDEA Florida closed on the first site at Nebraska and Fowler in Tampa.
  - Team is continuing to evaluate several options for the second site.
- Regional Staffing Update
  - Julene introduced two new members of the Tampa regional team and each introduced themselves to the board.
    - Melissa Huffman: Regional Director of Operations
    - Sylvia Sanders: Vice President of Schools
- PIR Update
  - Two of the five PIRs have been offered roles as Principals for the 2021 launches and have accepted those roles.
- Community Engagement Update
  - Met with several Hillsborough County Commissioners
  - Met recently with the new incoming chair of the Hillsborough County School Board

Jose Luiz: Executive Director, IDEA Jacksonville

- Working with the team from Insight to evaluate potential properties in the Jacksonville area.
  - Currently, there are 4 potential properties that merit additional evaluation
  - Additional sites will be visited in early January, with goal of identifying two sites by mid January
- Will be identifying and selecting 5 Principals in Residence this spring. Those PIRs will relocate to Texas to begin training.
  - Interviews are scheduled in January
  - Several candidates from Jacksonville will be interviewed

Adam Miller, VP of Advancement

- Grant Applications
  - CSP grant will be submitted to US Dept of Education this week. Grant includes support for Tampa and Jacksonville regions
  - Grant to the Calder Foundation will be submitted this week. Grant includes support for the Tampa region.
- Notice of Intents
  - Goal of submitting Notice of Intents for Tampa and Jacksonville in late February
- Meeting of business and civic leaders from the Jacksonville area was hosted by Gary Chartrand and Jon Baker. Approximately 25 people attended the event, and speakers included a Dr. Ashley Berner from Johns Hopkins University and Commissioner of Education Richard Corcoran.
- Legislative session begins on January 14<sup>th</sup>, 2020. Will monitor policy and appropriations activity.

### **Action Items**

#### ***Action Item 1***

Chair Traviesa introduced the item and explained that it is proposed management agreement between IDEA Florida and IPS Enterprises. He further explained that this agreement is one of the most critical decisions this board will make as it defines the roles and responsibilities of both the IDEA Florida Board and IPS. Chair Traviesa explained that he had carefully reviewed the agreement with Eric Haug (counsel for IDEA Florida)

Chair Traviesa introduced Eric Haug to provide an overview of the agreement and to answer any questions. After providing an overview, Mr. Haug asked Daniel Woodring (Counsel for IPS Enterprises, Inc) to explain how this proposed agreement aligned with the existing management agreement used in Louisiana.

Member Reynolds asked whether we expected any concerns to be raised by the school districts as it relates to the agreements. Chair Traviesa explained that this board will ultimately be responsible to the districts and did not expect any concerns over the agreement. Daniel Woodring also pointed out that the proposed agreement was addressed in both our Notices of Intent and performance based agreements with the districts.

Trey Traviesa looked for a motion to approve the proposed management agreement between IDEA Florida and IPS Enterprises, Inc.

Motion made by: Lizzette Gonzalez-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

#### ***Action Item 2***

Trey Traviesa introduced the item and explained that the proposed agreement will ensure that IDEA Florida can access and use materials copyrighted by IDEA Public Schools.

Trey Traviesa looked for a motion to approve the proposed copyright agreement.

Motion made by: Nick Rhodes

Second to motion: Lizzette Gonzalez-Reynolds

All in favor: Motion carries unanimously

***Action Item 3***

Trey Traviesa introduced the item and explained that the proposed agreement will ensure that IDEA Florida can access and use materials trademarked by IDEA Public Schools.

Trey Traviesa looked for a motion to approve the proposed trademark agreement.

Motion made by: Lizzette Gonzalez-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

***Action Item 4***

Trey Traviesa requested a motion to authorize the Chair to execute the agreements.

Motion made by: Lizzette Gonzalez-Reynolds

Second to motion: Nick Rhodes

All in favor: Motion carries unanimously

***Adjourn***

Trey Traviesa looks for a motion to adjourn at 3:10pm EST

Motion made by: Nick Rhodes

Second to motion: Lizzette Gonzalez-Reynolds

All in favor: Motion carries unanimously

I certify that the foregoing are the true and correct minutes of the meeting of the Board of Directors of IDEA Florida held on December 19, 2019.

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Lizzette Gonzalez-Reynolds, Board Secretary

## **Appendix B**

### **School of Hope Notice of Intent**

As provided for in State Board of Education Rule 6A-1.0998271, Florida Administrative Code, the completed Notice of Intent must be submitted to the Superintendent of the District in which the persistently low-performing school operates with a copy submitted to the Florida Department of Education.



## **Notice of Intent**

### **Cover Sheet**

#### **Hope Operator**

Name of Non-Profit Organization:  
IDEA Public Schools\*

IRS FEIN #: 36-4852810

Address: 4651 Salisbury Rd., Suite 418  
Jacksonville, FL 32256

Executive Director/CEO:  
Tom Torkelson

Primary Contact (if different):  
Adam Miller

Phone Number:  
850-766-9770

Email:  
Adam.Miller@ideapublicschools.org

Date Organization Received Hope Operator Designation from SBE: March 27, 2018

*\* Include a copy of the Hope Operator Designation Letter from SBE*

*\*Note: IDEA Florida, a Florida not-for-profit entity will serve as the governing body for the public charter schools opened under this Notice of Intent and Performance-based agreement. IDEA Public Schools is a not-for-profit 501(c)3 entity that was approved by the Florida State Board of Education as a Hope Operator, pursuant to S. 1002.333, Florida Statutes. IDEA Florida will contract with IDEA Public Schools via a legally executed management agreement.*

#### **Persistently Low-Performing Schools**

**See Attachment A**

**\* 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.**

**Proposed School of Hope**

Name of School: IDEA Academy #1

**Address/Geographic Area:**

Proximity to Persistently  
Low-Performing School:  
Within the attendance  
zone or five miles of one  
of the PLP schools  
identified in Attachment  
A.

\* 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.

**Authorizing Entity**

This Notice of Intent is being filed with:

School District of Duval County

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.

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*Signature*

Vice President - Advancement

IDEA Public Schools

Adam Miller

March 8, 2018

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## **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.*

**IDEA Public Schools is a non-profit, public charter school network with the mission to prepare students from underserved communities for success in college and citizenship.** College is the most reliable and powerful economic mobility and anti-poverty strategy that we possess as a nation. When a student from the bottom income quartile and a student from the top income quartile attend and graduate from the same selective university, the economic disparities between the two nearly vanish. That's why IDEA makes a promise to every child and every family that attends — you will go to college.

Founded in 2000 in the Rio Grande Valley of Texas, IDEA currently operates 96 public charter schools, serving nearly 53,000 students. For the past 13 years IDEA has sent nearly 100% of its graduates to college. To date, two-thirds of IDEA graduates have been the first in their families to attend college, fundamentally changing the trajectory of their lives. Our work is changing the rates of academic success and degree completion for low-income and minority students, raising the bar for all schools. IDEA is proving that through an evidence-based, individualized learning program and scalable school model, a high-quality charter management organization (CMO) can broaden its impact across rural and urban communities while continually improving student achievement.

IDEA intentionally and strategically locates its schools in low-income, primarily minority communities, launching each new campus with both a K-5 Academy and 6-12 College Prep program on site. No enrollment preference is given to students of any race or economic profile, and no students are excluded or limited. IDEA serves students with a range of abilities, including those with extensive special education needs. New campuses open with grades K, 1, 2, and 6, maturing to a full K-12 campus in seven years. Each campus has two school programs which are supervised by two separate principals—one for the K-5 Academy and one for the 6-12 College Prep. Academy schools enroll approximately 720 students in K-5 and College Prep enrolls approximately 840 students in 6-12. An Executive Director is responsible for the management of schools and regional operations. Regional leadership hire local operational staff to support campuses and receive technical and professional support from IDEA's Headquarters.

When IDEA looks to open schools in new communities, we make it a top priority to understand the local landscape, historical education context, community strengths, and community challenges. IDEA researches factors such as population growth patterns, local school performance and community resources.

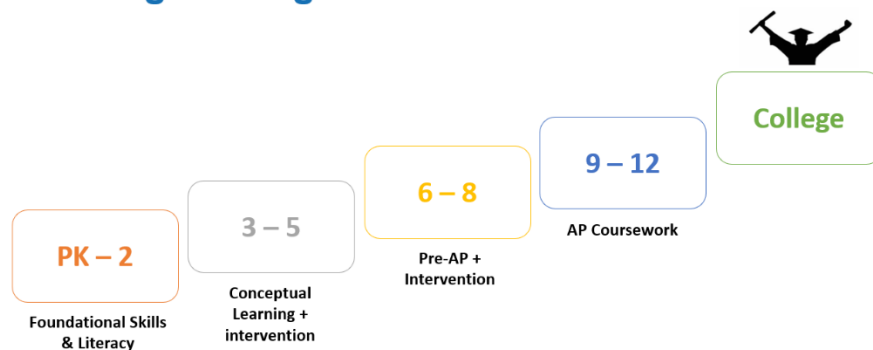
IDEA Public Schools' success lies in our investment in talented people—in classrooms, regional offices, and throughout various functional teams — who all believe deeply that every student can make it to and through college. The departments and teams at IDEA work together to achieve tremendous results. IDEA's success in high-need communities is evidenced by its strong academic results including student academic growth over time; its strong safety, financial, and operational history; its demonstrated success in increasing student achievement, and students' college acceptance and matriculation rates.

## Section B: Academic Focus and Plan

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

IDEA's goal is to develop a diverse student body prepared for, accepted to, enrolled in, and graduated from college. IDEA deploys a research-based educational model that moves students from high-intensity teacher-led instruction to a student-driven program while enhancing the individualization of instruction with the support of technology-assisted learning. IDEA's K-12 program model moves students to on-grade level performance and beyond to ensure college preparedness. Every child receives individualized instruction that prepares them academically for IDEA's rigorous college-preparatory environment.

### We Teach PK-12 for Success To and Through College



Achieving the ambitious outcomes we set for our scholars requires a holistic approach to curriculum that provides a continuum of learning from kindergarten to college graduation. In K-2, the Direct Instruction (DI) program provides an individualized approach to building foundational literacy. Students build numeracy and foundational math skills through the Eureka Math program (note that in Texas, IDEA offers PK at some schools, but has not yet decided if it will offer PK in Florida). In grades 3-5, critical thinking is developed through balanced literacy, and mathematical thinking through IDEA's math program. In middle school, a rigorous Pre Advanced Placement (AP) curriculum combined with differentiated intervention prepares students for pre-college work. The AP for all program begins in ninth grade and ensures that students are prepared for college through a core program of AP courses. All students take at least 10 AP courses with the opportunity to take up to 20 at some campuses. High school graduation, however, is not the end of IDEA students' educational career. Our college success team is responsible for working with IDEA alumni to help them complete their degrees. This includes helping alumni to navigate scheduling, adapting to campus life, providing grants through IDEA's internal employee giving program, and helping IDEA alumni on the same campus to build connections before, during and after their arrival on campus.

New IDEA schools begin with extensive planning in the 24 months before a school opens. This includes

hiring high-potential school leaders who will train as Principals-in-Residence (PIR) at existing, high-performing IDEA schools for two years before they launch campuses in Jacksonville; working with the local community to determine need and preferences; hiring an exceptional teaching staff; sending an inaugural team of up to 16 Founding Teacher Fellows to work in an existing, high-performing IDEA school before launching IDEA's first two Jacksonville campuses; raising philanthropic funds; constructing or renovating a high-quality school facility; and working with families to recruit students. Each of our Jacksonville schools will give enrollment preferences to students attending or zoned for persistently low-performing public schools, ensuring that IDEA is serving those students in greatest need of high-quality educational options.

Each IDEA campus (Academy and College Prep) opens with students enrolled in grades K, 1, 2 (Academy), and 6 (College Prep) and grows by one grade level each subsequent year until each campus is fully enrolled (K-12). This enrollment and growth approach allows IDEA to create a strong school culture and ensures that every child receives individualized instruction that prepares them academically for IDEA's rigorous secondary-level college-preparatory environment. Academic success in a rigorous environment is a necessary goal. The number one factor that will determine whether IDEA graduates make it to and through college is their level of academic preparation.

*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.*

Our students' learning environment is primarily classroom-based. For most students (grades 1-7), approximately 75% of their instructional time is spent in a traditional classroom-based setting with the remaining time spent in individualized and blended learning spaces. Students in grades 8-12 are in traditional classroom environments for near 100% of the time, unless students are receiving specialized interventions.

The learning environments are responsive to the stages of education and development students are in. Class size varies by curriculum delivery method, content and grade level. For example, in Direct Instruction classrooms in grades K-2, students work in small group rotations typically no larger than 12 students. In the middle and high school grades, class sizes are larger, but abide by Florida's class-size requirements.

IDEA strives to ensure all students graduate prepared to thrive independently in college. Therefore, students are expected to take on greater responsibility as they progress throughout their K-12 education. This is an especially rigorous transition as students begin pre-AP coursework in grades 6-8 in preparation for a full load of AP classes in grades 9 through 12. These varied learning environments support IDEA's mission of providing rigorous instruction by giving students the opportunity to be constantly challenged while working at their own pace. In lower grades where students may need more foundational academic support, small group rotations allow for teachers to provide targeted support and more accurately monitor student progress throughout the school year. In the middle grades, programs like iLearning Hotspot and AR Zone empower students to take ownership of their learning by proceeding through work at a pace that is most appropriate for them based on skill level, while they simultaneously engage in pre-AP coursework in their core classes. Support is constant from IDEA's highly trained teachers, who continue to monitor student progress and direct students toward advanced-level coursework when they are ready. In upper grades students have opportunities for tutoring during the school day and after school and are also enrolled in a Road to College course focusing on building independence and organizational skills. IDEA high school students also participate in ACT prep courses which are provided by the school.

IDEA's cohort size of approximately 120 students per grade also serves to create a safe, close-knit community. Student culture reflects this at every level, from kindergarten to senior year. Students generally know their peers in each class, as well as every teacher and administrator. In middle school, homeroom cohorts often travel together from class to class during the day. This small cohort size, and deliberate model, makes for a welcoming, nurturing, accountable, and safe atmosphere.

IDEA students participate in blended learning activities via the iLearning Hotspot and Accelerated Reader (AR) Zones. These programs provide individualized supplemental learning opportunities in literacy and mathematics for all academy students. The iLearning Hotspot, where students engage with the programs Reasoning Mind and ST Math, is a classroom where students are challenged by adaptive educational software tailored to their unique strengths and areas in need of improvement. For example, a second grader may be working at a fourth-grade math level or a first-grade level depending on their current math ability. Children move up levels over the course of the school year and remain engaged as the content is individualized to their needs.

The Accelerated Reader (AR) Zones are spaces on each campus that promote a culture of reading to help IDEA's students unlock the world of books and equip themselves for a lifetime of learning and enjoyment. Using the AR computer program, teachers manage and monitor children's independent reading practice. The software allows children to choose books at their reading level, test them when finished, and then pace themselves in pursuit of their end-of-year reading goal.

*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.*

- o 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.*
- o 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.*

In order to achieve the ambitious goals we set for our scholars, IDEA Public Schools implements a dual approach that prioritizes rigorous on-grade level learning with robust individualized learning opportunities for all students.

Direct Instruction (DI) powers IDEA's new core reading and English language curriculum. DI is a model that emphasizes carefully planned lessons focused on learning in small increments. It also focuses instruction around clearly defined teaching tasks. DI is based on the theory that by using clear instruction and teaching to mastery, teachers can accelerate learning for all students – high performers as well students with learning disabilities.

Using the DI approach, students are placed in flexible, homogeneous groups for reading and language. Students are expected to score 90% or higher on daily and weekly assessments. Skills are taught in a way that builds upon previous learning; 85% of each lesson reviews or applies previously taught skills and 15% of instruction is introducing new skills. Students advance through the program only after they have demonstrated mastery of the concepts. Students who show exceptional progress can fast-cycle through lessons if they show continued mastery of concepts. Students are individually assessed every five to 10 lessons, and their progress is meticulously tracked by the teacher. In math, students engage in Eureka Math, a nationally-recognized mathematics curriculum that prioritizes true math fluency, knowledge-building and problem solving.

The hybrid-learning component of our program consists of two elements focused on delivering a rigorous individualized learning experience for each student:

- Our iLearning Hotspots on each campus allow students to work with adaptive math software that uses algorithms to develop a unique learning path and pace tailored to each student.
- Our Accelerated Reader (AR) Zones are spaces on each campus that promote a culture of reading to help our students unlock the world of opportunity and equip themselves for a lifetime of learning and enjoyment. Using the AR computer program, teachers manage and monitor children's independent reading practice. The software allows children to choose books at their reading level and then pace themselves in pursuit of their reading goals.

The primary goal of our college-readiness efforts is for every student to enter their first year of college without the need for remedial courses in any content area. We focus on this aspect of college readiness because research shows that students who take remedial courses in college are less likely to graduate, and if they do graduate it takes longer to graduate and increases total costs.

### English / Language Arts

At IDEA, the goal is to provide students with a foundation that prepares them to be literate thinkers in school, college, and beyond. Today's literate individual must be able to engage with complex texts independently, read for knowledge, and respond to texts through written and oral communication. Additionally, they must be able to navigate the wide range of texts available through online media, discern audience and purpose, seek evidence, and appreciate a range of cultures and perspectives.

IDEA prioritizes phonics and early literacy through a rigorous implementation of the Direct Instruction (DI) reading and language program in K-1. In grade 2, students continue with the DI reading curriculum, but also engage with *Wit and Wisdom*, a nationally recognized knowledge-building literacy program. *Wit and Wisdom* forms the core basis of our reading and writing program through 8<sup>th</sup> grade. Every *Wit and Wisdom* module, in each grade, focuses on a topic essential for building background knowledge, vocabulary, and writing skills. Whether students are learning about the seasons, the American Revolution, or space exploration they are exposed to works of literature, informational text, and art of the highest quality.



## Math

IDEA's Math curriculum is designed to create students ready for college-level math courses without the need for any remediation classes. Students master state mathematics standards in pre-algebra through pre-calculus and study college-level math courses through the AP or IB program. While mastering these standards, students develop various math proficiencies: understanding, computing, applying, reasoning, and engaging. Focusing on these math proficiencies prepares students for rigorous math instruction in college and beyond.

## Science

IDEA's Science curriculum is designed to teach students a variety of critical thinking skills they will use throughout their secondary and post-secondary careers. Students will master state standards in a variety of science disciplines, including life science, earth science, biology, chemistry, and physics. While mastering these standards, students perform laboratory experiments, read, write, and solve problems. Upon graduation, students not only have a strong grasp of basic science knowledge, but also a core set of skills they can apply in college and beyond.

## Humanities

IDEA's Humanities curriculum is designed to teach students a variety of reading, writing, and critical thinking skills they will use throughout high school, college, and beyond, including graduate school and their professional careers. Students master state standards in a variety of social science disciplines, such as world cultures, geography, history, government, and economics. While mastering these standards, students read primary documents, conduct research, and write analytical and research essays. Upon graduation, students not only have a strong grasp of various social studies themes and concepts, but also a core set of skills they can apply in college and beyond.

## Spanish

IDEA's Spanish curriculum is designed to teach students a variety of Spanish skills they will use throughout their secondary and post-secondary careers. Students master state and national standards focusing on the four major skills: reading, speaking, listening, and writing. While mastering these standards, students learn to answer document-based questions that integrate the four basic skills, write analytical essays, and initiate and maintain conversations.

## Advanced Placement

IDEA has adopted an AP For All approach that will see all students take at least 10 AP courses by the time they graduate. IDEA focuses on AP for All because peer-reviewed research by the Educational Testing Service, The College Board, and the U.S. Department of Education all show strong evidence that participation in AP strongly correlates with student achievement, college readiness, and college completion. Studies show that students who take AP courses and exams are more likely to enroll in four-year colleges, earn higher grade point averages, obtain a post-secondary degree, and earn higher incomes than students who do not.

IDEA recognizes the challenges that come with thinking differently about AP access and success, and the rigor and skills required. Thus, the middle and high school curriculum was redesigned to ensure that the content and skills being taught in those courses aligns to what students will learn in their AP courses. Every sixth-grade student takes a truly pre-AP course sequence that will prepare them to read, write and think like an AP student before they take their first AP course as a ninth-grade freshman. IDEA's Science, English and Math courses in high schools are integrating content beyond what is required on state assessments to ensure that students are prepared for college-level work in eleventh and twelfth grade. IDEA high school students will take at least 10 AP courses before graduation, better preparing them for success in post-secondary educational opportunities. The goal is that students strive to become AP Scholars—a College Board designation that recognizes students who pass three or more exams with a score of three or higher. For IDEA's graduating class of 20189, 25% of students graduated as AP Scholars.

Our focus on Advanced Placement courses has additional benefits as well:

### *Stand Out in College Admissions*

College application season can be an anxious time for students and their families. Even for those students who have worked hard throughout high school and done their best, many aren't sure if they have acquired the academic skills and experiences that colleges are looking for.

By taking AP courses, high school students signal two things to college admissions officers. First, students demonstrate that they've undertaken the most rigorous classes their high school has to offer. Second, students show that they have what it takes to succeed in an undergraduate environment. In the increasingly competitive admissions process, taking AP courses is a good way that students can differentiate themselves from other applicants.

Importantly, AP courses offer college admissions officers a consistent measure of course rigor across high schools, districts, states, and countries—because all AP teachers, no matter where they're teaching, are required to provide a curriculum that meets college standards. When admissions officers see "AP" on students' transcripts, they have a good understanding of what those students experienced in a particular class and how well the course prepared the students for the increased challenges of college.

### *Earn College Credits, Reduce the Cost of College*

As college costs grow each year, the prospect of higher education becomes more daunting for many high school students. By completing an AP course and scoring well on the related AP exam, students can reduce their college expenses. Currently more than 90 percent of colleges and universities across the country offer college credit, advanced placement, or both, for qualifying AP exam scores. These credits can potentially save students and their families thousands of dollars in college tuition, fees, and textbook costs. These savings can make the difference between being able to afford college or not.

You can see specific colleges' guidelines on accepting AP scores for credit and placement by searching our AP Credit Policy database. This resource shows how many credits your AP scores will earn you and which courses you may be able to place out of at your future college.

### *Skip Introductory Classes*

If you know which major you want to pursue in college, taking an AP course related to that major and earning a qualifying score on the AP exam can help you gain advanced placement out of introductory courses. As a result, you can possibly place out of crowded required courses, and move directly into upper-level classes where you can focus on topics that interest you the most.

Even if you take an AP exam unrelated to your major—or if you’re not sure what you want to major in—AP courses can often help you place out of your colleges’ general education requirements. With this additional time on your class schedule, you can earn a minor or even a second major, take exciting electives, or pursue additional topics of interest.

To support students who are performing below grade-level or failed the previous year’s state assessments, IDEA schools will offer the following:

1. **CSI—Critical Student Intervention.** This time-tested IDEA intervention program provides additional reading and math instructional time using a evidence-based<sup>1</sup> intervention during Blended Learning time or Elective periods. Students are supported to achieve these gains by receiving double-blocks of Math, Reading, or both every day. This time is tightly guarded, and every effort is made to ensure nothing takes IDEA’s neediest students out of this crucial class time. This time is focused on closing academic gaps for students. To date, over 3,000 students with gaps of two or more years have closed that gap in one school year through this program. Each campus has an appointed CSI point person who leads this work at the campus level. IDEA’s network-wide goal is for 50% of students in CSI Reading and 60% of students in CSI Math to grow two years or end the year on/above grade level. Progress is measured by interim assessments taken throughout the year, as well as by the cumulative exams at the end of the year. During out last school year, 47% and 62% of our students made CSI made at least two years of academic gains in Reading and Math respectively.
2. **Differentiated blocks.** In addition to CSI, students in middle school and high school have a 45-minute block every day that is specialized to meet their academic need. For students performing at or above grade level, this is a dedicated time for advanced coursework to support their progress and keep them academically engaged and challenged. For students performing below grade level, this time is utilized for scaffolded academic support to help students catch up to their peers and close academic gaps at an accelerated speed.
3. **Proven Pedagogical strategies.** As previously mentioned, IDEA utilizes instructional strategies that are research-based and proven to be most effective with students from low-income backgrounds. IDEA will continue utilizing tools such as Doug Lemov’s “Teach Like a Champion” to train IDEA’s teachers, enabling them to most effectively teach and support students at any academic level.
4. **Teacher evaluation and systems.** This is described in detail in Section I.3.

Sample scope and sequence documents are provided in Attachment B.

*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)*

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<sup>1</sup> <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticesschl.pdf>

A typical day at IDEA Public Schools starts at 7:45am and ends around 3:45pm. Instructional time varies from approximately 375 minutes per day in kindergarten to 420 minutes per day in high school. IDEA Jacksonville will adopt a calendar that includes a minimum of 180 school days.

Sample daily schedules and a sample annual calendar are included in Attachment C.

## **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.*

IDEA's five-year operating budget projections are included in Attachment D. Note that our budget is based on a projected enrollment of 112 students per grade, while our enrollment targets are 116 students per grade in Academy and 120 per grade in College Prep. This reflects IDEA's commitment to build and sustain successful schools even if we do not enroll every seat in our first year and provides a cushion against financial shocks to our classrooms

*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.*

IDEA has a long track record of strong financial management and fiscal responsibility. All financial decisions are aligned with our goal of providing a high-quality public education to our students and preparing them for success in college and citizenship. IDEA has received the highest Fiscal Integrity rating from the Texas Department of Education (A-Superior) and received an "A" bond rating (S&P Global), the highest unenhanced bond rating for a charter school nationally. The bond rating signifies the credit worthiness of IDEA with S&P noting IDEA's strategic approach, high academic results, solid operating margins, sophisticated management team, and national brand recognition as key strengths. S&P's rating outlook was stable, noting that IDEA would maintain a steady financial profile due to its strategic financial practices, conservative modeling and flexibility. S&P also anticipates the school's "demand profile will continue to reflect very strong academics and increasing enrollment."

IDEA employs a multifaceted approach to ensuring strong internal controls over financial management. Our approach starts with a strong internal oversight structure, with full-time financial staff dedicated to ensuring accuracy and compliance and with direct CFO involvement. IDEA Florida's board will ultimately hold IDEA accountable for accuracy and compliance.

IDEA staff, including IDEA's vice president for finance and vice president for financial planning, ensure that a strong, compliant, and transparent system is in place. This includes a structured process to ensure that policies and procedures aligned with strong internal controls are in place from the onset, before any public revenues are received or expended. The lead employee ensuring controls and compliance is IDEA Jacksonville's director of finance (DOF). IDEA only hires DOFs who possess the necessary professional experience to demonstrate mastery of control- and compliance-related functions. The framework for

compliance, which stems from IDEA's existing practices, will be implemented by the DOF.

The DOF is responsible for managing IDEA's business office across Florida, including Jacksonville. The DOF is responsible for monthly financial reporting on the 10<sup>th</sup> business day of the following month, every month. They are also responsible for accounts payable and purchasing, which they manage through a business clerk. The DOF is answerable to IDEA Jacksonville's executive director, who is answerable to the IDEA Florida governing board.

To ensure the DOF is supported and held accountable, IDEA's vice president for financial planning holds a weekly check in meeting with each DOF. In addition to these weekly check ins, financial reports are reviewed monthly by IDEA's chief financial officer. IDEA's CFO has a dedicated, standing monthly meeting to review all financial reporting and budgets related to Florida. These reports and budgets are reviewed regularly with the IDEA Florida board's finance committee.

As is IDEA's practice in Texas and Louisiana, IDEA reports to the charter authorizer and the public based on state guidelines. The DOF is responsible for understanding reporting requirements in Florida.

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

IDEA Florida will implement financial oversight practices consistent with IDEA Texas, industry best practices and applicable Florida law. IDEA Florida's board will approve a comprehensive set of policies and procedures, including those related to purchasing, procurement, and financial reporting. Additionally, the Board will carefully review budgets and budget amendments prior to adoption.

Budgets, expenses, and financial reporting related to Duval will also be reviewed monthly by IDEA's CFO.

*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.*

For context, IDEA has CPAs on staff who close the books and records, and who ensure the business office is compliant, well-managed, and thoroughly documented. This ensures a smooth and comprehensive audit, year after year.

IDEA Florida's board will select an independent auditor to perform an annual audit, pursuant to 218.39. The board will put out a request for proposal from audit firms. Based on responses, the board will select an independent auditor. IDEA's boards have used RSM, as well as Blazek & Vetterling, in Texas. In Louisiana, the board used Carr, Riggs & Ingram. This firm has a large presence in Florida, making them a viable candidate to perform an audit in Duval, as well. The final decisions of an auditor will be made entirely by IDEA Florida's Board of Directors.

IDEA's boards typically have an auditor selected by November or December of each calendar year. The auditor is provided with a memo outlining dates by which IDEA's board would like interim field work and year end fieldwork to be conducted. IDEA provides a detailed checklist of items staff would like to receive from the external auditor, and when IDEA needs to provide things back to the external auditor.

IDEA's finance team provides auditors with a reasonably adjusted trial balance so they can focus on a true

audit, not bookkeeping or cleaning. This is owing in large part to IDEA's professional business office and the CPAs IDEA maintains on staff. This whole process is managed by IDEA's Vice President of Finance and Comptroller.

IDEA's external auditors present the audit report to the IDEA Florida board of directors' finance committee. Once they approve, the full board must approve the audit.

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

IDEA has an extensive, best-in-class system for maintaining records. All records are maintained digitally through an enterprise resource planning system, Tyler Munis. Tyler Munis contains IDEA's document warehouse for all invoices and backup documentation. In addition, all IDEA financials are stored on IDEA's internal shared drive and server.

IDEA's business office information systems team is responsible for ensuring the database records are maintained and that redundancies are created to back up the system. IDEA also maintains supporting documentation for any and all checks that are issued by IDEA.

IDEA publishes its audited financials, approved budgets, and budget committee meeting bulletins, among other information, on IDEA's public website, available at: <https://www.ideapublicschools.org/our-approach/finance-budget>

The monthly financials are also reported to the IDEA Florida board, and are included in IDEA's public board packet.

*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.*

IDEA publishes its audited financials, approved budgets, and budget committee meeting bulletins, among other information, on IDEA's public website, available at: <https://www.ideapublicschools.org/our-approach/finance-budget>

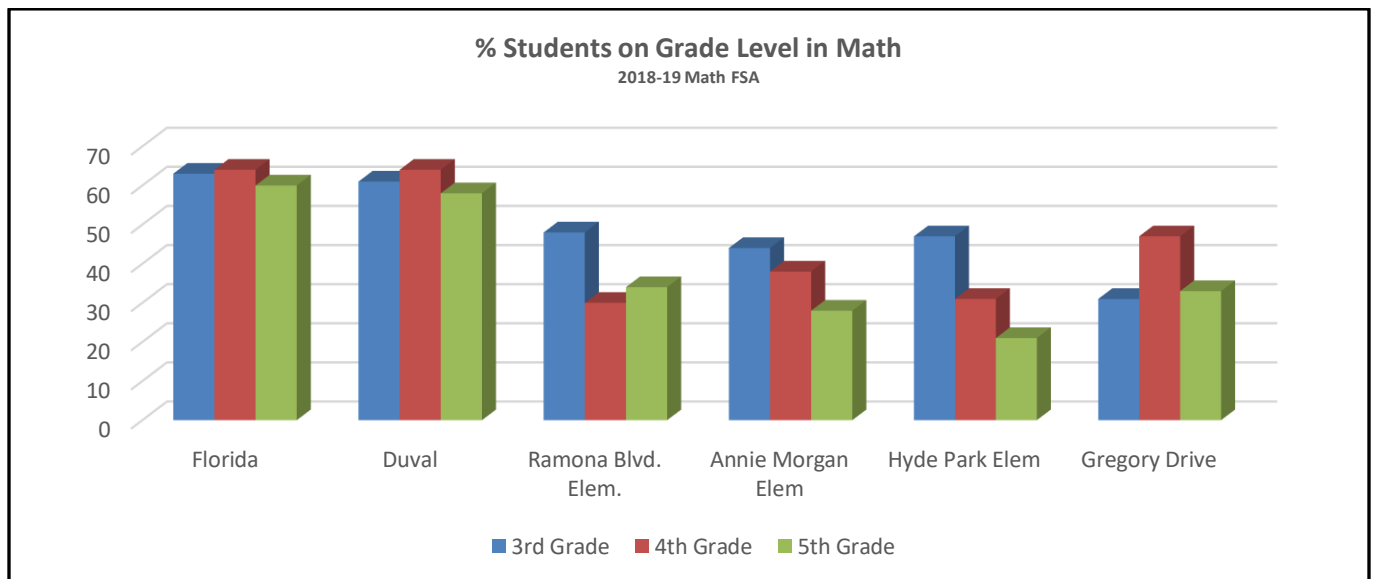
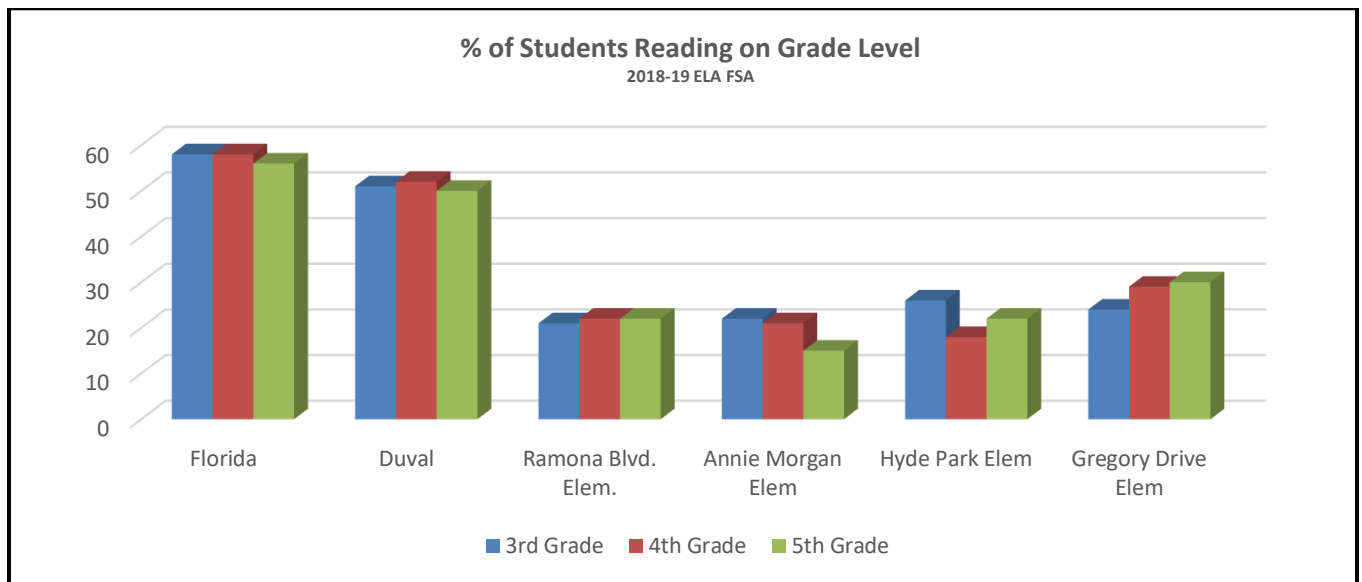
The monthly financials are also reported to the IDEA Florida board and are included in IDEA's public board packet.

**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.*

As an open enrollment school, we cannot predict with precision the prior academic achievement levels of the students who will enroll in our school. However, given our focus on recruiting students who are attending or zoned for persistently low-performing public schools, we can reasonably project incoming baselines based on the academic achievement of students in those nearby PLP schools. Below are charts

showing the 2018-2019 FSA results for PLP identified in Attachment A.



IDEA primarily serves students who come from low-income households—areas that are also historically underserved in terms of high-quality education options. IDEA anticipates that the majority of the students entering our Jacksonville schools will come from persistently low-performing schools.

IDEA Jacksonville will assess all new students' baseline academic performance at the beginning of each academic year and will set growth goals for cohorts of students. Currently, students at the PLP schools identified above are scoring below the district and state average in proficiency and learning gains across all

grade levels. IDEA's goal is for students to outperform the nearest public schools in their first year in each grade that is tested in both ELA and math, in both proficiency and learning gains. In subsequent years, students will continue to outperform these schools in each subject in proficiency, and achieve learning gains each year. IDEA's long-term goal is for each cohort that starts with IDEA to complete twelfth grade outperforming the district and the state in all indices, and fully prepared to succeed in college without need for remediation.

IDEA will set specific performance targets for each grade and subject in the manner and timelines prescribed by the state's performance-based standard contract. IDEA will receive performance data on incoming students in tested grade levels from the district by September 15 of each school year. IDEA Jacksonville will then propose academic targets for its first year of operation by October 15 and have 30 days to work with DCPS to reach agreement on those targets. For non-tested grades, those targets will include performance growth over the course of the year. By October 15 of the second year, IDEA will propose specific learning targets for each grade level and tested subjects over the remaining four years of the contract term and will work with DCPS to agree on the remaining targets within 30 days—as set forth in the performance-based contract model.

Florida's recent adoption of revised K-12 standards and the timeline for implementation of the new standards and aligned state assessments present IDEA Jacksonville with a unique challenge in setting academic performance goals. IDEA Jacksonville will open in the 2022-23 school year, which is the first year that the new K-12 standards will be fully implemented and new aligned assessments administered. As such, IDEA will likely not be able to rely on prior test scores to serve as baselines by which to set future performance targets. We anticipate developing short and long-term academic performance goals that will demonstrate academic achievement and growth that initially exceed nearby schools and ultimately exceed both district and state averages and we look forward to working closely with the Duval County School District to set ambitious academic performance goals that are consistent with IDEA's high-expectations approach.

IDEA anticipates that its campus located near the PLP schools identified in Attachment A will both serve a population where more than 50% of students will enter performing below grade level, based on each school's most recent FSA results. IDEA's goals for academic growth and improvement will be the same for all students enrolled at IDEA campuses, regardless of socio-economic status.

*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*

If the prior academic achievement of our incoming students is significantly different than that of the surrounding PLP schools, IDEA will work with DCPS to set ambitious academic goals pursuant to the process set forth in the standard performance-based agreement.

IDEA's mission is to educate students who are historically underserved. IDEA will serve this same target demographic in Jacksonville. Recruitment efforts will be focused in the neighborhoods surrounding the district's lowest performing schools and we anticipate the student body will closely resemble that of the nearby campuses. Regardless of the student population, IDEA will continue offering the same data-driven, rigorous coursework offered at all IDEA schools.



At the conclusion of each school year, students will be prepared to take on the subsequent year's academic content due to the preparation and rigor of instruction received the year prior. IDEA will measure success by the number of students who enter and complete each year on or above grade level. Students who need additional academic support will receive targeted intervention and will be monitored throughout the school year to ensure they are progressing.

For students who are significantly below grade level, success will be demonstrated by increasing the number of students who close academic gaps by growing two or more grade levels per year through participation in Critical Student Intervention (CSI), and by decreasing the number of students who need CSI year after year.

For students who enter IDEA in grades K-2, our goal is that 100% of are on grade level by the end of 5<sup>th</sup> grade. For students who enter IDEA in sixth grade, the goal is for those students to perform on grade-level before they graduate high school and, like their peers, to be accepted and matriculate to college without the need for remedial coursework

*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.*

#### Organizational/Regional/Campus Goals

IDEA will maintain its current network-wide goals as it opens schools in Florida. These goals are set for every IDEA region and campus with the expectation that all students and school leaders will achieve them. Teachers and school leaders are recruited, hired and trained to perform at exceptionally high levels and therefore the organizational goals will stay at the highest level across all regions and states where IDEA operates schools. The goals below are set for the 2019-2020 organizational year; these are reevaluated on an annual basis. In pursuit of continuous improvement and increased achievement, these goals will increase as benchmarks are met, to prepare students to achieve higher expectations and levels of success.

#### **Goals and outcomes:**

Measure	2018-19 Result	2019-20 Goal
% of Seniors Accepted to a College or University	100%	100%
% of Graduates Matriculate to College or University	100%	100%
% of Graduates Matriculate to a Tier I/II College or University	22%	25%
% of Seniors Named AP Scholars	25%	30%
% of PreK-2 <sup>nd</sup> Grade Students End the Year On/Above grade level in Reading (Year 1 Campus)	69%	80%
% of PreK-2 <sup>nd</sup> Grade Students End the Year On/Above grade level in Language (Year 1 Campus)	86%	80%
% of PreK-2 <sup>nd</sup> Grade Students End the Year On/Above grade level in Math (Year 1 Campus)	99%	80%

% of 2 <sup>nd</sup> Grade Students End the Year On/Above Grade Level in Reading (Year 2+ Campuses)	87%	90%
% of Students in CSI Achieve 2 Years Growth in Reading/Math	47% / 62%	50% / 60%
Average ACT Score (Class of 2020)	20.86	21
% of Alumni that graduate college within 6 Years	52%	55%
% of Teacher Retention	83%	85%
% Average Daily Attendance	97.58%	97.5%
% Student Persistence	87.18%	90%

## Assessments

At IDEA, our goal is to design, implement and support a district-wide assessment structure that informs excellent, college-ready level instruction while providing predictable, trackable data points to support effective coaching, and management practices across an expanding district.

We are in the process of designing and implementing a revised assessment system across all IDEA schools, regions, and states according to the following guiding principles:

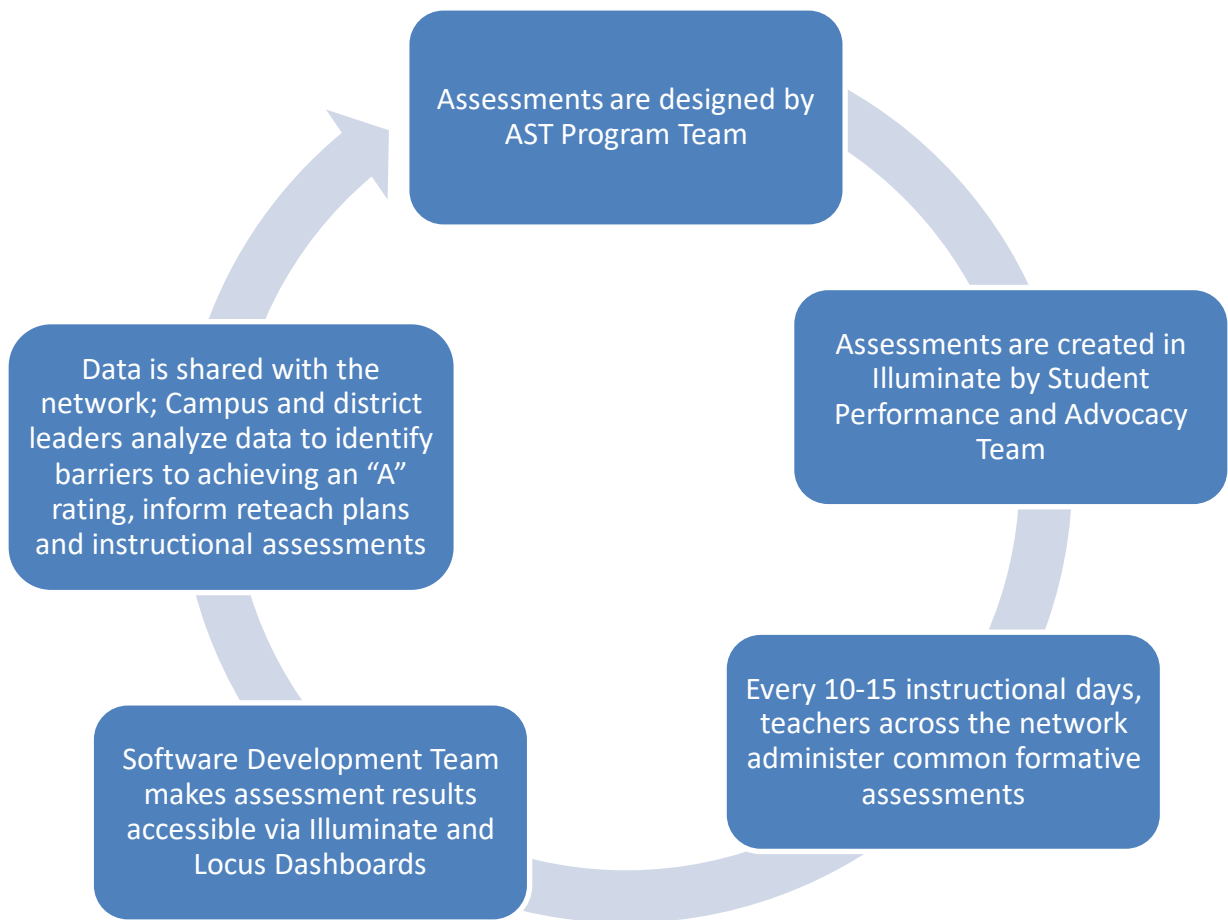
- **Assessment informs instruction.** The purpose of assessment is to determine student understanding of the standards of a course of study and then use those assessment results to inform, modify, adjust, enrich, and differentiate instruction to meet the learning needs of all students.
- **The primary stakeholders are students and teachers.** While our assessment structure informs the day-to-day practice and priorities for every member of the IDEA instructional team, students and teachers are the primary stakeholder. We believe assessments should be designed to inform planning and instruction to support a meaningful classroom experience for teachers and students, with consideration for the total amount of testing time, the authenticity of the learning tasks and the time and space to give and receive appropriate feedback.
- **Assessment is best in a minimally effective dose.** A common refrain among IDEA leaders is assessing students does not amount to teaching students. IDEA teachers and leaders need enough information to make appropriate instructional decisions, but they also need the instructional time to respond to assessment data and facilitate student learning. Our priority is a balance between prioritizing instructional time while guaranteeing sufficient information to make high leverage classroom decisions.
- **Assessment design is driven by purpose.** Assessments should be designed to gain insight into what students know, understand and can do. Multiple-choice questions most frequently assess basic knowledge. Open-ended questions assess understanding. Application based performance tasks assess skills and the long-term ability of a student to apply what they have learned. Because we are beholden to short-term goals like the year-over-year STAAR results and the long-term goal of college matriculation and success, our assessments will be designed with both goals in mind. Implementing different types of assessment, from daily student tasks to larger benchmark exams that use a variety of question types, creates a more complete picture of student learning.

- **Written curriculum should align to assessed curriculum.** The curriculum is designed to cover the totality of the standards, from basic knowledge to the more transferrable skills and applications that support college readiness. All too often we assess only a narrow slice of the curriculum. Not only does alignment between the written and assessed curriculum create continuity for the teacher and student, it helps to ensure that students have access to the full potential of the curriculum.
- **Assessments should assess standards that have been taught.** In instances where we choose to implement diagnostic assessments, we must train teachers and leaders to use the assessments and resulting data appropriately. Additionally, we must share rationale with students to ensure they understand the purpose of diagnostic assessment and are best prepared to take the exams.

#### Lifecycle of Assessment at IDEA Public Schools

IDEA's goal is to create and implement a predictable, effective, and collaborative assessment process that measures and ensures clear progress toward ambitious student achievement goals. As demonstrated below, IDEA's process creates a cycle of data transparency for everyone in the district. A sequence of frequent common assessments provides a consistent, quality resource for every teacher and leader. The 10-to-15-day frequency of short assessments provides frequent enough data to measure student performance while allowing enough time to analyze data and implement instructional improvements.

Transparency is a key feature of this process. The ability to widely share data and data analysis helps district and school leaders identify important trends that can result in added support for specific classrooms or schools that may need it the most. Additionally, it allows district and regional leaders to identify bright spots and best practices in order to share those widely across the network.



## **Section E: Community Outreach**

*1. 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.*

IDEA began meeting with community leaders in Jacksonville starting in late 2017. Since that time, IDEA has met with a large number of community, political, and educational leaders. IDEA leadership has visited a variety of public schools in Duval and surrounding counties. IDEA has met with elected leaders from the city commission, Duval County school board, state house and state senate, as well as leaders from the University of North Florida, Jacksonville University, local chapters of the Urban League and NAACP, Community Foundation of North East Florida, Florida State College of Jacksonville, and more. IDEA has also met with students, families, and current teachers.

In every interaction, IDEA seeks to understand the needs of students and families, and what has allowed successful organizations to serve these children well. For example, during visits to Pepin Academies, IDEA staff learned about the robust and far-sighted supports that have allowed students on the Autism spectrum to succeed. Our visit to KIPP and Tiger Academy reinforced the need for a strong school culture and high-expectations for students, and our visit to Brentwood elementary reminded us of the importance of standards-based instruction. While none of this is new to IDEA, understanding these challenges in the context of Duval has been illuminating. These visits and conversations have shaped IDEA's early thinking and will inform how the IDEA Jacksonville executive director works with the community to provide high-expectation schools that meet community needs.

*2. Explain upcoming and ongoing community outreach efforts.*

IDEA began meeting with Florida state and local leaders in 2017 in preparation for opening schools in 2021 in Tampa and 2022 in Jacksonville. As IDEA enters new communities, leaders including the Executive Director and Regional Director of Operations meet with parent groups, local leaders at other nonprofit organizations, school board members, city officials, and local philanthropists. Especially during these early meetings, IDEA leadership seeks to listen more than talk, and to gain a true understanding of the community's desires, challenges, and needs.

Once IDEA has established a baseline understanding of the community, it launches three types of efforts to raise awareness and build an understanding of IDEA:

- (1) Awareness of IDEA: During the "Awareness of IDEA" phase, team members talk with the community about IDEA's mission, goals, academic model, and track record.
- (2) Student Enrollment: During the "Student Enrollment" phase IDEA develops and shares information geared towards educating families about what the daily life of an IDEA student entails.
- (3) Teacher and Leader Recruitment: During the "Teacher and Leader Recruitment" phase, IDEA continues to inform parents and community members about IDEA while searching for high quality school leaders and teachers.

Since IDEA was approved as a School of Hope operator in 2018, IDEA has continued to visit with and learn from scores of leaders across Florida. As part of this work, and the work to come, IDEA first seeks to understand the history, current state, and needs of the community. Staff then use that information to ensure effective, timely and accurate communication to parents and families. Structured community conversations begin approximately 18 months before a new school opens. IDEA recruits prospective families to volunteer to participate in these community conversations, which result in additional insight and understanding into things like a community's perception of charter schools, educational priorities for children, and transportation preferences. IDEA then uses this information to engage with the community. For example, if a majority of participants in a structured community conversation share that they don't know what a charter school is, IDEA will offer informational sessions to discuss public charter schools. IDEA seeks to answer questions about the school model, demystify questions or concerns about things like the enrollment process, and learn from parents and community members what they are looking for in a school.

IDEA's Executive Director, as well as the regional leadership team, spend many hours each week with partner non-profits and parent leaders. In various launching regions, this has included the Boys and Girls Club, YWCA, YMCA, City Year, Big Brothers and Big Sisters, religious groups and communities, community-

based activity centers, and other avenues to meet with and learn from parents. IDEA's executive directors pursue and accept a range of offers to speak with and learn from groups such as the Lion's Club, Rotary Club, and other civic groups. In short, IDEA proactively seeks to hear from, and engage with, the community.

A year before schools open, local IDEA leadership also holds a series of community events including town halls and open forums. These are held throughout the year at public venues like libraries and community centers. This is an opportunity to learn from the public and sharing information about IDEA.

*3. 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.*

By law, School of Hope operators are required to open campuses within five miles of a persistently low-performing school. IDEA would therefore recruit primarily from the surrounding neighborhood to ensure that IDEA is recruiting the students who are currently attending or zoned for a persistently low-performing public school. IDEA's primary area for recruitment is typically within two miles of a campus site. In year one, IDEA Jacksonville will serve over 900 students in grade K-2 and 6 across two campuses. Each campus will house two school facilities—a K-5 Academy and a 6-12 College Prep, adding a grade each subsequent year. Both campuses will be located near a persistently low-performing school and will focus recruitment in those areas.

Through each recruiting phase, IDEA relies upon a variety of strategies to ensure families and community members are informed. IDEA has traditionally used television, radio, digital, direct mail, and print advertising. Additionally, staff host a series of open houses that allow families and community members to interact with IDEA staff to ask questions and learn more. All of IDEA's recruitment strategies are based on market and community research.

### **Timeline**

IDEA's Marketing, Communications and Enrollment team has a scaffolded recruitment plan called New Community Entry, which begins 2+ years before schools open in new regions. New community entry is a combination of identity building, public relations, research, brand building, and gathering interest from prospective students and staff. New regions are defined as geographic locations where IDEA campuses do not currently operate.

Below is a timeline for IDEA's recruitment plan to open schools in Jacksonville in 2022.

### **Two Years Before School Launch—2020**

IDEA builds context within the new region to understand what's important to parents and community members. Research includes recruiting participants for structured community conversations, which consist of 40-50 families representing mixed income households and school-aged children. These conversations help IDEA staff learn about the local perception of charter schools, mindsets around education options, and awareness of IDEA Public Schools. Results from these groups are shared with local IDEA leaders, who use this information to guide recruitment efforts.

IDEA also collects secondary research such as media consumption, public education surveys, and local

advertising campaigns to gain a better understanding of how to reach parent audiences and effectively communicate IDEA's mission and plan for school openings.

### **One Year Before School Launch—2021**

IDEA recruitment for new schools starts September 1 of the year prior to opening. For Jacksonville, this will be September 1, 2021. New Community Entry efforts will launch in February of 2020, six months prior to the launch of the student application and seven months prior to the launch of the teacher application.

Typically, IDEA will focus primary recruitment efforts on students within approximately 2 miles from the campus but will also recruit students within a 3-5-mile radius of the school's location if appropriate and necessary. This is where initial research and results from structured community conversations are also leveraged. The recruitment focus area can vary based on local factors such as access to reliable public transportation and the number of households in the neighborhood. For example, in regions where a majority of students walk to school, IDEA will recruit primarily within 1-2 miles of the school. In regions where residents are accustomed to lengthy commutes, IDEA can expand recruitment zones. To meet School of Hope Operator regulations, IDEA will primarily recruit within the neighborhoods of the surrounding persistently low-performing public schools. This will be done principally through door knocking, social media, and community organization partnerships. Additionally, during this time period IDEA will begin developing plans for transportation, including mapping out potential bus routes.

### **Six Months Before School Launch—March 2022**

The six-month period before a school opens involves a concentrated recruitment effort, led by a Regional Director of Operations (RDO). The RDO's primary responsibility is to lead community engagement and recruitment efforts in the region before the first day of school. The RDO develops relationships with local service partners like Boys & Girls Clubs and YMCA chapters to learn and share information about IDEA. Eighty percent of their time is spent in the field meeting families, developing local partnerships, and recruiting students.

Additional operational staff begin in July and recruitment is their top priority, with 80% of their time also dedicated to recruitment. Recruitment includes tabling at community centers, apartments and other community-centric businesses, attending local events, block-walking through neighborhoods around the schools, and hosting open house events. Recruiters track which locations generated the most student applications, which is maintained for future recruiting and engagement events. This helps IDEA understand where potential families live and spend time in the community. Beyond recruitment, the school leaders leverage this information when planning additional events such as town halls.

### **Application Process**

IDEA is an open-enrollment public charter school. Prospective families apply to IDEA through a free online application or at community events via a paper application. Applications are available in English and Spanish and may be translated into additional languages based on community need.

If a campus receives more applications than available seats, a random lottery will be held (students from surrounding persistently low-performing public schools receive enrollment preferences, as provided for in the law). The lottery is a blind random selection process in which students are sorted by grade level, randomly selected, and then offered a seat at an IDEA school. IDEA conducts a lottery system in compliance with charter laws, affording all families a fair opportunity to attend one of IDEA's schools. The lottery is typically held in February, six months before the new school year begins. IDEA will maintain this same

process and timeline in Duval County.

The student population across all IDEA's current schools is approximately 89% economically disadvantaged. IDEA expects to serve a similarly low-income demographic in Jacksonville, opening schools in historically underserved communities where students may not have access to high-quality education options. IDEA recognizes that student demographics may shift based on school location and strive to serve the communities currently served by persistently low-performing schools.

IDEA conducts a lottery to fill all open seats and students are placed on a waitlist until all students offered a seat accept or decline. Waitlisted students are then offered available seats. Students and families can apply to multiple IDEA campuses but will only be offered one seat at one campus. When applying to multiple campuses, families also rank IDEA schools in order of preference.

Families receive notification of their offer online and via phone call from an IDEA staff member. Announcements regarding lottery results are posted throughout IDEA's website and social media accounts, utilizing every available outlet to advise families to log into the application site and check their status. Families receive a welcome packet and instructions on how to confirm their child's enrollment at IDEA.

Staff is available online, via phone, and in person to answer questions and help guide families through the process, ensuring families understand the enrollment and registration processes. Assistance is provided in English and Spanish to accommodate families. IDEA staff will make at least five attempts to contact a family before rescinding an enrollment offer. Each point of outreach is tracked with a 24-hour wait period before following up, giving parents ample time to respond. In addition to online notification and personal phone calls, IDEA staff will visit addresses listed on the application to contact families about their student's seat offer at a campus. If no response is received by the given deadline, the spot is offered to the next prospective student on the waitlist.

*4. 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.*

Families are the single most influential partners IDEA has in accomplishing the to-and-through college mission for students. An invested family can extend the learning beyond the school day, reinforce expectations in the home, and help students understand the value of a high-quality education. IDEA seeks to involve parents in their children's education at every step beginning with applying to an IDEA school for the first time through high school graduation.

Family engagement allows IDEA to: 1) create the space for parents to participate, actively, in their child's educational experience; 2) provide opportunities for school staff and parents to connect and build relationships and trust; 3) build the capacity of families to better support their children.

To ensure families feel welcomed once their child is enrolled at an IDEA campus, staff offers communication and support throughout the entire enrollment and registration process leading up to the first day of school, and then consistently throughout the school year. For families new to IDEA, we have created an onboarding process that aims to ensure families feel both welcomed and informed about IDEA as an organization and their particular campus. Our New Family Onboarding Process includes a series of communication and



events, including:

- Recruitment
- Open Houses
- Lottery
- Welcome to IDEA
- Registration
- Re-registration
- Summer engagement event
- New Family and Student Orientation
- Back to School / Meet the Teacher

These events are geared toward helping the family transition into the IDEA family. The emphasis is on the academic model, culture, and the partnership between home and school. The expectation is that every family be onboarded, which means attending registration and a Welcome to IDEA session. Therefore, multiple opportunities exist for families to engage in each of these opportunities.

Welcome to IDEA is a registration event. While this event is highly recommended, it is not required of parents and students to attend. A family will not be denied or an offer rescinded due to an inability to attend. IDEA does not turn away families who were offered a position. IDEA accommodates all offered and confirmed students a seat at school.

Once students are enrolled at an IDEA school, distribution of information is no less important. IDEA staff believe that it is crucial that families are well-informed and engaged. IDEA accomplishes this through a number of avenues, ensuring that staff are able to distribute information in a way that it is reaching the greatest number of families possible. First, each IDEA school publishes a Parent Weekly newsletter that is available both in print and online in both English and Spanish. Additionally, IDEA takes advantage of various social media outlets, including Facebook, Twitter, and Instagram. IDEA has individual school accounts as well as regional accounts that distribute information about news affecting IDEA's schools and upcoming events.

Parents have the opportunity to engage in every aspect of IDEA's launch into a new region, and in every step of a new campus opening. In every IDEA region, parents can participate in initiatives like the Family Advisory Council, Family Engagement and Advocacy, and town hall meetings.

### **Family Advisory Council**

The vision for the Family Advisory Council is to build a small, region-based community of parents and/or guardians with whom IDEA can consult on a variety of different parent-facing solutions prior to their launch.

Each campus nominates up to two representatives, and family members can also self-nominate. Regional groups meet once a semester to share input, learn about upcoming events or initiatives being considered by IDEA leadership, and engage in discussions about what concerns are most pressing for parents or guardians, and what role IDEA plays in each circumstance.

### **Family Engagement and Advocacy**

Additional events are held on campus throughout the year to encourage parents and families to interact with campus leadership. Events/initiatives include but are not limited to report card pick-up night, parent

walk-throughs, volunteer programs, and weekly newsletters.

### **Town Hall Meetings**

Many campuses also offer town hall meetings throughout the year to get feedback from parents and families. This is a time dedicated to facilitating a dialogue among IDEA parents, campus staff, and IDEA Jacksonville leaders. Regional and campus leadership can share updates with attendees and also engage in open Q&A with guests.

Finally, IDEA's website, [www.ideapublicschools.org](http://www.ideapublicschools.org), is a great resource for parents and community members and has information including but not limited to academic calendars, student handbooks, cafeteria menus and a selection of school policies.

IDEA seeks to engage as many parents and families as possible in their child's education. However, a significant number of students in existing IDEA schools do not have engaged parents. IDEA does not discriminate, nor create barriers, for students to attend an IDEA school if their parent is unable or unwilling to participate in school activities. Parent engagement does not impact a student's enrollment at IDEA schools.

## **Section F: Organizational History of Success**

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

### **History**

IDEA began as an after-school program in Donna, Texas in 1998. IDEA's co-founders JoAnn Gama and Tom Torkelson were serving as teachers through Teach for America and saw the need for rigorous coursework and a strong culture to help their students to perform at higher academic levels. They began an after-school program to provide additional academic support to students and due to strong community interest, they began planning to launch their own school. In 2000, IDEA applied for a charter license and became an independent state charter school. Since then, IDEA has grown from one small school with 150 students in 2001 to the nation's fastest-growing network of tuition-free public charter schools with an ongoing record of academic excellence. IDEA opens schools in neighborhoods where access to high-quality public education is needed most and will continue to do as we pursue our ambitious goal of serving 100,000 students in 10 regions by 2022.

IDEA's philosophy and approach to education is based on a set of core values that guide our entire organization- from the CEO and Superintendent to the support staff in our cafeterias, each member of the IDEA family is expected to embody IDEA's five core values:

**No Excuses.** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other factors: we look in the mirror and take responsibility.

**Whatever it Takes:** Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pour over the data, identify root causes, and implement solutions.

**100% Every Day:** our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

**Sweating the Small Stuff:** the difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

**Team and Family:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

These values help ensure that each IDEA campus builds and nurtures a culture of high expectations for faculty, staff, students and parents.

### **IDEA's Approach**

A strong academic model and culture has enabled IDEA to serve more students in high-need communities every year. IDEA currently operates 96 schools in Texas and southern Louisiana, serving nearly 54,000 students. For the past 13 years 100% of IDEA's graduates have been accepted to college and 99% have matriculated. In addition to our rigorous curriculum and culture of high expectations, our success is driven by innovative programs such as our Teacher Career Pathway, Principal in Residence Program, and College Success Team.

Like all schools, the success of our students is contingent upon the quality and effectiveness of our teachers and principals. IDEA puts great effort into the recruitment, hiring, training and retention of high-performing teachers and school leaders. IDEA seeks teachers and leaders who believe in and are committed to our mission: that all students are capable of getting to and through college. IDEA seeks individuals who are driven by outcomes and results and want to be held accountable to them, seek and respond well to feedback, and embody IDEA's core values and live them on a daily basis.

### **Teacher Career Pathway**

Teachers are the largest group of employees at IDEA and have the greatest impact on student achievement. Therefore, IDEA strategically invests in the development and retention of high-performing teachers. One program IDEA created is the Teacher Career Pathway (TCP), which defines, identifies and rewards teaching excellence through rigorous coaching and evaluation, personalized professional development and performance-based incentives. Our TCP program is designed to develop and keep advanced teachers in IDEA classrooms while increasing their impact on students and other teachers. By supporting principals to develop targeted retention plans and deploying district-wide resources and programs to support engaging and retaining irreplaceable teachers, IDEA ensures that attrition of these individuals remains as close to 0% as possible.

Additionally, IDEA has partnered with Relay Graduate School of Education to provide our newer teachers with the opportunity to further hone their craft through a two-year program of focused professional development, coaching, and evaluation that culminates with a Master's Degree in Education and a professional educator certificate- at no cost to the teacher.

### **Principal in Residence Program**

Each IDEA principal must be prepared to effectively lead their school on day one. A strong school leader is crucial to the IDEA model and necessary to achieve and maintain high outcomes over time.

High caliber educators, from within and outside of IDEA, who display a high level of effectiveness and are interested in becoming a principal have an opportunity to participate in IDEA's Principal in Residence (PIR) Program. This two-year intensive program allows potential principals to develop critical knowledge, skills,

and mindsets by working side-by-side with IDEA's most successful school leaders before launching and leading their own IDEA school.

This full-time, intensive, paid learning opportunity provides participants with leadership development from IDEA's most successful school and district leaders. The PIR curriculum centers around an Individualized Learning Plan that guides development on eight specific "School Leadership Levers." Moreover, residents share responsibility for critical school achievement goals with current leaders at the school site. PIRs are not mere observational learners. They are core members of the "Lead Team" at their school site, alongside the Principal, Assistant Principals for Instruction and Operations, and Counselors. PIRs interact with teachers, leaders, students, and families every single day.

### **College Success Team**

In addition to strong teachers and leaders, IDEA supports students to and through college by investing in a College Success Team. The College Success Team is made up of college counselors and coaches who support students through grades 9-12, and an Alumni Affairs Team who support alumni throughout their college career to degree attainment. Every campus has college counselors who work with students throughout their high school years. Students learn about college preparation including tests, applications and letters of recommendation, and receive one-on-one support in through the college application process.

The Alumni Affairs team deploys an undergraduate support model to ensure IDEA graduates complete college. This includes coaching students throughout their first 18 months of college, managing strategic behavioral nudges throughout a student's time in college, and developing strategic partnerships with colleges and universities to ensure students have support systems on campus.

IDEA has ambitious goals for students – that 100% of them graduate and matriculate to and through college. We know that this requires a level of rigor that surpasses what is offered in many traditional public schools in urban communities. At the same time, IDEA is committed to creating schools that offer a warm environment where students and parents are nurtured and supported and where children have fun. IDEA schools will nourish the innate joy of learning that all children bring to school and help them to build greater confidence in their own abilities.

*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.*

### **National Recognition**

Over the last 19 years, IDEA Public Schools has served thousands of minority students from low-income households in their pursuit of success in high school, college, and careers. IDEA has been recognized at local, state and national levels for our outstanding results.

The Eli and Edyth Broad Foundation annually recognizes and honors exceptional results in education. Specifically, the Broad Prize identifies and celebrates school systems that deliver high-quality outcomes for students in historically underserved communities. IDEA Public schools was a three-time finalist and winner of the 2016 Broad Prize for public charter schools.

The U.S News and World Report included four IDEA College Preparatory schools in their list of best high

schools in the country.

The Challenge Index, which is the oldest high school ranking system in the country (published by the Washington Post), is a unique ranking system which compares all schools, public and private, across the nation, and ranks them based on their academic rigor. IDEA Public schools has 7 of the top 20 high schools in the country.

Perhaps most noteworthy: Over the last 13 years, IDEA has sent over 99% of its graduating seniors to college.

### **Equal Access to High-Quality Education**

IDEA was founded based on the belief that all students—regardless of race, ethnicity, zip code, or socio-economic status—should have equal access to a high-quality K-12 education. The reality is that minority children from lower-income neighborhoods often times do not have access to the highest performing schools. For many, there are few local options. Historically, IDEA’s student population has been 96% Black or Latino, with 90% of our students eligible for free or reduced lunch. IDEA continues to open schools in towns and neighborhoods with similar demographics.

According to the Florida Department of Education’s enrollment data, 68% of Duval County students are economically disadvantaged and 57% are Black or Latino. These rates are higher at the persistently low-performing schools in Duval County (see table below).

<b>School Name</b>	<b>Percent of Minority Students</b>	<b>Percent of Economically Disadvantaged Students</b>
BRENTWOOD ELEMENTARY SCHOOL	98.2	100
ANNIE R. MORGAN ELEMENTARY SCHOOL	91.1	100
ARLINGTON ELEMENTARY SCHOOL	88.6	100
LAKE FOREST ELEMENTARY SCHOOL	97.2	100
HYDE PARK ELEMENTARY SCHOOL	89.4	100
RAMONA BOULEVARD ELEMENTARY SCHOOL	84.2	100
RUTLEDGE H. PEARSON ELEMENTARY SCHOOL	93.1	100
HIGHLANDS ELEMENTARY SCHOOL	87	100
LONG BRANCH ELEMENTARY SCHOOL	96.4	100
SAINT CLAIR EVANS ACADEMY	98.5	100
SUSIE E. TOLBERT ELEMENTARY SCHOOL	97	100
MATTHEW W. GILBERT MIDDLE SCHOOL	96	100
NORTHWESTERN MIDDLE SCHOOL	95.1	100
GEORGE WASHINGTON CARVER ELEMENTARY	98.9	100

CARTER G. WOODSON ELEMENTARY SCHOOL	99.6	100
JEAN RIBAUT MIDDLE SCHOOL	95.6	100
ARLINGTON MIDDLE SCHOOL	76.4	100
JEFFERSON DAVIS MIDDLE SCHOOL	77	100
MARTIN LUTHER KING, JR ELEMENTARY SCHOOL	98.8	100
ARLINGTON HEIGHTS ELEMENTARY SCHOOL	82.3	100
GREGORY DRIVE ELEMENTARY SCHOOL	82.8	100
HIGHLANDS MIDDLE SCHOOL	91.6	100

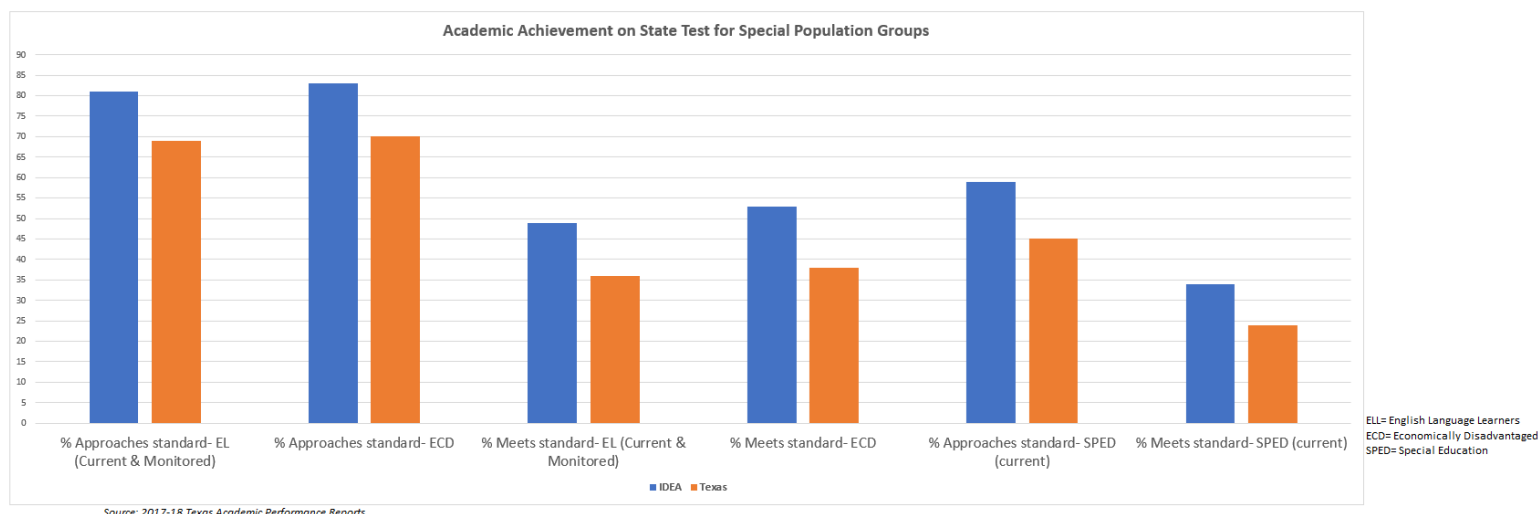
IDEA's model has proven effective in serving a similar student body and supporting them toward continued success beyond their K-12 careers. IDEA looks forward to helping more students in Florida graduate high school on-track and prepared for college.

### Record of Academic Results

IDEA students outperform their peers on virtually all academic measures at the district and state level. Most importantly, IDEA's economically disadvantaged students outperformed state high school graduation rates by nearly 10 percentage points, and IDEA students are attending and graduating from college at nearly four times the national average. These types of results are only possible because of IDEA's uncompromising commitment to:

- Creating a culture of high expectations for staff and students at every campus
- Placing a great teacher in every classroom and a great leader in every school
- Developing and implementing with fidelity a cutting-edge program model
- Delivering unprecedented support for students to and through college

IDEA's performance has been consistently strong over time and proves that IDEA can replicate its model while providing high-quality support to students. The table below shows how various IDEA populations performed against Texas on the 2018 state test:



For 14 consecutive years, IDEA has achieved 100% college acceptance and 99% college matriculation among graduating seniors. IDEA takes responsibility for supporting students through college graduation. The impact of IDEA's work to date can be seen in the increase of its students persisting in college. According to the National Student Clearinghouse, 59.6% of IDEA's students (and 58.2% of low-income students) have graduated or are still enrolled and on track to graduate from college. College persistence rates have improved every year for the past three years with 81% of students enrolled in college the first year after high school returning for a second year (freshman to sophomore persistence—the most critical time for retention). IDEA students are now graduating from college at a rate that is almost four times the national average for low-income students: 50% vs. 13%.

Below is a snapshot of our graduating class of 2019:

- 1,185 graduating seniors
- 5,392 acceptances to colleges and universities
- 13 Ivy League acceptances
- 1,257 acceptances to selective and highly selective colleges
- 752 graduates are the first in their family to attend college
- \$50M received in grants and scholarships

### **Reliability**

To date, IDEA Public Schools has had no school closures, no charter revocations for any reason, including noncompliance with statutory or regulatory requirements, and no affiliations revoked or terminated. This is true for IDEA's charters authorized by the State of Texas and in the State of Louisiana (authorized by East Baton Rouge Parish and Orleans Parish School Board).

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

### **Student Demographic Overview**

The link below is to the official data from the Texas Department of Education related to our student population which was 95% minority and 87% Free/Reduced lunch (2018-Texas).

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&single=N&batch=N&app=PUBLIC&ptype=H&\\_program=perf rept.perfmast.sas&level=district&search=distnum&namenum=108807&prgopt=2019/tapr/student.sas](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&single=N&batch=N&app=PUBLIC&ptype=H&_program=perf rept.perfmast.sas&level=district&search=distnum&namenum=108807&prgopt=2019/tapr/student.sas)

### **Texas STAAR Performance (Texas State-Assessments)**

The report below is from the Texas Department of Education and demonstrates that IDEA outperformed the region and state on almost every measure. For comparison purposes, the student population in Texas is 65% minority and 61% Free/Reduced Lunch. IDEA serves a much higher percentage of students who are minority and living in poverty as compared to Texas.

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&year4=2015&year2=15&\\_debug=0&\\_single=N&\\_title=2016-17+Federal+Report+Card&\\_program=perf rept.perfmast.sas&prgopt=2017%2Ffrc%2Freport\\_card.sas&ptype=H&level=district&search=district&namenum=idea&district=108807](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&_single=N&_title=2016-17+Federal+Report+Card&_program=perf rept.perfmast.sas&prgopt=2017%2Ffrc%2Freport_card.sas&ptype=H&level=district&search=district&namenum=idea&district=108807)

### **Attendance and Graduation Rates**

The link below is to the official state data from Texas. IDEA schools had an average daily attendance rate of 97.8%. Additionally, our high school graduation rate was 99.1%, as compared to the 90% statewide rate.

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&\\_single=N&\\_batch=N&\\_app=PUBLIC&ptype=H&\\_program=perf rept.perfmast.sas&level=district&search=distnum&namenum=108807&prgopt=2019/tapr/attendgrad.sas](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&_single=N&_batch=N&_app=PUBLIC&ptype=H&_program=perf rept.perfmast.sas&level=district&search=distnum&namenum=108807&prgopt=2019/tapr/attendgrad.sas)

### **Texas Higher Education Enrollment**

The link below, also to official state data from Texas, shows the percentage of students from IDEA enrolled in a Texas Higher Education Institution (after high school graduation) IDEA had 87% of its student enrolled in a Texas Higher Ed Institute (compared to 55% for the state). This data does not reflect students enrolled in Colleges and Universities outside of the Texas.

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_debug=0&\\_single=N&\\_batch=N&\\_app=PUBLIC&ptype=H&\\_program=perf rept.perfmast.sas&level=district&search=distnum&namenum=108807&prgopt=2019/tapr/ps\\_other.sas](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&_single=N&_batch=N&_app=PUBLIC&ptype=H&_program=perf rept.perfmast.sas&level=district&search=distnum&namenum=108807&prgopt=2019/tapr/ps_other.sas)

### **Center for Research on Education Outcomes (CREDO) at Stanford University**

The link below is to the recent CREDO study. CREDO has developed a series of studies that are considered the gold standard in charter school outcomes research. CREDO employs a sophisticated statistical model to control for potentially confounding variables to accurately measure the impact of attending a particular school or network of schools. On Page 91 you can see that the average student in an IDEA Public School demonstrated academic performance that was .14 (math) and .13 (ELA) standard deviations higher than what a similar student in a nearby public school demonstrated. This equates to approximately 80 additional days of learning in math and 74 additional days of learning in ELA- which is essentially 1.5 years of academic growth for every year in school.

[https://credo.stanford.edu/sites/g/files/sbiybj6481/f/cmo\\_final.pdf](https://credo.stanford.edu/sites/g/files/sbiybj6481/f/cmo_final.pdf)

### **US News and World Report- Best High Schools 2019**

US News and World Report annually ranks high schools across the country. Three (3) IDEA high schools were in the top 1% of high schools across the country, and six IDEA high schools were in the top 3% of high schools across the country.

<https://www.usnews.com/education/best-high-schools>

### **Washington Post Most Challenging High Schools**



Four IDEA high schools were in the top 20 most challenging high schools in the country

<https://apps.washingtonpost.com/local/highschoolchallenge/>

### **Section G: Grade Levels to Be Served and Enrollment Projections**

The table below represents our projected enrollment per campus. Note that the totals in this chart represent projected enrollment at each campus, and that IDEA will launch two campuses in Duval County in 2022.

Grade Level	Projected Number of Students <i>per IDEA campus</i>						
	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027	Year 6 2027-28	Year 7 2028-29
<b>K</b>	116	116	116	116	116	116	116
<b>1</b>	116	116	116	116	116	116	116
<b>2</b>	116	116	116	116	116	116	116
<b>3</b>		116	116	116	116	116	116
<b>4</b>			116	116	116	116	116
<b>5</b>				116	116	116	116

<b>6</b>	120	120	120	120	120	120	120
<b>7</b>		120	120	120	120	120	120
<b>8</b>			120	120	120	120	120
<b>9</b>				120	120	120	120
<b>10</b>					120	120	120
<b>11</b>						120	120
<b>12</b>							120
<b>TOTAL</b>	<b>468</b>	<b>704</b>	<b>940</b>	<b>1,176</b>	<b>1,296</b>	<b>1.416</b>	<b>1.536</b>

Year	Total Projected K-12 Enrollment <i>per campus</i>	Projected % of students that previously attended a Persistently Low-Performing school
Year 1	348 Academy & 120 College Prep	>60%
Year 2	464 Academy & 240 College Prep	>60%
Year 3	580 Academy & 360 College Prep	>60%
Year 4	696 Academy & 480 College Prep	>60%
Year 5	696 Academy & 600 College Prep	>60%
Year 6	696 Academy & 720 College Prep	>60%
Year 7	696 Academy & 840 College Prep	>60%

## **Section H: Proposed Location**

*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.*

IDEA has consistently conveyed to Duval County community leadership that our intention is to operate schools in the areas of the county with the least access to a high performing school, as measured by access to local schools scoring in the top quartile of all schools statewide. IDEA has, and continues to seek out, school sites as proximate to designated Persistently Low-Performing (PLP) schools as possible. Facilities have not yet been secured but will be secured as near to the greatest number of PLP schools as possible.

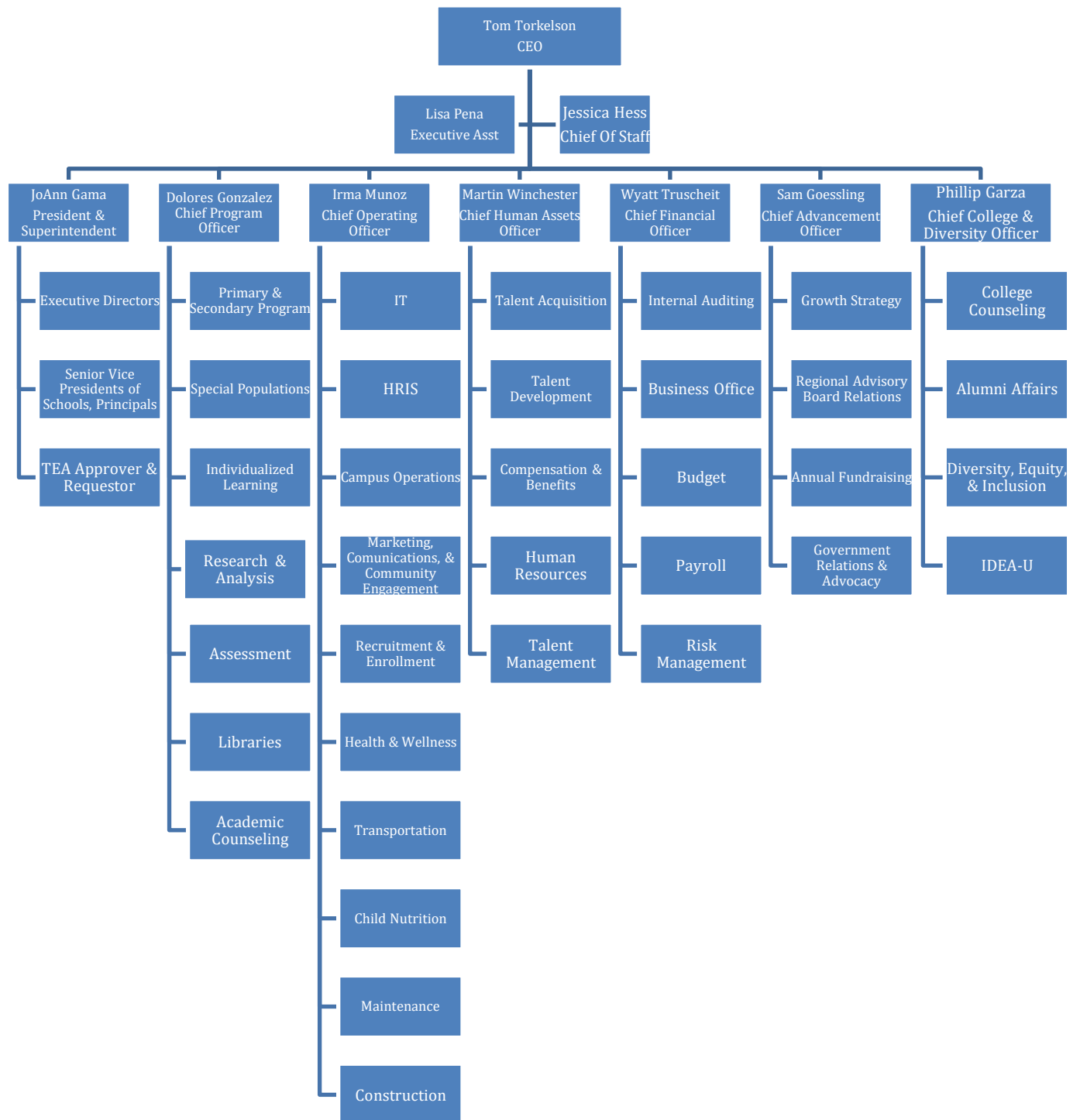
IDEA Jacksonville will open two campuses in the fall of 2022. The campus proposed in this Notice of Intent will be located within 5 miles of the cluster of persistently low-performing public schools identified in Attachment A. Our goal is to secure land and build a facility that provides access to the greatest number of students currently zoned or attending the PLP schools identified in this Notice. IDEA will notify the School Board when land is secured.

## **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*

Attachment E includes our typical staffing structure. IDEA Florida may elect to incorporate changes to the standard model based on local needs.

Below is an organization chart for IDEA Public Schools. Every IDEA school principal reports directly to a regional executive director, or to a vice president for schools who reports directly to a regional executive director. Regional executive directors report directly to IDEA's superintendent & president.



*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.*

See Attachment E.

*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.*

We understand that teachers are the most important variable in student success, and we are fully committed to ensuring that every classroom has a highly effective teacher. As such, IDEA will employ a mix of Florida certified instructional personnel, and non-Florida certified instructional personal. IDEA applies a rigorous vetting and hiring process for all instructional personnel, which includes sample teaching and roleplays to determine an instructor's ability to improve based on coaching and feedback. IDEA emphasizes a candidate's ability to offer a clear and structured lesson, gauge the effectiveness of their teaching, and continuously improve based on coaching and feedback. Instructional personnel, certified and non-certified, are evaluated based on their performance, as determined by the Teacher Career Pathway (TCP). The TCP is an integral part of IDEA's work to constantly help instructors grow and improve in their craft, and to retain and reward IDEA's highest-performing teachers. All teachers are placed on the TCP, earning a level between a 1 (brand new teachers to IDEA) and a 5 (master teachers who exemplify instructional excellence). The relevant portions of how IDEA places teachers on the TCP, and how leadership supports them to grow in the profession, is included below.

## HOW PLACEMENTS ARE DETERMINED

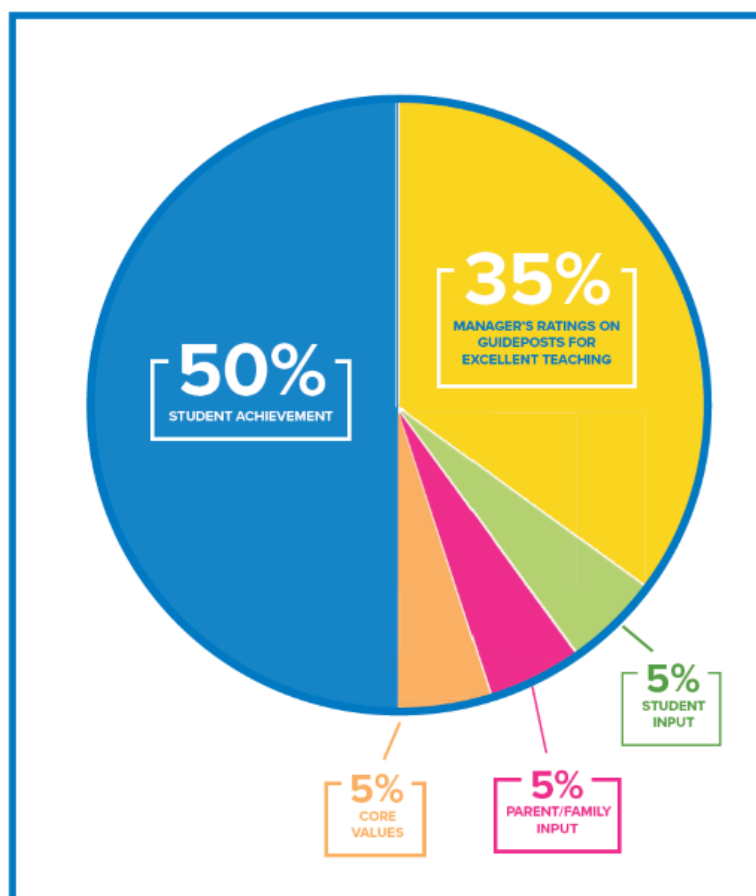
**There is no single measure of a successful teacher.** Teaching is a complex craft, and its evaluation must be equally nuanced. Understanding this, the Teacher Career Pathway employs a balanced scorecard and a multi-layered approval system when assigning teachers to pathway levels. This process is described specifically in the following paragraphs.

## COMPOSITE SCORES

The first step in pathway placement is determining a teacher's composite score on a balanced scorecard. This scorecard is a summary of several metrics, each weighted according to their impact on a teacher's capacity to put students on the road to college. **The metrics, their weights, and their reason for inclusion on the scorecard are as follows:**

### STUDENT ACHIEVEMENT DATA

**Student achievement data is heavily weighted because of its great impact on IDEA students' future options.** Student achievement is measured differently for each course based on available international, national, state, and local assessments. Additionally, many courses - such as electives - have unique measures of success, created internally at IDEA in order to measure the course's benefit for students. It is important to ensure that all teachers have a clear understanding of how student performance impacts pathway placement. Thus, rubrics for each grade level and content area are published in the appendix of this handbook.



## A. GETTING PLACED ON THE PATHWAY

### GET: RUBRIC RATINGS

The Guideposts for Excellent Teaching Rubric is part of a teacher's score because it is a reliable, research-based, district-wide measure of performance in the classroom.

GET Rubric scores for the Teacher Career Pathway are the same ones a teacher receives during the annual performance review (APR) with his or her manager. Managers receive intensive training on the GET Rubric throughout the year, ensuring their ability to use the tool accurately and reliably. While the GET rubric is used for evaluation, it is also a strong tool to provide specific ways for teachers to improve their practice and develop their strengths.



### STUDENT & FAMILY RESPONSES



Student and family survey responses allow composite scores to include the perspective of IDEA's most important stakeholder groups. These responses bring special insight into a teacher's contributions, painting a more complete picture of his or her impact. To ensure this insight is as accurate as possible, IDEA contracts with an external survey provider. The provider validates the quality of the surveys as well as their statistical reliability. Furthermore, the Teacher Career Pathway Team is actively working to make certain that survey rosters are accurate and appropriate to improve the integrity and accuracy of the survey reports.

### DEMONSTRATION OF IDEA CORE VALUES



The Teacher Career Pathway uses IDEA's six core values to gain insight into less tangible - but highly important - workplace qualities. These include work ethic, attitudes, commitment to IDEA's mission, ability to cooperate and collaborate with others, and overall professionalism. The metric for core values ratings comes from managers' ratings on Guidepost 6 (Core Values) during the Annual Performance Review.

## CORE VALUES

### CLOSING THE ACHIEVEMENT GAP

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

### NO EXCUSES

We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

### WHATEVER it TAKES

Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pour over the data, identify root causes, and implement solutions.

### SWEATING the small STUFF

The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

### 100% EVERY DAY

Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

### TEAM & FAMILY

As the source of strength for our organization, we are committed to attracting and developing high caliber people.



## **ATTACHMENTS**

**Attachment A:** List of Persistently Low-Performing Schools in proposed geographic area

**Attachment B:** Sample course scope and sequence documents

**Attachment C:** Sample daily schedule and school annual calendar

**Attachment D:** Operating budget covering each year of the 5-year term

**Attachment E:** Sample Staffing Plan

**Attachment F:** State Board of Education Hope Operator Designation

**Attachment A**

List of Persistently Low-Performing Schools in Proposed Geographic Area

<b>District Name</b>	<b>School Number</b>	<b>School Name</b>
DUVAL	0211	ANNIE R. MORGAN ELEMENTARY SCHOOL
DUVAL	0791	RAMONA BOULEVARD ELEMENTARY SCHOOL
DUVAL	0771	HYDE PARK ELEMENTARY SCHOOL
DUVAL	2431	GREGORY DRIVE ELEMENTARY SCHOOL

## **Attachment B**

### **Sample Scope and Sequence**

The following documents are sample scope and sequence documents for existing IDEA schools. IDEA Jacksonville will develop and adopt scope and sequence documents which are aligned to Florida's K-12 standards.

## 3rd Grade Science

### Long Term Plan 2018-19

8/13	8/14	8/15	8/16	8/17	8/20	8/21	8/22	8/23	8/24	8/27	8/28	8/29	8/30	8/31	9/3	9/4	9/5	9/6	9/7	9/10	9/11	9/12	9/13	9/14	9/17	9/18	9/19	9/20	9/21		
Culture Camp										Unit 1 Physical Prop. Of Matter 3.5A, 3.5B, 3.5C					Holiday	Unit 1 Physical Prop. Of Matter 3.5A, 3.5B, 3.5C															
9/24	9/25	9/26	9/27	9/28	10/1	10/2	10/3	10/4	10/5	10/8	10/9	10/10	10/11	10/12	10/15	10/16	10/17	10/18	10/19	10/22	10/23	10/24	10/25	10/26	10/29	10/30	10/31	11/1	11/2		
Unit 1 Physical Prop. Of Matter 3.5A, 3.5B, 3.5C					Unit 2 Force, Motion & Energy 3.6A, 3.6B					Holiday	Unit 2 Force, Motion & Energy 3.6A, 3.6B							PD Day	Unit 2 Force, Motion & Energy 3.6A, 3.6B												
11/5	11/6	11/7	11/10	11/11	11/12	11/13	11/14	11/15	11/16	11/26	11/27	11/28	11/29	11/30	12/3	12/4	12/5	12/6	12/7	12/10	12/11	12/12	12/13	12/14	12/17	12/18	12/19	12/20	12/21		
Unit 3 Rapid Changes 3.7B																				Unit 4 Earth & Space 3.8C, 3.8D										Winter Break	
1/7	1/8	1/9	1/10	1/11	1/14	1/15	1/16	1/17	1/18	1/21	1/22	1/23	1/24	1/25	1/28	1/29	1/30	1/31	2/1	2/4	2/5	2/6	2/7	2/8	2/11	2/12	2/13	2/14	2/15		
Unit 4 Earth & Space 3.8C, 3.8D										Holiday	Unit 5 Ecosystems and Food Chains 3.9A, 3.9B, 3.9C										Bad Weather Day	Unit 5 Ecosystems and Food Chains 3.9A, 3.9B, 3.9C									
2/18	2/19	2/20	2/21	2/22	2/25	2/26	2/27	2/28	3/1	3/4	3/5	3/6	3/7	3/8	3/18	3/19	3/20	3/21	3/22	3/25	3/26	3/27	3/28	3/29	4/1	4/2	4/3	4/4	4/5		
PD Day	Unit 5 Ecosystems and Food Chains 3.9A, 3.9B, 3.9C				Unit 6 Survival of Plants/Animals and Life Cycles 3.10A, 3.10B										PD Day	Unit 6 Survival of Plants/Animals and Life Cycles 3.10A, 3.10B															
4/8	4/9	4/10	4/11	4/12	4/15	4/16	4/17	4/18	4/19	4/22	4/23	4/24	4/25	4/26	4/29	4/30	5/1	5/2	5/3	5/6	5/7	5/8	5/9	5/10	5/13	5/14	5/15	5/16	5/17		
Continue Exploration from Units 1-6										Bad Weather Day	Continue Exploration from Units 1-6																				
5/20	5/21	5/22	5/23	5/24	5/27	5/28	5/29	5/30	5/31																						
Continue Exploration from Units 1-6					Holiday	Continue Exploration from Units 1-6			Last Day																						

# 2018-2019 Long-Term Plan

## Government and Economics

Week	Dates	Unit	Topic	Assessment	Other
0					PD 8/6-10 Work Day 8/11
1	Aug 13-17	G1	U.S. Political Development		
2	Aug 20-24	G1	The U.S. Constitution		
3	Aug 27-31	G1	Federalism	<b>Unit 1 Exam</b>	<b>Webinar 1:</b> 8/29
4	Sept 4-7	G2	Legislative Branch		Labor Day 9/3
5	Sept 10-14	G2	Legislative Branch		<b>Webinar 2:</b> 9/12
6	Sept 17-21	G2	Executive Branch, Presidency		Early Release 9/21
7	Sept 24-28	G2	Executive Branch, Bureaucracy		<b>Webinar 3:</b> 9/26
8	Oct 1-5	G2	Judicial Branch	<b>Unit 2 Exam</b>	
9	Oct 9-12	G3	Civil Liberties		Columbus Day 10/8 <b>Webinar 4:</b> 10/10
10	Oct 15-18	G3	Civil Liberties and Rights		CC2 10/19
11	Oct 22-26	G3	Civil Rights	<b>Unit 3 Exam</b>	
12	Oct 29-Nov 2	G4	Political Beliefs and Ideologies		
13	Nov 5-9	G4	Public Opinion		<b>Webinar 5:</b> 11/7
14	Nov 12-16	G4	The Media	<b>Unit 4 Exam</b>	Early Release 11/16 Fall Break 11/19-23
15	Nov 26-30	G5	Political Participation Factors		<b>Webinar 6:</b> 11/28
16	Dec 3-7	G5	Political Participation Groups		
17	Dec 10-14	G5	Campaigns	Unit 5 Exam, optional	<b>Webinar 7:</b> 12/12
18	Dec 17-20			<b>Semester/Mock Exam, 12/19</b>	Winter Break 12/21-1/2
19	Jan 7-11	E1	Scarcity, Cost, PPC	<i>Identify &amp; Explain</i>	CC3 1/3-4
20	Jan 14-18	E1	Trade Advantage	<b>Unit 1 Exam</b>	
21	Jan 22-25	E2	Demand, Supply, Equilibrium	<i>Show</i>	MLK Jr Day 1/21 <b>Webinar 8:</b> 1/23
22	Jan 28-Feb 1	E2	Controls, Elasticity	<i>Calculate</i>	
23	Feb 5-8	E2	Consumer Choice	<b>Unit 2 Exam</b>	Bad Weather Day 2/4 <b>Webinar 9:</b> 2/6
24	Feb 11-14	E3	Production Costs and Profit		
25	Feb 19-22	E3	Perfect Competition	<i>Long FRQ</i>	<b>Webinar 10:</b> 2/20 CC4A 2/18
26	Feb 25-Mar 1	E3	Perfect Competition		
27	Mar 4-7	E3	Perfect Competition	<b>Unit 3 Exam</b>	<b>Webinar 11:</b> 4/6 CC4B 3/8 Spring Break 3/11-15
28	Mar 18-22	E4	Monopoly		
29	Mar 25-29	E4	Monopolistic and Oligopoly	<b>Unit 4 Exam</b>	<b>Webinar 12:</b> 3/27
30	Apr 1-5	E5	Factor Markets		
31	Apr 8-12	E5	Factor Markets	<b>Unit 5 Exam</b>	
32	Apr 15-18	E6	Market Failure		<b>Webinar 13:</b> 4/17 Bad Weather Day 4/19
33	Apr 22-26	E6	Role of Government	<b>Unit 6 Exam, optional Mock Exam, 4/26</b>	
34	Apr 29-May 3	Review			<b>Webinar 14:</b> 5/1
35	May 6-10			<b>AP Exam, May 6, GOV</b>	
36	May 13-17			<b>AP Exam, May 17, ECON</b>	<b>Webinar 15:</b> 5/15
37	May 20-24			<b>AP Late Testing</b>	
38	May 28-31				Memorial Day 5/27 Work Day 6/1

## **UNITS: Government**

### Unit 1 – Foundations of American Democracy

- Disciplinary Practice Focus: Read, analyze, and interpret foundational documents and other text-based and visual sources

### Unit 2 – Interactions Among Branches of Government

- Disciplinary Practice Focus: Apply political concepts and processes to scenarios in context
- Disciplinary Practice Focus: Develop an argument in essay format

### Unit 3 – Civil Liberties and Civil Rights

- Disciplinary Practice Focus: Apply Supreme Court decisions

### Unit 4 – American Political Ideologies and Beliefs

- Disciplinary Practice Focus: Develop an argument in essay format
- Disciplinary Practice Focus: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics

### Unit 5 – Political Participation

- Disciplinary Practice Focus: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- Disciplinary Practice Focus: Develop an argument in essay format

## **UNITS: Economics**

### Unit 1 – Economic Principles

### Unit 2 – Supply, Demand, and Consumer Choice

### Unit 3 – Perfect Competition

### Unit 4 – Imperfect Competition

### Unit 5 – Factor Markets

### Unit 6 – Market Failure and the Role of Government

## **May**

### Week 35: 6-10

May 6 – US GOPO (AM)

May 8 – Euro History (PM)

May 9 – Psych (PM)

May 10 – US History (AM)

### Week 36: 13-17

May 14 – Human Geo (PM)

May 15 – Macro (PM)

May 16 – World History (AM), Comp GOPO (AM)

May 17 – Micro (AM)



## STAAR Success

### **Attachment C**

#### **Sample Daily Schedule and Annual Calendar**

Below are samples of daily schedules for students in elementary, middle and high school grade levels at an existing IDEA campus and an annual calendar. IDEA Jacksonville will develop a daily schedule and annual calendar that is responsive to the families we serve and in compliance with all applicable state requirements.



## IDEA Montopolis Academy- Elementary Master Schedule

GRADE	HR Teachers	HR Name/Cohort Name	RM	COURSE/TEAM	7:30-7:45	7:45-8:00	8:00-8:30	8:30-10:00		10:00-10:30	10:30-11:00	11:00 - 12:30		12:30 - 12:55	1:00 - 2:00		2:00 - 3:45
K	Andrea Rodríguez	Strong	117	Wit and Wisdom	Breakfast	Attendance/ Morning Video	Morning Meeting/ CoT planning	RMSE - Homogenous Groups - All teachers		Science	Lunch/CoT Lunch	Eureka Math		Recess/T Lunch	RMSE - Homogenous Groups - All teachers		Wit and Wisdom
	Bobbie Iracheta	Determined	120	Eureka Math	Breakfast	Attendance/ Morning Video	Morning Meeting/ CoT planning	RMSE - Homogenous Groups - All teachers		Science	Lunch/CoT Lunch	Wit and Wisdom		Recess/T Lunch	RMSE - Homogenous Groups - All teachers		Eureka Math
	Jessica Vasquez	Generous	118	Eureka Math	Breakfast	Attendance/ Morning Video	Morning Meeting/ CoT planning	RMSE - Homogenous Groups - All teachers		Science	Lunch/CoT Lunch	Wit and Wisdom		Recess/T Lunch	RMSE - Homogenous Groups - All teachers		Eureka Math
	Sara Flores	Optimistic	119	Wit and Wisdom	Breakfast	Attendance/ Morning Video	Morning Meeting/ CoT planning	RMSE - Homogenous Groups - All teachers		Science	Lunch/CoT Lunch	Eureka Math		Recess/T Lunch	RMSE - Homogenous Groups - All teachers		Wit and Wisdom
GRADE		NAME	RM	COURSE/TEAM	7:30-7:45	7:45-8:00	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00-11:30	11:30-12:00	12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-3:45
1	Caruthers		114	Wit and Wisdom	Breakfast	Morning Meeting	Wit and Wisdom		RMSE - Lead and Co's		Lunch	Recess	Eureka Math		Hotspot/AR /PE		Academic Block
	Larriviere		116	Wit and Wisdom	Breakfast	Morning Meeting	Wit and Wisdom		RMSE - Lead and Co's		Lunch	Recess	Hotspot/AR /PE		Eureka Math		Academic Block
	Harris		113	Eureka Math	Breakfast	Morning Meeting	Eureka Math		Hotspot/AR /PE		Lunch	Recess	Wit and Wisdom		RMSE - Lead and Co's		Academic Block
	This cohort split between top three HR's				Breakfast	Morning Meeting	Hotspot/AR /PE		Eureka Math		Lunch	Recess	Wit and Wisdom		RMSE - Lead and Co's		Academic Block
2	Crockett		112	Eureka Math	Breakfast	Morning Meeting	Math		Hotspot/AR /PE		Lunch	Recess	RMSE - 2 Leads and 2 Co's		Wit and Wisdom		Academic Block
	This cohort split between top three HR's				Breakfast	Morning Meeting	Hotspot/AR /PE		Math		Lunch	Recess	RMSE - 2 Leads and 2 Co's		Wit and Wisdom		Academic Block
	Espinosa		111	Wit and Wisdom	Breakfast	Morning Meeting	RMSE - 2 Leads and 2 Co's		Wit and Wisdom		Lunch	Recess	Math		Hotspot/AR /PE		Academic Block
	Cazares		110	Wit and Wisdom	Breakfast	Morning Meeting	RMSE - 2 Leads and 2 Co's		Wit and Wisdom		Lunch	Recess	Hotspot/AR /PE		Math		Academic Block
3	Lacey	University of Texas (MI)	107	Wit and Wisdom	Breakfast	Morning Meeting	ELA- Lacey				Recess	Lunch	Hotspot/AR /PE		Eureka Math		Academic Block
	Markey	Texas Tech (2)	109	Wit and Wisdom	Breakfast	Morning Meeting	ELA- Markey				Recess	Lunch	Eureka Math		Hotspot/AR /PE		Academic Block
	Perez	Baylor (3)	108	Eureka Math	Breakfast	Morning Meeting	Eureka Math		Hotspot/AR /PE		Recess	Lunch	ELA- Lacey				Academic Block
	Attardo/Boyer	University of Houston (4)		Elective	Breakfast	Morning Meeting	Hotspot/AR /PE		Eureka Math		Recess	Lunch	ELA- Markey				Academic Block
4	Tijerina	University of Wisconsin (3)	104	Wit and Wisdom	Breakfast	Morning Meeting	Reading		Writing		Lunch	Recess	Hotspot/AR /PE		Eureka Math		Academic Block
	Reyes	University of Maryland (4)	105	Writing	Breakfast	Morning Meeting	Writing		Reading		Lunch	Recess	Eureka Math		Hotspot/AR /PE		Academic Block
	Rayos	University of Michigan (MI)	103	Math	Breakfast	Morning Meeting	Eureka Math		Hotspot/AR /PE		Lunch	Recess	Reading		Writing		Academic Block
	Steen	Penn State (2)		Elective	Breakfast	Morning Meeting	Hotspot/AR /PE		Eureka Math		Lunch	Recess	Writing		Reading		Academic Block
5	Rodriguez	Wake Forest (3)	P2	Wit and Wisdom	Breakfast	Morning Meeting	ELA		Science		Recess	Lunch	Hotspot/AR /PE		Eureka Math		Academic Block
	Herriges	Duke (4)	P1	Science	Breakfast	Morning Meeting	Science		ELA		Recess	Lunch	Eureka Math		Hotspot/AR /PE		Academic Block
	Cantu	Clemson (2)	P3	Math	Breakfast	Morning Meeting	Eureka Math		Hotspot/AR /PE		Recess	Lunch	Science		Reading		Academic Block
	Koraly	University of North Carolina (MI)	P4	Elective	Breakfast	Morning Meeting	Hotspot/AR /PE		Eureka Math		Recess	Lunch	Reading		Science		Academic Block

# IDEA MONTOPOLIS COLLEGE PREP - MIDDLE SCHOOL SCHEDULE

## 6th Grade Schedule

6th Grade Team	7:30-8:00	8:00-9:22		9:25-10:47		10:50-12:12		12:15-12:45	12:45-1:12	1:15-2:37		2:40-3:45	
	HR	P1		P2		P3		Lunch	Recess	P4		P5	
	Room	A	B	A	B	A	B	Lunch	Recess	A	B	A	B
Laura Pena	126	ELA		Science/SS		Math				PE/AR	CS/AR	6th Orchestra	Groups
Joseph Frilot (GTL)	129	Science/SS		Math		PE/AR	CS/AR			ELA			
Zeasuchia Tate	127	Math		PE/AR	CS/AR	ELA				SS/Science			
Jonathan Rodriguez	125 B	PE/AR	CS/AR	ELA		SS/Science				Math			

## 7th Grade Schedule

7th Grade Team	7:30-8:00	8:00-9:22		9:25-10:47		10:50-12:12		12:15-12:45	12:45-1:12	1:15-2:37		2:40-3:45	
	HR	P1		P2		P3		Recess	Lunch	P4		P5	
	Room	A	B	A	B	A	B	Recess	Lunch	A	B	A	B
Olena De Lira	132	ELA		SS/Science		Math				CS/PE	AR/CS	Groups	7th Orchestra
Juan Chavez	128	SS/Science		Math		CS/PE	AR/CS			ELA			
Jorge Garcia (GTL)	131	Math		CS/PE	AR/CS	ELA				SS/Science		C	
Michelle Misenheimer	125 C	CS/PE	AR/CS	ELA		SS/Science				Math			

## 8th Grade Schedule

8th Grade Team	7:30-8:00	8:00-9:12		9:15-10:27		10:30-11:45		Lunch		12:15-1:12		1:15-2:27		2:30-3:45	
	HR	P1		P2		P3				P4		P5		P6	
	Room	A	B	A	B	A	B			A	B	A	B	A	B
Daniel Manion (GTL)	135	Algebra I		Sp I	PE	Science				8th Orchestra	8th Band	US History		ELA	
Sarah Neal	133	ELA		US History		Sp I	PE			one Townhall		Algebra I		Science	
Kaytlyn Saethre	134	Sp I	PE	Science		US History		ELA				Algebra I			
Stephanie Salas	136	Science		ELA		Algebra I		Sp I				PE	US History		
Conference Period		US History		Algebra I		ELA						Science		Sp I	PE
Electives	Mitchell Sides	PE		Shante Walker		RISE/SPED	Drina Talamas	Spanish I	Jordan Cohen		Orch/Band	Ashley Lance		SpEd	

IDEA MONTOPOLIS COLLEGE PREP - HIGH SCHOOL SCHEDULE																	
9th Grade Schedule																	
9th Grade Team	7:15-8:00	8:00-9:00		9:04-10:04		10:08-11:08		11:12-12:12		12:16-1:16		1:16-1:46	1:46-2:46		2:50-3:50		
	Period	P1		P2		P3		P4		P5		Lunch	P6		P7		
	Alexandra Gonzalez	208	Pre-AP English I		9th Grade Team Conference Period		Conference		Pre-AP English I		Pre-AP English I		Pre-AP English I		Pre-AP English I		
	Martin Dwyer	209	AP Human Geography				AP Human Geography		Conference		AP Human Geography		AP Human Geography		AP Human Geography		
	Luis Garcia	211	Pre-AP Geometry				Geometry		Pre-AP Geometry		Pre-AP Geometry		Conference		Pre-AP Geometry		
Ana Garcia	210	Pre-AP Biology		Pre-AP Biology			Pre-AP Biology		Pre-AP Biology		Pre-AP Biology		Conference				
10th Grade Schedule																	
10th Grade Team	7:15-8:00	8:00-9:00		9:04-10:04		10:08-11:08		11:12-12:12		12:16-1:16		1:16-1:46	1:46-2:46		2:50-3:50		
	Period	P1		P2		P3		P4		P5		Lunch	P6		P7		
	Lindsy Yoro	204	Pre-AP English II		Conference		10th Grade Team Conference Period		Pre-AP English II		Pre-AP English II		Pre-AP English II		Pre-AP English II		
	Emma Miller (GTL)	205	AP World History		AP World History				Conference		AP World History		AP World History		AP World History		
	Alexandria Robertson	207	Pre-AP Algebra 2		Pre-AP Algebra 2				Pre-AP Algebra 2		Pre-AP Algebra 2		Conference		Pre-AP Algebra 2		
Alisha Janiga	202	Pre-AP Chemistry		Pre-AP Chemistry		Pre-AP Chemistry			Pre-AP Chemistry		Pre-AP Chemistry		Conference				
11th Grade Schedule																	
11th Grade Team	7:15-8:00	8:00-9:00		9:04-10:04		10:08-11:08		11:12-12:12		12:16-1:16		1:16-1:46	1:46-2:46		2:50-3:50		
	Period	P1		P2		P3		P4		P5		Lunch	P6		P7		
	Saul Hernandez	217	AP English		AP English		Conference		11th Grade Team Conference Period		AP English		AP English		AP English		
	David Pilgreen (GTL)	218	AP US History		AP US History		AP US History				Conference		AP US History		AP US History		
	Dustan Foster	215	Pre-AP Precalculus		Pre-AP Precalculus		Pre-AP Precalculus				Pre-AP Precalculus		Conference		Pre-AP Precalculus		
Lindsey Townsend	201	AP Physics		AP Physics		AP Physics		AP Physics			AP Physics		Conference				
12th Grade Schedule																	
12th Grade Team	7:15-8:00	8:00-9:00		9:04-10:04		10:08-11:08		11:12-12:12		12:16-1:16		1:16-1:46	1:46-2:46		2:50-3:50		
	Period	P1		P2		P3		P4		P5		Lunch	P6		P7		
	Esteban Rodriguez (GTL)	213	AP English Literature		AP English Literature		Conference		AP English Literature		AP English Literature		12th Grade Team Conference Period		Academic Mentoring		
	Carlos Caro	214	AP Gov't/MicroEco		AP Gov't/MicroEco		AP Gov't/MicroEco		Ethnic Studies		Ethnic Studies				AP Gov't/MicroEco		
	Veronica Sanchez	216	AP Calculus		AP Calculus		Academic Mentoring		AP Calculus		Conference				AP Calculus		
Cynthia Garcia	203	AP Biology		Academic Mentoring		AP Biology		Conference		AP Biology					AP Biology		
Electives Schedule																	
Electives Team	7:15-8:00	8:00-9:00		9:04-10:04		10:08-11:08		11:12-12:12		12:16-1:16		1:16-1:46	1:46-2:46		2:50-3:50		
	Period	P1		P2		P3		P4		P5		Lunch	P6		P7		
Teacher	Day	A	B	A	B	A	B	A	B	A	B	Lunch	A	B	A	B	
Jarvier Peeples	137	RTTC I (125A) RTTC II (125A)		RTTC I	Dance	Dance	RTTC II	Conference		Conference			RTTC I	RTTC II	RTTC I	RTTC II	
Ryan Archer	137	AP CS A		Conference	Pre-AP CS	Pre-AP CS	Conference	Pre-AP CS	Pre-AP CS	AP CS P			Academic Mentoring (213)		Conference		
Drina Talamas	219	SP I	Conference	SP I	SP II	SP I	SP II	SP I	Conference	AP Spanish Lit			SP I	Conference	Conference		
Ceci Garcia (GTL)	206	SP I NN	SP II NN	AP Spanish Lang		AP Spanish Lang		Conference		AP Spanish Lang (216)			Conference		AP Spanish Lang		
Jenni Pozmantier	206	Conference		Yoga (208)	Yoga (208)	SP III (204)	Yoga (204)	AP Psychology		AP Psychology			AP Psychology		Conference		
JaMetria Green	Float	Conference		PE	PE	PE	PE	Conference		Boys Soccer			Girls Sports		Boys Sports		
Khristyn Parra	212	Art II	Art I	Art I	Art I	Art I	Art II	Art II	Art III	Conference			Art III	Art I	Art II	Art I	
Jordan Cohen	130	Conference		Intro Band	Conference	Band II		Music II Orchestra		8th Orchestra	8th Band		Conference		6th Orchestra	7th Orchestra	
Gabino Iglesias	Float	AP Capstone (130)		Intro to Engineer (210)	Intro to Engineer (210)	Intro to Engineer (202)	Intro to Engineer (202)	Intro to Engineer (201)	Intro to Engineer (201)	Conference			Conference	Intro to Engineer (203)	Conference		
Adrian Ruiz	125 A	Conference		RTTC III	ACT Prep	RTTC III	ACT Prep	RTTC III	ACT Prep	RTTC III	ACT Prep		Conference	RTTC IV	RTTC IV	Conference	
College Counselors	125 A	College Counseling		College Counseling		College Counseling		College Counseling		College Counseling			RTTC IV - Asendorf	RTTC IV - Garza	RTTC IV - Asendorf	RTTC IV - Garza	
Quandra McGrue	Float	Math Intervention		Math Intervention		Math Intervention		Math Intervention		Math Intervention			Math Int (207)		Pre-AP Algebra I (201)		
Krystina Maloukis	Float	ELA Intervention		ELA Intervention		ELA Intervention		ELA Intervention		ELA Intervention			Read II (216)	Read III (216)	ELA Intervention		
Vanessa Davis	Float	Inclusion		Inclusion		Inclusion		Intervention		Intervention			Inclusion	Read I (211)	Read I (211)	Inclusion	
Scott Schaedler	Float	Inclusion		Inclusion		Inclusion		Inclusion		Inclusion			Inclusion		Inclusion		

### JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### JANUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

### MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### COLOR KEY

#### FIRST/LAST DAY OF SCHOOL

8/13 & 05/31

#### TEACHER WORK DAYS

8/11 & 06/01

#### PROFESSIONAL DEVELOPMENT

Students do not need to attend classes on these dates.  
8/6-8/10, 10/19, 1/3-1/4, 2/18, 3/8

#### HOLIDAYS

Labor Day 9/3  
Columbus Day 10/8  
Thanksgiving 11/19 - 11/23  
Winter Break 12/21 - 01/02  
MLK Jr. Day 1/21  
Spring Break 3/18 - 3/22  
Memorial Day 5/27

#### BAD WEATHER DAYS

2/4, 4/19 (Good Friday)

#### EARLY RELEASE DAYS

9/21, 11/16

■ End Of Quarter

# CALENDARIO ACADÉMICO 2018-19

## Austin - REVISADO

### JULIO

D	L	M	M	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### AGOSTO

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### SEPTIEMBRE

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### OCTUBRE

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### NOVIEMBRE

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### DICIEMBRE

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### ENERO

D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### FEBRERO

D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

### MARZO

D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### ABRIL

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### MAYO

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### JUNIO

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## CLAVE POR COLOR

#### PRIMER / ÚLTIMO DÍA DE CLASES

8/13 y 05/31

#### DÍAS LABORALES DEL MAESTRO

8/11 y 06/01

#### DESARROLLO PROFESIONAL

Los estudiantes no necesitan asistir a clases en estas fechas.  
8/6-8/10, 10/19, 1/3-1/4, 2/18, 3/8

#### DÍAS FESTIVOS

Labor Day 9/3  
Columbus Day 10/8  
Thanksgiving 11/19 - 11/23  
Winter Break 12/21 - 01/02  
MLK Jr. Day 1/21  
Spring Break 3/18 - 3/22  
Memorial Day 5/27

#### DÍAS DE MAL TIEMPO

2/4, 4/19 (Good Friday)

#### DÍAS MÍNIMOS

9/21, 11/16

■ Fin del trimestre

**Attachment D**

5 Year Operating Budget

## **Attachment E**

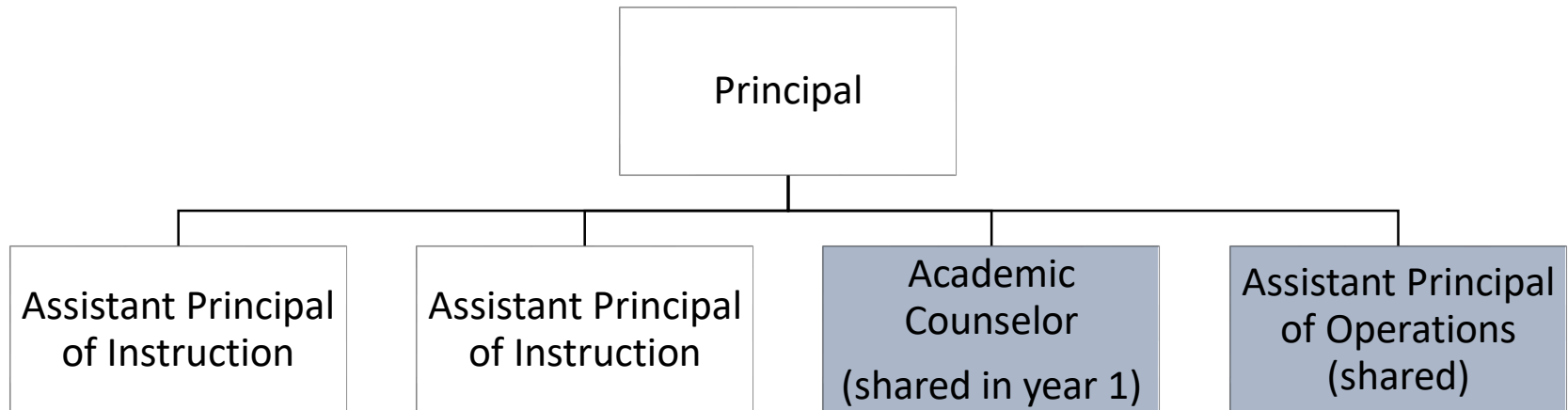
### **Sample Staffing Model**

The staffing model below represents the base staffing model for a typical campus. IDEA Florida will develop a staffing model that ensures student and staff safety, high-quality instruction, effective operations, and compliance with all applicable laws and regulations.

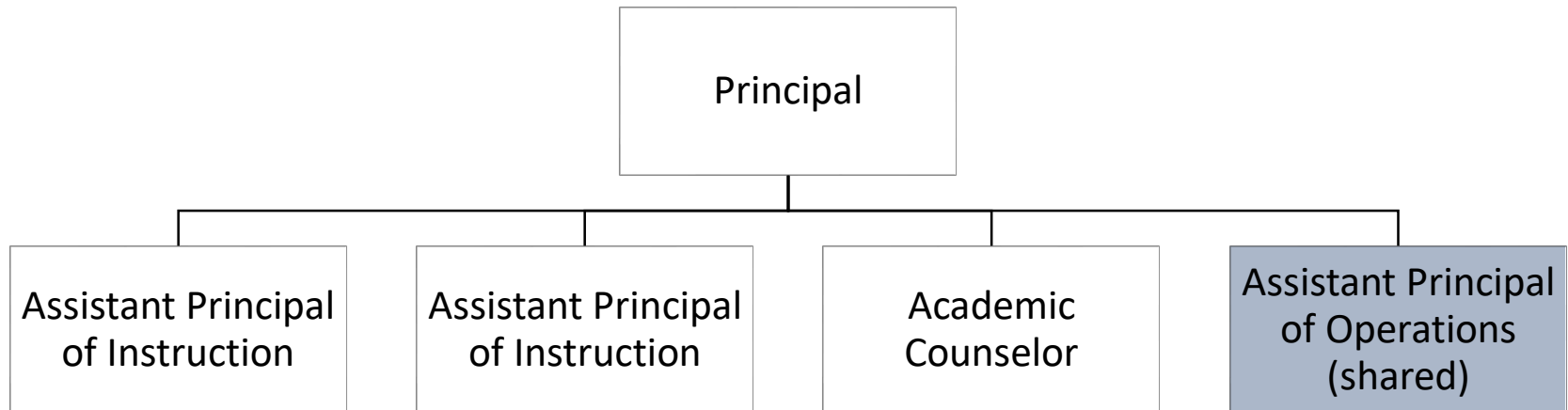
# IDEA Staffing Model



# Academy Lead Team (Year 1)



# Academy Lead Team (Year 2 and beyond)



# Academy Staffing Year 1

Teacher		Teacher	
Pre-K A	Pre-K B	Pre-K C	Special Ed
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	PE (shared)
			Interventionist (shared)
Co-Teacher		Co-Teacher	
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	
Hotspot co-teacher (shared)	AR Zone co-teacher (shared)		
<b>Total: 24</b>		10 core teachers	.5 interventionist, .5 PE
		10 core co-teachers	1 Special Ed
			1 FTE electives (2 shared co-teachers)
New/expansion Position	Shared Position	Change from previous staffing model	

# Academy Staffing Year 2

Teacher		Teacher	
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	PE (shared)
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	Interventionist (not shared in yr 2)
			SPED (add an additional SPED teacher for every 13-15 students)
Co-Teacher		Co-Teacher	
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	
Hotspot co-teacher (shared)	AR Zone co-teacher (shared)		PE co-teacher (shared)
Total: 30	13 core teachers	.5 PE teacher	1 Special Ed 1 Interventionist
	13 core co-teachers	1.5 FTE electives (3 shared co-teachers)	
New/expansion Position	Shared Position	Change from previous staffing model	

# Academy Staffing Year 3

Teacher	Teacher	Teacher	Teacher
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	PE
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	SPED (add an additional SPED teacher for every 13-15 students)
3 <sup>rd</sup> ELA	3 <sup>rd</sup> ELA	3 <sup>rd</sup> Math	Interventionist
Co-Teacher	Co-Teacher	Co-Teacher	Co-Teacher
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	
Hotspot co-teacher	AR Zone co-teacher		PE co-teacher
Total: 33	16 core teachers	1 PE Teacher	1 Special Ed 1 interventionist
	13 core co-teachers	3 elective co-teachers	
New/expansion Position	Shared Position	Change from previous staffing model	

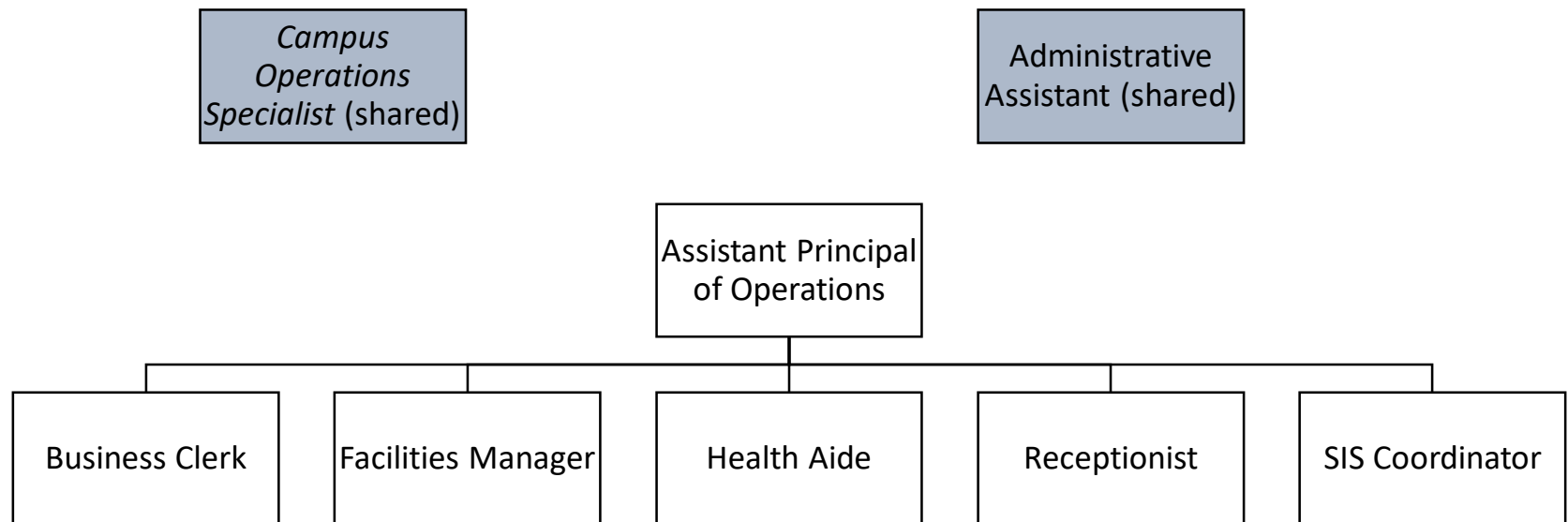
# Academy Staffing Year 4

Teacher		Teacher	
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	PE
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	SPED (add an additional SPED teacher for every 13-15 students)
3 <sup>rd</sup> ELA	3 <sup>rd</sup> ELA	3 <sup>rd</sup> Math	
4 <sup>th</sup> ELA	4 <sup>th</sup> ELA	4 <sup>th</sup> Math	Interventionist
			Interventionist
Co-Teacher		Co-Teacher	
Pre-K A	Pre-K B	Pre-K C	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	
Hotspot co-teacher	AR Zone co-teacher		PE co-teacher
<b>Total: 39</b>	19 core teachers	1 PE Teacher	1 Special Ed
	13 core co-teachers	3 elective co-teachers	2 Interventionists
New/expansion Position	Shared Position	Change from previous staffing model	

# Academy Staffing Year 5/Full Scale

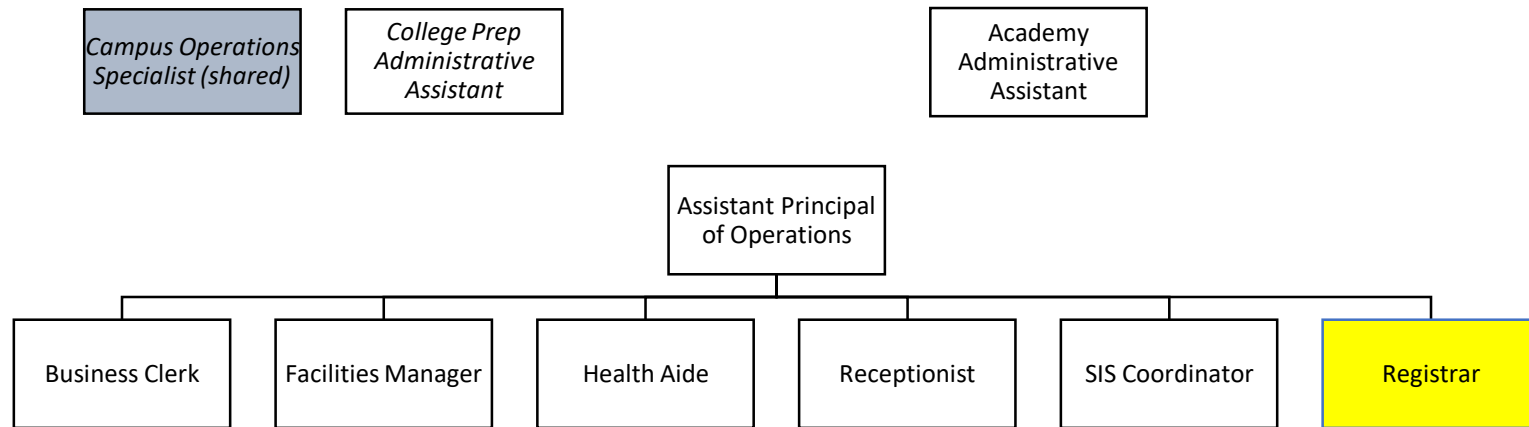
Teacher		Teacher	
<i>Pre-K A</i>	<i>Pre-K B</i>	<i>Pre-K C</i>	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	PE
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	SPED (add an additional SPED teacher for every 13-15 students)
3 <sup>rd</sup> ELA	3 <sup>rd</sup> ELA	3 <sup>rd</sup> Math	
4 <sup>th</sup> ELA	4 <sup>th</sup> ELA	4 <sup>th</sup> Math	Interventionist
5 <sup>th</sup> ELA	5 <sup>th</sup> Science	5 <sup>th</sup> Math	Interventionist
Co-Teacher		Co-Teacher	
<i>Pre-K A</i>	<i>Pre-K B</i>	<i>Pre-K C</i>	
Kinder A	Kinder B	Kinder C	Kinder D
1 <sup>st</sup> ELA	1 <sup>st</sup> ELA	1 <sup>st</sup> Math	
2 <sup>nd</sup> ELA	2 <sup>nd</sup> ELA	2 <sup>nd</sup> Math	
Hotspot co-teacher	AR Zone co-teacher		PE co-teacher
<b>Total: 42</b>	22 core teachers	1 PE Teacher	1 Special Ed
	13 core co-teachers	3 elective co-teachers	2 Interventionists
New/expansion Position	Shared Position	Change from previous staffing model	

# Operations – Year 1



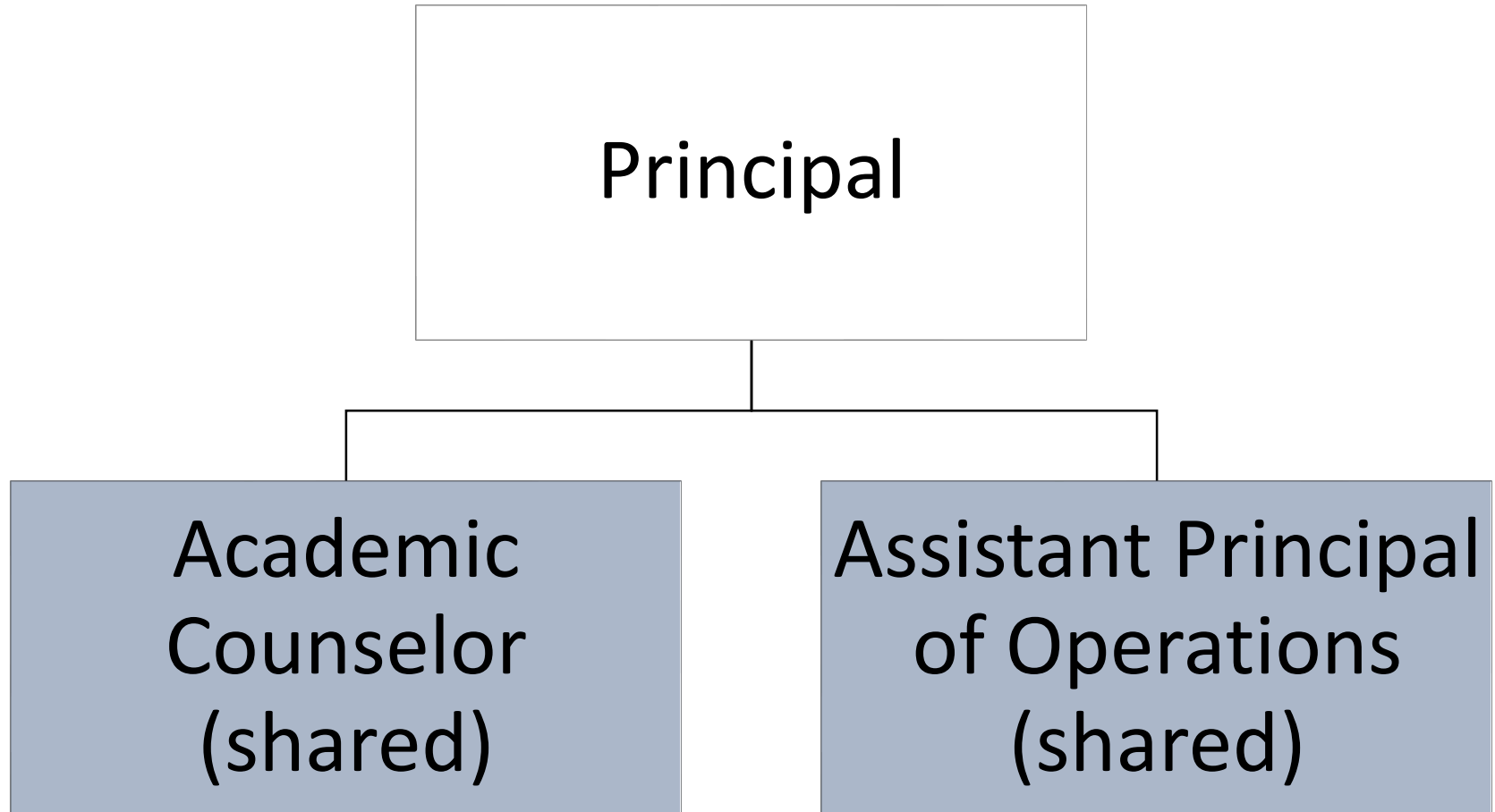


# Operations – Year 2/Full Scale



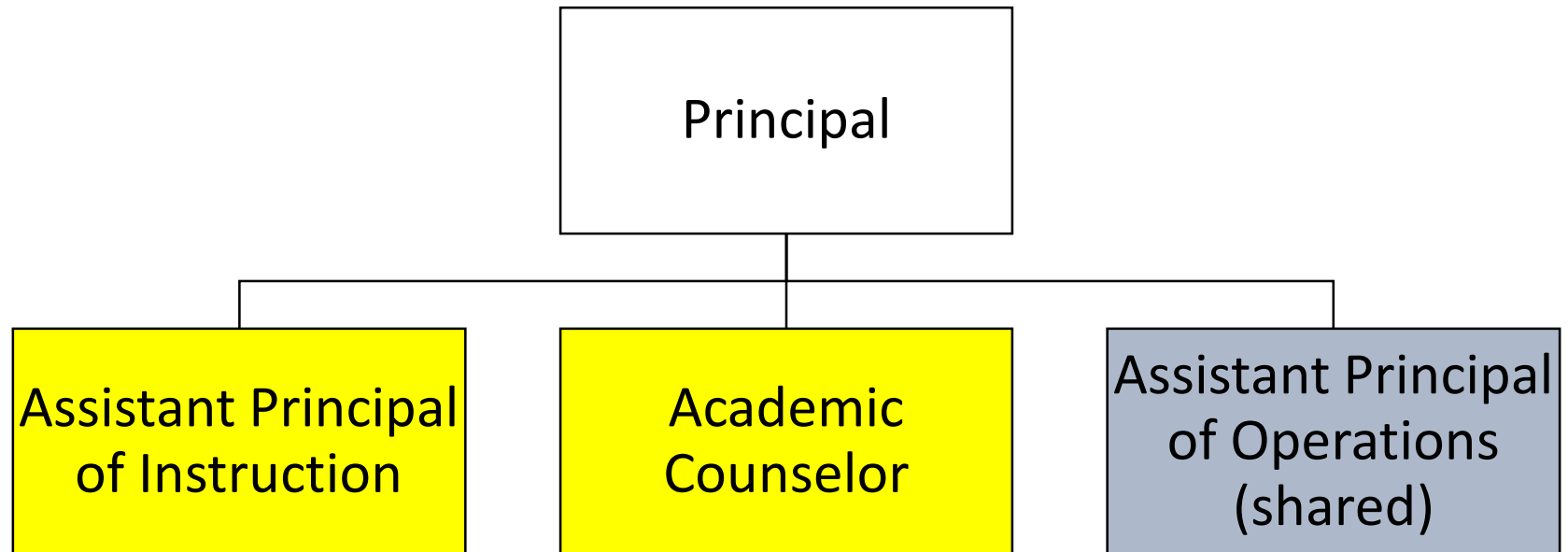
# College Prep – Year 1

(6<sup>th</sup> grade)



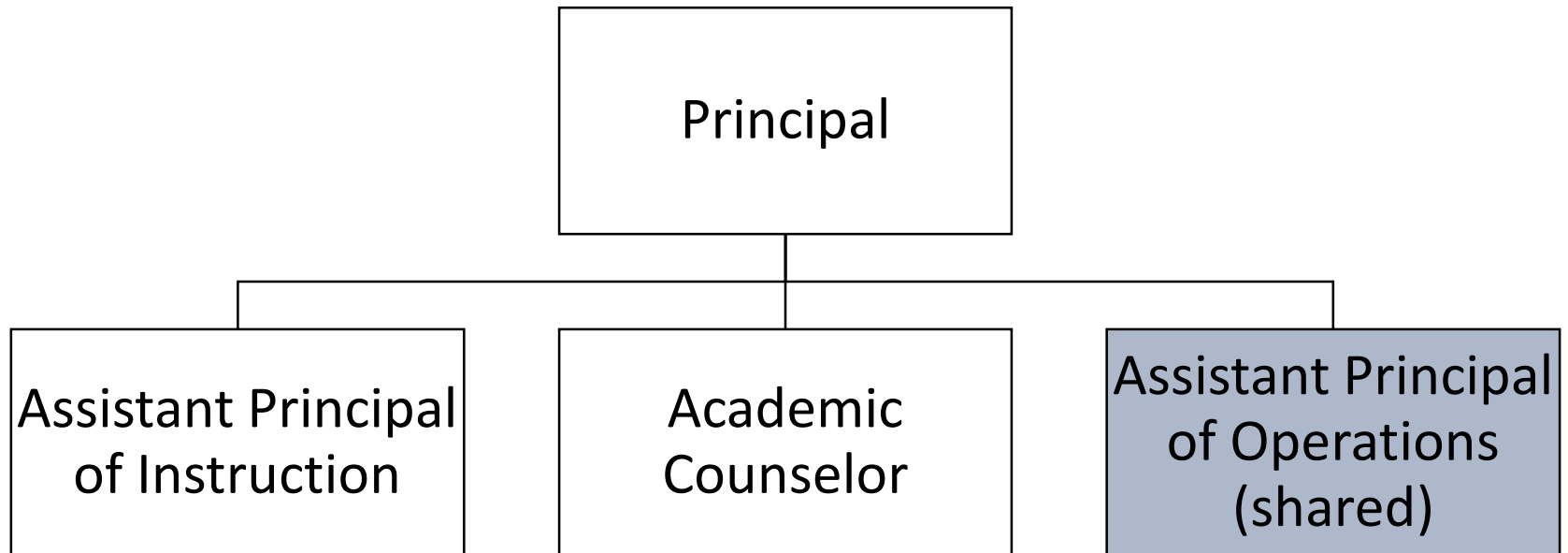
# College Prep – Year 2

(adding 7<sup>th</sup> grade)



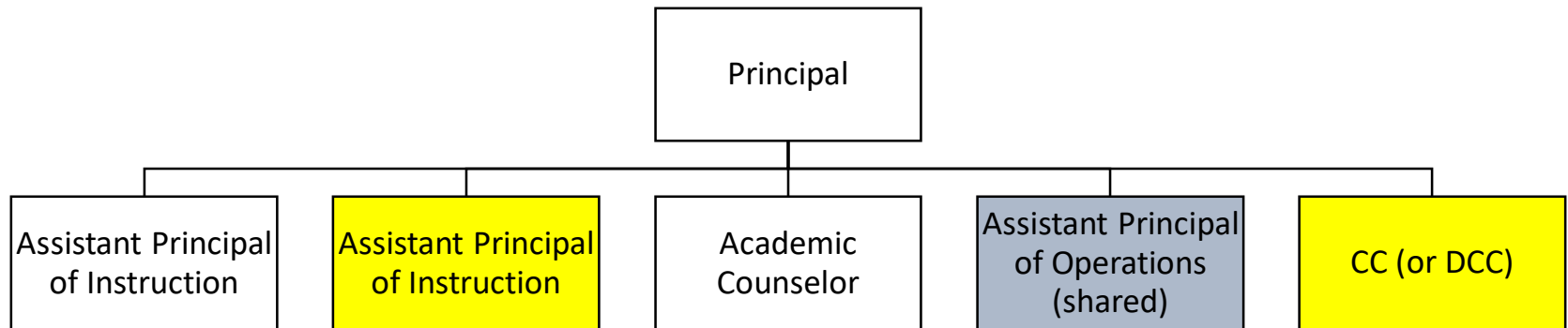
# College Prep – Year 3

(adding 8<sup>th</sup> grade)



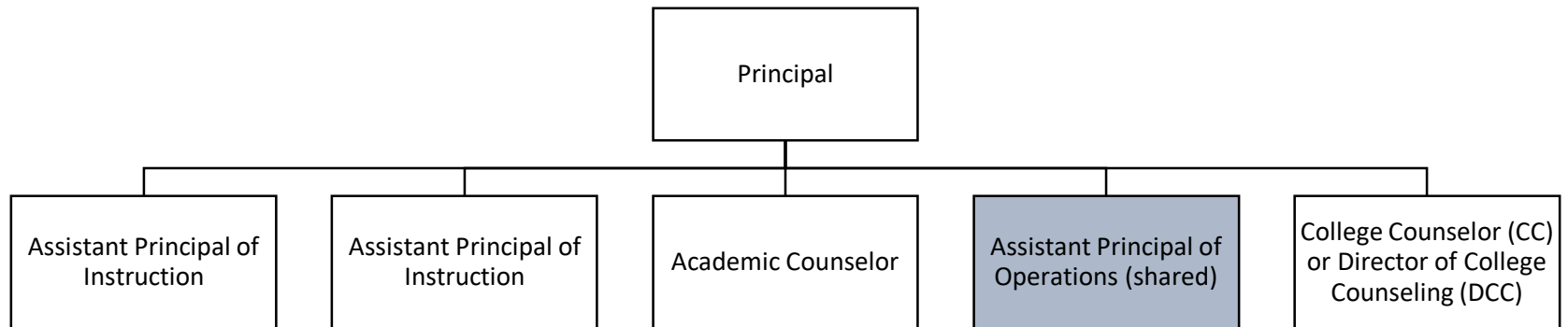
# College Prep – Year 4

(adding 9<sup>th</sup> grade)



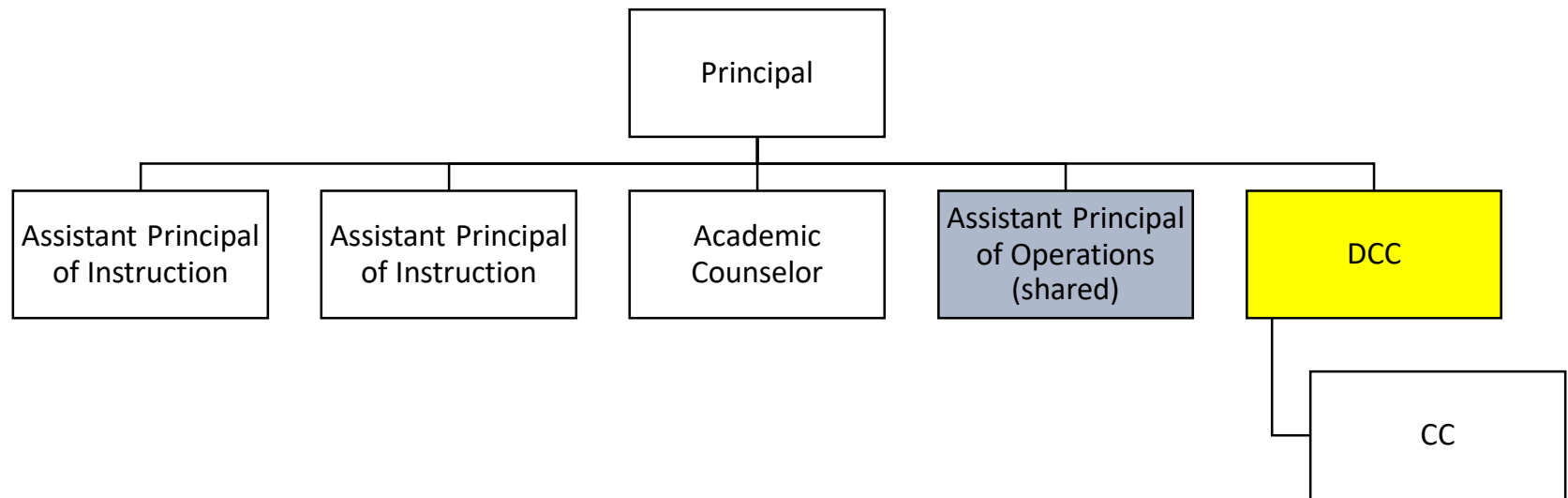
# College Prep – Year 5

(adding 10<sup>th</sup> grade)



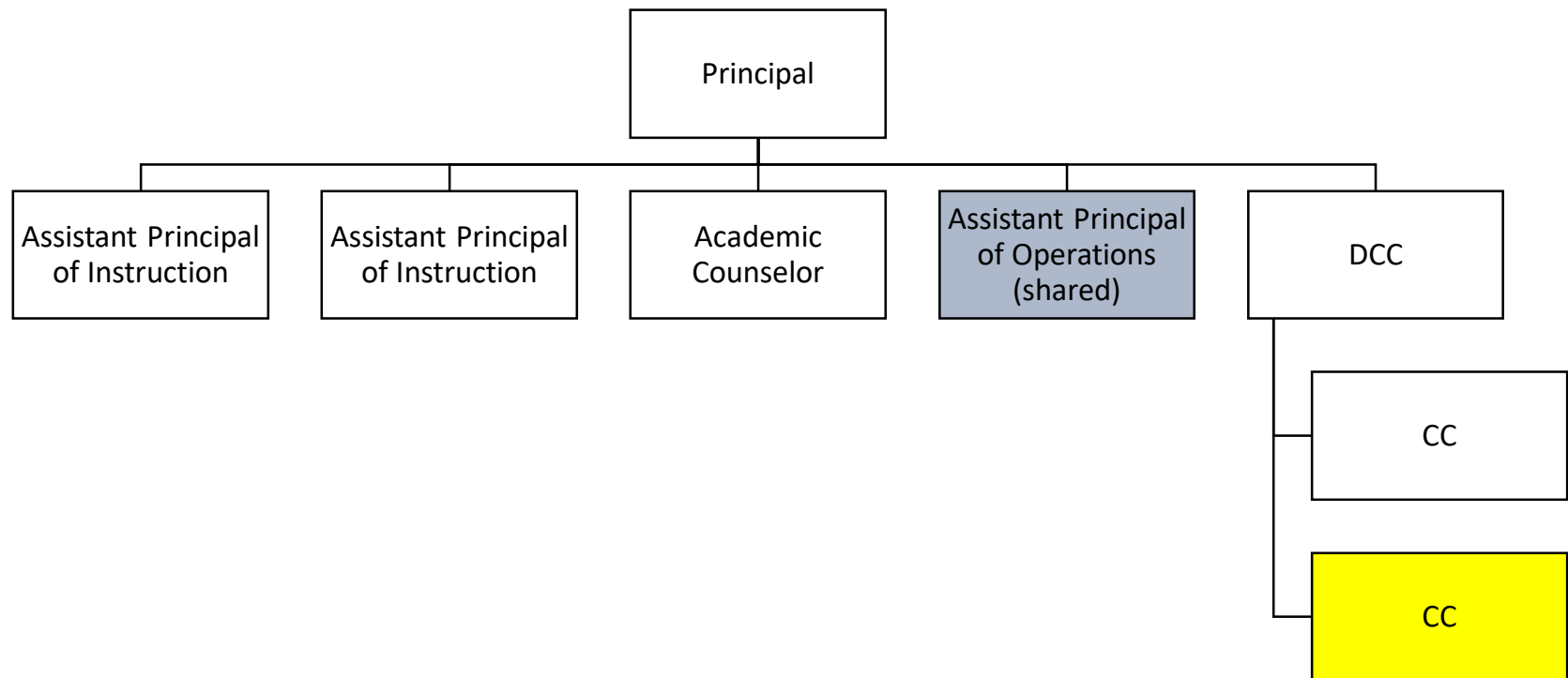
# College Prep – Year 6

(adding 11<sup>th</sup> grade)



# College Prep – Year 7

(adding 12<sup>th</sup> grade)





# Hybrid College Prep Staffing 6

	ELA	Math	Science	Hum	Spanish	Interventionist	RRC	Special Ed	PE	AVID	Electives	Hot Spot Co-Teacher	AR Zone Co-Teacher	Total FTEs
6	1	1	1			.5		1	.5			.5	.5	6

# Hybrid College Prep Staffing 6-7

	ELA	Math	Science	Hum	Spanish	Interventionist	RRC	Special Ed	PE\PE CT	AVID	Electives	Blended Learning Spaces Teacher	Total FTEs
6	1	1	1			.5		1	.5 Shared Teacher			.5	6
7	1	1	1			.5		~	.5 Shared Co-Teacher			.5	10
TOTAL	2	2	2			1		1	1			1	10

~ determined based on need (1 SPED FTE for every 13-15 students)

.5 in year 2 is a shared PE Co-Teacher

# Hybrid College Prep Staffing 6-8

	ELA	Math	Science	Hum	Spanish	Interventionist	RRC	Special Ed	PE	Blended Learning Space Teacher	Electives	AVID	Total FTEs
6	1	1	1			.5		1	.5				5
7	1	1	1			.5		~	.5				9
8	1	1	1	1	1			~		1	*		15
TOTAL	3	3	2	2	1	1		1	1	1			15

## Notes/Guidance:

When College Prep adds grade 8, they get one Blended Learning Space Teacher (co-teachers stay with Academy)

Spanish and elective can be switched in 8th and 9<sup>th</sup> grade.

The shared PE teacher and shared PE co-teacher are traded in for 1 PE teacher. The total FTEs for PE remain at 1.

Schools have the option of hiring 2 co-teachers instead of 1 Blended Learning Spaces Teacher.

Change from previous staffing model

~ Determined based on need

# Hybrid College Prep Staffing 6-9

	ELA	Math	Science	Hum	Spanish	Interventionist	RRC	Special Ed	PE	Blended Learning Space Teacher	Electives	AVID	Total FTEs
6	1	1	1			.5		1	.5				5
7	1	1	1			.5		~	.5				9
8	1	1	1	1	1			~		1	*		15
9	1	1	1	1	*	1		~	1		1^	CC	22
TOTAL	4	4	3	3	1	2		1	2	1	1		22

## Notes/Guidance:

Spanish and elective can be switched in 8<sup>th</sup> grade, and then in 9<sup>th</sup> grade.

The college counselor is an administrator who teaches AVID, and not included in FTE count. Not a Director *until at least managing other College Counselors*. If a school hired a DCC instead of a CC in 9<sup>th</sup> grade previously, or finds a DCC caliber candidate, they can hire them and hire CCs in the future. Not counted in FTEs

The interventionist should be a math interventionist. During the first 9<sup>th</sup> grade year, this math interventionist needs to be able to teach both Algebra 1 and technology elective (e.g. keyboarding, programming, design).

~ Determined based on need

^ 1<sup>st</sup> elective should be Art. After that, principal should plan elective tracks to inform elective hiring that will vary from campus to campus. These tracks must be shared with HA talent partners.

# Hybrid College Prep Staffing 6-10

	ELA	Math	Science	Hum	Spanish	Interventionist	RRC	Special Ed	PE	Blended Learning Space Teacher	Electives	AVID	Total FTEs
6	1	1	1			.5		1	.5				5
7	1	1	1			.5		~	.5				9
8	1	1	1	1	1			~		1	*		15
9	1	1	1	1	*	1	1	~	1		1^	CC	23
10	1	1	1	1	1	1		~			1^	1	31
TOTAL	5	5	4	4	2	3	1	1	2	1	2	1	31

This is an ELA interventionist. During first 10<sup>th</sup> grade year, this teacher needs to be able to teach remediation for ELA EOC and a liberal arts elective (e.g. creative writing, journalism, theater)

~ Determined based on need

^ 1<sup>st</sup> elective should be Art. After that, principal should plan elective tracks to inform elective hiring that will vary from campus to campus. These tracks must be shared with HA talent partners.

# Hybrid College Prep Staffing 6-11

	ELA	Math	Science	Hum	Spanish	Inter- vention	RRC	Special Ed	PE	Blended Learning Space	Teacher Electives	AVID	Total FTEs
6	1	1	1			.5		1	.5				5
7	1	1	1			.5		~	.5				9
8	1	1	1	1	1			~		1	*		15
9	1	1	1	1	*	1	1	~	1		1^	CC	23
10	1	1	1	1	1	1		~			1^	1	31
11	1	1	1	1				~			2^	CC	37
TOTAL	6	6	5	5	2	3	1	1	2	1	4	1	37

~ Determined based on need

^ 1<sup>st</sup> elective should be Art. After that, principal should plan elective tracks to inform elective hiring that will vary from campus to campus. These tracks must be shared with HA talent partners.

We recommend that the second elective added in 11<sup>th</sup> grade should be an ACT prep course.

# Hybrid College Prep Staffing 6-12

	ELA	Math	Science	Hum	Spanish	Inter- vention	RRC (CT)	Special Ed	PE	Blended Learning Space	Teacher Electives	AVID	Total FTEs
6	1	1	1			.5		1	.5				5
7	1	1	1			.5		~	.5				9
8	1	1	1	1	1			~		1	*		15
9	1	1	1	1	*	1	1	~	1		1^	CC	23
10	1	1	1	1	1	1		~			1^	1	31
11	1	1	1	1				~			2^	CC	37
12	1	1	1	1				~			2^	DCC	43
TOTAL	7	7	6	6	2	3	1	1	2	1	6	1	43

The college counselor is an administrator who teaches AVID, and not included in FTE count. Not a Director *until at least managing other College Counselors*. If a school hired a DCC instead of a CC in 9<sup>th</sup> grade previously, or finds a DCC caliber candidate, they can hire them and hire CCs in the future. Not counted in FTEs

~ Determined based on need

^ 1<sup>st</sup> elective should be Art. After that, principal should plan elective tracks to inform elective hiring that will vary from campus to campus. These tracks must be shared with HA talent partners.

**Attachment F**

State Board of Education Hope Operator Designation



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**State Board of Education**

Marva Johnson, *Chair*  
Andy Tuck, *Vice Chair*  
*Members*  
Gary Chartrand  
Ben Gibson  
Tom Grady  
Michael Olenick  
Joe York



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

**Pam Stewart**  
**Commissioner of Education**

May 30, 2018

IDEA Public Schools  
Attn: Daniel Fishman  
2115 West Pike Blvd.  
Weslaco, TX 78596

Dear Mr. Fishman:

At the March 27, 2018, State Board of Education meeting, IDEA Public Schools' application for designation as a Hope Operator was considered and approved. The status is valid for five years from the opening of a School of Hope, and future renewal of the status will be based on the academic and financial performance of all schools operated in the state of Florida since your designation.

Details of the program may be found in Sections 1001.292 and 1002.333, Florida Statutes, and Rule 6A-1.0998271, Florida Administrative Code. You may contact our office at 850-245-0502 with any questions.

Thank you for your participation in Florida's educational choice programs.

Sincerely,

Adam Miller  
Executive Director  
Office of Independent Education and Parental Choice

AM/cr

## **Appendix C**

**SCHOOL OF HOPE  
PERFORMANCE-BASED AGREEMENT**

**THE SCHOOL BOARD OF Duval COUNTY, FLORIDA**

**THIS PERFORMANCE-BASED AGREEMENT** entered into as of the\_\_ day of \_\_\_\_\_ by  
and between THE SCHOOL BOARD OF Duval County, FLORIDA, a body corporate operating  
and existing under the Laws of the State of Florida

and

**IDEA Florida, Inc.**

**4651 Salisbury Rd, Jacksonville, Fl 32256**

a non-profit organization

**Definitions**

Definitions: The following terms shall have the following meanings:

*Department* shall mean the Florida Department of Education.

*District* shall mean the school district for the County as referenced in Art. IX, Section 4, Florida Constitution.

*Governing Board* shall mean the governing board or body of the School of Hope.

*Notice of Intent* shall mean the Hope Operator's Notice of Intent (including amendments) pursuant to State Board of Education Rule 6A-1.0998271, Florida Administrative Code, as submitted to the District.

*Performance-based Agreement* shall mean this Performance-based Agreement entered into between the School of Hope and the District.

*School* shall mean IDEA Florida, the School of Hope operated under this Performance-based Agreement

*School Board* shall mean the locally elected school board for the district in which the Hope Operator establishes and operates the School of Hope.

*State* shall mean the State of Florida.

*Superintendent* shall mean the superintendent of schools for the District as referenced in Art. IX, Section 4, Florida Constitution.

## **Section 1**

- A. Notice of Intent. A copy of the Notice of Intent is attached hereto as Appendix 1 and constitutes a part of this Performance-based Agreement (PBA). In the event of any conflict between the Notice of Intent and any other provision of this PBA, the PBA provision shall control.
- B. Term. The term of this PBA shall be for five (5) full school years commencing on August 1, 2022 and ending on July 30, 2027 unless terminated sooner as provided herein.
- C. Start-Up Date. IDEA Jacksonville #1 shall begin classes on August 8, 2022. The school cannot open absent submission of all required Pre-Opening Documents as specified in Section O of this PBA. The school may defer the opening of the school's operations by providing written notice of such intent to the District and the parents of enrolled students at least 30 calendar days before the date identified above. The deferral does not extend the term of this PBA.
- D. PBA Renewal. This PBA shall be renewed for a term of five (5) years upon the written request of the Hope Operator unless:
1. The school fails to meet the requirements for student performance established pursuant to this PBA;
  2. The school fails to meet the generally accepted standards of fiscal management;  
or
  3. The school materially violates the law or the terms of this PBA.
- E. Location. [If the school has identified and secured a facility prior to the execution of this

PBA, complete section 1. below. If the school has not secured a facility prior to the execution of this PBA, complete section 2. below.]

~~1. The school shall be located at [location TBD]. The School must provide a copy of the lease agreement, use agreement, or ownership documents and certificate of occupancy or temporary certificate of occupancy documenting compliance with all applicable codes no later than fifteen (15) days prior to the School's opening. The School shall make facilities accessible to District and the local governing authority that has jurisdiction for safety inspection purposes.~~

2. The school shall be located within the attendance zone or a five mile radius (whichever is greater) of one or more schools identified in Appendix A of the Notice of Intent. When the School secures a facility it shall notify the District in writing and no later than 15 days prior to the School's opening, provide the District a copy of the lease agreement, use agreement, or ownership documents and certificate of occupancy or temporary certificate of occupancy documenting compliance with all applicable codes. The School shall make facilities accessible to District and the local governing authority that has jurisdiction for safety inspection purposes.

F. Grade Levels Served. The School will serve students in the following grades:

- Year 1: K, 1, 2, 6
- Year 2: K, 1, 2, 3, 6, 7
- Year 3: K, 1, 2, 3, 4, 6, 7, 8
- Year 4: K, 1, 2, 3, 4, 5, 6, 7, 8, 9
- Year 5: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The School may, at its discretion, serve students in grade levels not identified above so long as it provides written notice to the District at least 30 days prior to the first day of school. The School may open additional schools to serve students enrolled in or zoned for a persistently low-performing public school as provided for in Section 1002.333(4), Florida Statutes, if the Hope Operator maintains its status under Section 1002.333(3), Florida Statutes.

The School WILL NOT serve student in the school readiness program pursuant to Chapter 1002, Part VI, Laws of Florida.

The School WILL NOT operate a public voluntary pre-kindergarten program for four-year olds.

The governing board of the School is authorized to serve students in the school readiness program and operate a voluntary pre-kindergarten program at a later date, in accordance with all applicable laws, upon providing written notice to the District.

- G. Student Recruitment and Enrollment. The School will implement the student recruitment strategies and activities described in the Notice of Intent.

1. The table below includes the projected recruitment and enrollment targets for the

School as described in the Notice of Intent.

Year	Total Projected K-12 Enrollment	% of students that previously attended a Persistently Low-Performing school
Year 1	464	[ 60 % ]
Year 2	696	[ 60 % ]
Year 3	928	[ 60 % ]
Year 4	1160	[ 60 % ]
Year 5	1276	[ 60 % ]

2. If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random selection process. The School may choose to provide the following enrollment preferences:

a. Siblings of currently enrolled students

b. Children of the school's founders, teachers and staff (so long as the total number of students allowed under this preference constitutes only a small percentage of the charter school's total enrollment)

3. Unless the School is currently receiving the federal Charter School Program Grant authorized under Title V., Part B of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act, and has been notified by the Department that it is prohibited from doing so, the School shall exempt students from persistently low-performing schools from the enrollment lottery process. If the number of applicants from persistently low-performing schools exceeds the capacity of the program class, grade level or building, all such applicants shall have an equal chance of being admitted through a random selection process.

4. If the School is oversubscribed and must conduct an admissions lottery, pursuant to Section 1002.333(5), Florida Statutes, the lottery process must be transparent and open to the public.

5. Enrollment is subject to compliance with the provisions of section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.

6. A student may withdraw from the School at any time and enroll in another public school, as determined by District or charter school policy, as applicable. The School shall work in conjunction with the parent(s) and the receiving school to ensure that such transfers minimize impact on the student's grades and academic achievement.

7. The School shall be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.

8. The School will implement the parental involvement strategies described in the Notice of Intent.

H. Maintenance of Student Records as Required by Statute

1. The School shall maintain confidentiality of student records as required by federal and state law.

2. The School will maintain active records for current students in accordance with applicable Florida Statutes and State Board of Education rules.

3. All permanent (Category A) records of students leaving the School, whether by graduation, transfer to another public school, or withdrawal to attend another school, will be immediately transferred to the District in accordance with Florida Statutes. Records will be transmitted to the District's records retention department.

4. Records of student progress (Category B) will be transferred to the appropriate school if a student withdraws to attend another public school or any other school. The School may retain copies of the departing student's academic records created during the student's attendance at the School.

5. Upon the withdrawal of a student from the School, the School will retain the student's original records, except that such records will be immediately transferred to another District school when requested by that school. Requests for student records from public or private schools outside of the County and private schools within the County must be made in writing. Only copies of requested records may be provided. Copies only of student records may be provided to parents upon their request unless the student is considered an eligible student under FERPA. The School will retain the student's record for three (3) years after student withdrawal or until requested by another District public school in this County, whichever comes first. At the end of the third year all inactive student records will be returned to the District's records retention department.

6. Upon termination or closure of the School, all student education records and administrative records shall be transferred immediately to the Sponsor's records retention office for processing and maintenance.

7. The School will comply with all other public record retention requirements for non-student related records in a manner consistent with applicable Florida law. The School shall comply with Fla. Stat. Chapter 119 (the Public Records Act) and all other applicable statutes pertaining to public records.

8. The District will ensure that all student records will be provided immediately to the School upon request and upon enrollment of students in the School from a District school, if applicable.



9. The School must maintain a record of all the students who apply to the School, whether or not they are eventually enrolled. The information shall be made available to the District upon written request. However such requests may not be made until after the October survey period. The School shall maintain documentation of each enrollment lottery conducted. Such documentation shall provide sufficient detail to allow the District to verify that the random selection process utilized by the School was conducted in accordance with section 1002.333(5), Florida Statutes. Records must be maintained in accordance with applicable record retention laws.

I. Exceptional Student Education. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection.

2. Free appropriate public education (FAPE).

3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Upon enrollment, or notice of acceptance sent to the student, the School may request from the District information related to the student's program and needs, including the student's most recent IEP, which shall be provided within 10 days.

J. Academic Accountability

1. Annual Objectives

a. By September 15th of each year the District shall provide the School with academic student performance data on state required assessments for each student attending the School who was enrolled the prior year in another public school, pursuant to s. 1002.33(7)(a)3., Florida Statutes. The Sponsor may fulfill this requirement by providing the School access to the data.

b. By September 15th of each year the District shall provide the School the rates of academic progress for the prior year for comparable student populations in the district school system. The data shall include proficiency and growth on state assessments for English Language Arts and Mathematics by grade grouping (grades 3-5, 6-8, 9-11) for the following student groups:

- i. Students scoring a level 1 on prior year assessment
- ii. Students scoring a level 2 on prior year assessment
- iii. Students scoring a level 3 or higher on prior year assessments
- iv. Students with disabilities
- v. English Language Learners

c. By October 15th of the first year of the School's operation, the School shall provide its proposed academic achievement goals for the current year to the District. The academic achievement goals shall include, at a minimum, growth and proficiency on state assessments, and may include performance on additional assessments such as the Northwestern Evaluation Association Measure of Academic Progress (NWEA MAP]. The goals shall also include the mission-specific educational goals described in the Notice of Intent.

d. The District shall review the proposed academic achievement goals within 30 days of receipt. If the District does not accept the proposed academic achievement goals it shall provide the School a written explanation. If the School and District cannot agree on academic achievement goals either party may request dispute resolution pursuant to s. 1002.333(11), Florida Statutes. If the District does not provide written notification within 30 days of receipt, the goals shall be deemed accepted.

e. By October 15th of the second year of the School's operation, the school shall provide its proposed academic achievement goals for the remaining years of the contract, up to a maximum of four years or the end of the current contract term, whichever occurs first, using the same parameters and testing set forth in Section J.1.c, above. Schools that have contracts in excess of five years shall resubmit proposed academic achievement goals every four years pursuant to the process described in this paragraph.

f. The District shall review the proposed academic achievement goals within 30 days of receipt. If the District does not accept the academic achievement goals it shall provide the School a written explanation. If the District does not respond within 30 days of receipt the academic achievement goals are deemed accepted. If the School and District cannot agree on academic achievement goals either party may request dispute resolution pursuant to s. 1002.333(11), Florida Statutes. The goals may be adjusted at any time upon mutual written consent of both parties.

g. Annually, the School shall report its performance against the academic goals. If the School falls short of the academic achievement goals set forth under the provisions of this contract the District shall report such shortcomings to the Department.

h. The School and District may agree to adjust the goals through a contract amendment or addendum.

## 2. Assessments

a. State required assessments: The School will participate in and administer all State assessment programs and assessments required by law. The School shall facilitate required alternate assessments and comply with state reporting procedures.

b. Additional Assessments: The School shall administer additional assessments as described in the Notice of Intent.

c. If an IEP, 504 Plan and an EP for a student indicates accommodations or an alternate assessment for participation in a State assessment, or District assessment, as applicable, the School will facilitate the accommodations or alternate assessment and comply with State reporting procedures.

d. All School personnel involved with any aspect of the testing process must abide by State policies, procedures, and standards regarding test administration, test security, test audits, and reporting of test results. The School shall designate a testing coordinator and shall be responsible for proper test administration. The School shall permit the District to monitor and proctor all aspects of the School's test administration, if the District deems it necessary.

e. The District shall provide the School with reports on District and State assessments in the same manner and at the same time as for all public schools in the District.

f. The School shall, at its expense, provide adequate technological infrastructure to support all required online test administration.

## K. Non-Renewal and Termination.

1. The District shall make student academic achievement for all students the most important factor when determining whether to renew or terminate this PBA. The District may choose not to renew or terminate this Performance-based Agreement for any of the following reasons as set forth in section 1002.333, Florida Statutes.

a. Failure to achieve the academic performance expectations set forth pursuant to Section J.1. of this PBA.

b. Failure to meet generally accepted standards of fiscal management.

c. Material violation of this PBA or violation of law.

2. The District shall notify the Governing Board in writing at least ninety days prior to non-renewing, or terminating this PBA.
3. If the District issues a notice of non-renewal or termination, the notice shall state in reasonable detail the grounds for the proposed action and stipulate that the School may, within 14 calendar days of receipt of the notice, request a hearing.
  - a. A request for a hearing must be authorized by a vote of the Governing Board and be submitted pursuant to the Notice provisions of this Contract.
4. The District may immediately terminate this PBA pursuant to section 1002.33(8)(d), Florida Statutes, if it sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety or welfare of the School's students exists.
5. If the School elects to terminate or non-renew the PBA, it shall provide reasonable prior notice of the election to the District indicating the final date of operation as voted by the Governing Board at a publicly noticed meeting. A board resolution signed by the School's Governing Board chair and secretary, indicating support of this action, shall accompany the written notification provided to the District. The School agrees that such notification shall be considered a voluntary termination by the governing board and a waiver of its right to a hearing or appeal.
5. Upon notice of termination or non-renewal the School shall not remove any public property from the premises.

#### L. Post Termination Provisions

1. The nonrenewal or termination of this PBA must comply with the requirements of Section 1002.33(8), Florida Statutes. If this PBA is not renewed or is terminated, the School shall be responsible for all the debts of the School. The District shall not assume the debt from any contract for services including lease or rental agreements, made between the School and a third party, except for a debt previously detailed and agreed upon, in writing, by both the District and the Governing Board and that may not reasonably be assumed to have been satisfied by the District.
2. In the event of termination or non-renewal of this charter, any and all leases existing between the District and the School shall be automatically cancelled, unless the lease provides otherwise. In no event shall the District be responsible under any assignment of a lease for any debts or obligations of the School incurred prior to such assignment.
3. In the event of termination or non-renewal any students enrolled at the School may be enrolled at their home District school, or any another school, consistent with the

District's student transfer procedures including transfer of all student records to the receiving school. All assets of the School purchased with public funds, including supplies, furniture and equipment, will revert to full ownership of the District (subject to any lawful liens or encumbrances) or as otherwise provided by law. Any unencumbered public funds shall revert to the district or department, as appropriate. Any unencumbered public funds from the charter school, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the School, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the District's request, until any appeal is resolved. If the School's accounting records fail to clearly establish whether a particular asset was purchased with public funds, then it shall be presumed public funds were utilized and ownership of the asset shall automatically revert to the District.

#### M. Transportation

1. The School shall provide transportation to the School's students consistent with the requirements of ss. 1006.21-27 and 1012.45, Florida Statutes. The governing board of the school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. Transportation may not be a barrier to equal access for all students residing within a reasonable distance of the school.
2. The parties may agree for the District to provide transportation to and from the School. If such agreement is reached it shall be the subject of a separate contract. If agreement is reached with the District the School may utilize, at the School's expense, the District's transportation services for extracurricular events, field trips, and other activities on the same basis and terms as other District schools.
3. The School shall comply with all applicable transportation safety requirements. Should the School choose to implement its own transportation plan rather than contract with the District for transportation services, it shall submit a transportation plan to the District for review and approval. The School shall provide the District the name of the private transportation provider and a copy of the signed contract no later than 10 business days prior to the use of the service.
4. If the School submits data relevant to FTE funding for transportation that is later determined through the audit procedure to be inaccurate, the School shall be responsible for any reimbursement to the District and State arising as a result of any errors or omissions, misrepresentations or inaccurate projections for which the School is responsible. Any transportation FTE adjustment, which is attributable to error or substantial non-compliance by the School, the District shall deduct such assessed amount from the next available payment otherwise due to the School, without penalty of interest. Any deficit incurred by the School shall be the sole fiscal responsibility of the School and the Sponsor shall have no liability for the same.

#### N. Indemnification

1. Any arrangement entered into to borrow or otherwise secure funds for the School from a source other than the state or a school district shall indemnify the state and the school district from any and all liability including, but not limited to, financial responsibility for the payment of the principal or interest.
2. Any loans, bonds or other financial agreements entered into by the School are not obligations of the state or school district but are obligations of the School and are payable solely from the sources of funds pledged by such agreement.
3. Notwithstanding anything else herein to the contrary, the District shall not:
  - a. Guarantee payment for any purchase made by the School.
  - b. Guarantee payment for any debits incurred by the School.
  - c. Guarantee payment for any loans taken out by the School.
  - d. Lend its good faith and credit in order for the School to obtain a loan or other form of credit.
4. This PBA expressly prohibits the pledging of credit or taxing power of the District or State.

#### O. Pre-Opening Documents

1. The following documents must be provided to the District prior to the opening of the School.
  - a. Facility related documents necessary to operate a public school, including:
    - Lease agreement, use agreement or ownership documentation for facility, pursuant to Section 1.E of this PBA
    - Certificate of occupancy
    - Fire inspection
    - Health Inspection
  - b. Documentation of fingerprinting of all staff and Governing Board members
  - c. Contact information for Governing Board Members