

CHARTER SCHOOL APPLICATION

Pinellas Primary Academy



Submitted by Pinellas Preparatory Academy, Inc.

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Pinellas Primary Academy

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Pinellas Primary Academy



Part 1

Educational Plan

CHARTER SCHOOL APPLICATION

I. EDUCATIONAL PLAN

- ❖ Mission, Guiding Principles and Purpose
 - The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.
- ❖ Describe how the school will utilize the guiding principles found in section 1002.33(2) (a), F.S.
 - In accordance with the law, charter schools shall be guided by the following principles:
 - Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.
 - Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.
 - Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.
- ❖ Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
 - In accordance with the law, charter schools shall fulfill the following purposes:
 - Improve student learning and academic achievement.
 - Increase learning opportunities for all students, with a special emphasis on low -performing students and reading.
 - Encourage the use of innovative learning methods.
 - Require the measurement of learning outcomes.
- ❖ Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.
 - In accordance with the law, charter schools may fulfill the following purposes:
 - Create innovative measurement tools.
 - Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
 - Expand the capacity of the public school system.
 - Mitigate the education impact created by the development of new residential dwelling units
 - Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Pinellas Primary Academy's mission will be to provide a nurturing and creative environment for motivated students, where together they can rise to their potential.

While the mission is simple, the application and theory behind the mission of Pinellas Primary Academy is by no means simple. Schools throughout the country are struggling to ensure no student is left behind, and that all students receive the education they deserve, but the truth is that large schools who serve a variety of needs are not able to provide the specialized instruction that some students need. Too often classroom demands can be too much for a single teacher. While all teachers have the best of intentions, more often than not their time is monopolized by students who are struggling either academically or behaviorally. Motivated students continue to do well because they are motivated to do so and will fill in the blanks for themselves. These students will do well within any environment, but imagine the potential and the amount of growth they could achieve in an environment specifically designed for them, with their desire to learn the centerpiece in their education. This is what Pinellas Primary Academy will do for students in the primary years of their education.

Pinellas Preparatory Academy [PPA], a charter school authorized by Pinellas County Schools, started in 2002 with a very similar mission. The school has thrived by providing a creative environment with a focus on cooperative learning. Pinellas Primary Academy [PPA, Jr.] will take the lessons learned from PPA, and apply those successful practices to students in Kindergarten through Fourth grades.

There are five key points highlighted in our mission statement:

- **Nurturing** - A huge part of PPA's success has been the small school environment and focus on the individual students. However, this individualized, nurturing environment is even more essential for younger students. The school will be designed with relationships between students and staff in mind so that all of the students feel a part of the school family, with connections to not only other students but the staff. Relationships with the parents will also be stressed by setting systems in place to emphasize the importance of home-school communication to ensure the students are wrapped in a nurturing environment that is an extension of their home. Research has identified that focusing on social development and the emotional needs is especially important with younger students (Goleman, 2006; Neuharth-Pritchett, 2006; Swick & Brown, 1999).
- **Motivated** - PPA, Jr. will be designed for students who are eager to learn, want to succeed, and are willing to put forth the effort required to succeed. Intelligence is an important factor in how well students do, but research has shown that praising students' efforts over intelligence is far more effective (Pink, 2009; Truby, 2010; Bronson & Merryman, 2009; Faber, 1997; Parenting Tips, 2009; Dweck, 2007). Students who are willing to work hard are far more likely to succeed than those who have an innate intelligence but a lack of effort or motivation. Effort and motivation will be topics discussed regularly and emphasized with the staff and the students.
- **Creative** - The driving principle behind the creative approach to educating students at PPA, Jr. will be that it is far more important for students to be able to think well than to memorize a great deal of facts and figures. The amount of information available in today's society is growing at an exponential rate. Productive citizens in the new economy need to be able to access information when needed and to know how to critically analyze and synthesize that information into meaningful pieces. The foundation for this starts by providing an out-of-the-box education where students are actively engaged in their education through a creative classroom approach. Students need to be exposed to information in unique ways, such as, role playing, simulations, hands-on-activities, and real world application of the information they are learning. Too often schools stifle creativity through mandated curriculum or even unintentionally through teacher suggestions (Geist & Hohn, 2009; Epstein, 2008). The goal of PPA, Jr. will be to encourage students to use their own interests and natural talents to drive their learning.
- **Together** - Cooperative learning is an essential component of the success at PPA and will be a key element in the design of PPA, Jr. Students will learn how to work with others in productive ways and they will do much of their daily work in cooperative learning groups. It is our goal that they will be learning how to converse about what they are studying while using the information presented to them from other cooperative learning groups. This will not only help transfer the information to their own long-term memory, but also help the other students within their learning groups to understand material more effectively. Unlike group work, cooperative learning allows each student to have positive interdependence, individual accountability and equal participation while having simultaneous interaction. Starting in Kindergarten students will learn valuable cooperative strategies such as group imaginative play, jigsaw problem solving, and team mind mapping. These strategies and

skills will continue all the way through the upper grades to ensure that all students will learn to work collaboratively.

- **Potential** - Every student is capable of learning and growth. Thus, each student must be examined as an individual and given the opportunity to succeed. Our small school design and individualized atmosphere will allow us to get to know every student well and learn what their strengths and challenges are, allowing us to tailor the education to meet that individual student's needs far more effectively than can be done in larger, more traditional schools. Differentiated instruction will allow us to ensure students are working at their own academic level while moving all students forward and following the Next Generation Sunshine State Standards.

We believe that by incorporating these five key elements into the daily education of younger students, they will thrive and it will allow our school to meet the legal requirements for charter schools in the state of Florida.

MEET HIGH STANDARDS OF STUDENT ACHIEVEMENT WHILE PROVIDING PARENTS FLEXIBILITY TO CHOOSE AMONG DIVERSE EDUCATIONAL OPPORTUNITIES WITHIN THE STATE'S PUBLIC SCHOOL SYSTEM.

Pinellas County has many high quality charter schools for families to choose from, however, most are either North County or South County. Until recently, PPA was the only charter school located mid county, and none had served students in the primary grades. While there is another charter school that was recently approved in the general vicinity, the focus of that school is Greek language and culture and serves a clientele that is different from PPA's. The purpose of Pinellas Primary Academy will be distinctly different from these other options and will offer families an additional choice in trying to find an elementary school that will be the best match for their children. Furthermore, it will prepare students to segue into Pinellas Preparatory Academy, our original charter school. With the educational excellence learned from PPA, Jr. and PPA, students will be prepared for any high school of their choice.

PROMOTE ENHANCED ACADEMIC SUCCESS AND FINANCIAL EFFICIENCY BY ALIGNING RESPONSIBILITY AND ACCOUNTABILITY.

By providing students with a creative, nurturing and cooperative environment, PPA, Jr. students will experience a high degree of success and will be able to meet their individual potentials. Students will individually be held accountable to learning standards each year to ensure they are meeting the Next Generation Sunshine State Standards. Please see the section of this application regarding the educational plan and assessment to learn more about how PPA plans to monitor the progress of each individual child. Additionally, the funding of charter schools requires financial efficiency. By remaining small and focused on our core mission, we believe that we can provide an excellent education at a per-pupil cost that is less than that of the local public school district. PPA has been a financially viable school and we believe our strong management skills and academic success will allow us to successfully operate a primary school as well.

PROVIDE PARENTS WITH SUFFICIENT INFORMATION ON WHETHER THEIR CHILD IS READING AT GRADE LEVEL AND WHETHER THE CHILD GAINS AT LEAST A YEAR'S WORTH OF LEARNING FOR EVERY YEAR SPENT IN THE CHARTER SCHOOL.

Assessment will be an important part of the operation of PPA, Jr. Through both formalized and informal assessments, student progress towards meeting the Next Generation Sunshine State Standards will be thoroughly documented. An online grading system will allow parents and teachers to communicate regarding their child's progress on classroom projects. A formal assessment (such as the Stanford 10) will be administered twice annually to gauge student progress each year. Additionally, PPA, Jr. will participate in the state's PRMN assessment of students in reading progress. PPA, Jr.'s third and fourth graders will also participate in the FCAT. One point that we pride ourselves on in our current operations is the strong connections and communication systems we have built with our families. Our online grading system, calendars, website and communication tools allow us to stay in contact with our families, and we always maintain an open-door policy so that the progress being made at school is always accessible to parents.

DESCRIBE HOW THE SCHOOL WILL MEET THE PRESCRIBED PURPOSES FOR CHARTER SCHOOLS FOUND IN FLORIDA STATUTES, SPECIFICALLY:

- *Required (Section 1002.33(2)(b) F.S.):*
 - *Improve student learning and academic achievement*
 - *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading*
 - *Encourage the use of innovative learning methods*
 - *Require the measurement of learning outcomes*
 - *Optional (Section 1002.33(2)(c) F.S.):*
 - *Create innovative measurement tools*
 - *Expand the capacity of the public school system*
 - *Create new professional opportunities for teachers, including ownership of the learning program at the school site*
-

While the ideas of project-based learning are not new, they have rarely been implemented on a consistent school-wide basis nor heavily at the primary level anywhere else in Pinellas County. We believe that a curriculum focused on project based learning is an innovative concept at the primary level. We also perceive that by embedding instruction into real world, project-based experiences, students will be able to learn more efficiently than with a typical curricular approach which segments a student's days into regimented subject area content. Much of the education system currently utilized within the United States was developed for the Industrial Era, where segmented subjects and content area may have been effective. However, we are now preparing students for a new world, where creativity and the ability to think are more important than segmented pieces of information. Many of the jobs for which we are preparing our students do not even exist today. Our students need to be able to look at a problem and find ways to resolve that problem by incorporating a multi-disciplinary perspective. They need to not only have the basic educational foundation with facts and knowledge, but even more importantly, students must be able to apply this knowledge and understand how to utilize tools to acquire, create and develop a more cohesive

understanding. They must also have the interpersonal skills necessary to work cooperatively with others to achieve results.

PPA, Jr. will employ an instructional model that will allow students to do just that. Students will be posed with problems and guiding questions which they must solve, and along the way, through mini-lessons and guidance from their highly qualified teachers, students will acquire the learning objectives as outlined in the Next Generation Sunshine State Standards. More on how this instructional method will be employed and planned can be found in the curriculum section of this application. The problems and questions will be designed in such a way, and revolve around grade level themes, that will ensure students receive the necessary academic instruction. Infused within the instruction will be many of the same instructional tools utilized at PPA currently, as well as most PCSB schools. For example, in the Pinellas County Schools Language Arts curriculum documents, it suggests teachers use a variety of reading strategies including Choral Reading, Cloze Reading, Silent Reading with a Clear Task, Echo Reading/Alternate Reading, Partner Reading, etc. All of these types of reading strategies will be used; however, they will be applied under the pretense of an over-arching theme which gives the students a purpose for learning, which is something they need to accomplish as a result of using the reading strategy.

In the early grades, many of the projects that students will work on will be classroom focused, but as students progress through their time at PPA, Jr. the questions and problems that they will tackle may move beyond the walls of our school. For example, in fourth grade the social studies curriculum focuses on Florida government and how citizens can influence the public sphere, while part of the Science curriculum focuses on human and animal affects on the environment and the use of natural resources. It is conceivable that the teacher could combine these areas along with the reading stories: *The Power of Oil*, *Adelina's Whales*, *At Home in the Coral Reef*, and *Exploring the Undersea Territory*. Combining these areas along with current events (such as the BP Oil crisis currently occurring at the writing of this application), the teacher could present the problem to the students such as: "What effect will the oil spill have on Florida and what can we (and other citizens) do to help?" As part of this lesson students would be studying current events, modern research resources, natural resources, the affects of humans on the environment, citizen involvement, Florida geography, etc. The teacher could build in mini-lessons from math about volume and comparing large numbers, geometry as well as other essential fourth grade math standards.

As students research the issue to learn the background that they need, develop their plan and conduct their project, they will be utilizing many interdisciplinary skills. Through the use of mini-lessons, the teacher will be able to specifically teach some or all of the following Next Generation Sunshine State Standards to help students accomplish their project:

SS.4.A.8.4 - Explain how tourism affects Florida's economy and growth

SS.4.A.9.1 - Utilize timelines to sequence key events in Florida history.

SS.4.G.1.1 - Identify physical features of Florida.

SS.4.G.1.3 - Explain how weather impacts Florida.

SS.4.G.1.4 - Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

SS.4.E.1.2 - Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

SS.4.C.1.1 - Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

SS.4.C.2.1 - Discuss public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.2 - Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.C.2.3 - Explain the importance of public service, voting, and volunteerism.

SS.4.C.3.1 - Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.C.3.2 - Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

SC.4.N.1.1 - Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SC.4.N.1.3 - Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

SC.4.N.1.4 - Attempt reasonable answers to scientific questions and cite evidence in support.

SC.4.N.1.5 - Compare the methods and results of investigations done by other classmates.

SC.4.N.1.6 - Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

SC.4.N.1.7 - Recognize and explain that scientists base their explanations on evidence.

SC.4.N.1.8 - Recognize that science involves creativity in designing experiments.

SC.4.N.2.1 - Explain that science focuses solely on the natural world.

SC.4.N.3.1 - Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

SC.4.E.6.3 - Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

SC.4.E.6.4 - Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

SC.4.E.6.5 - Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

SC.4.E.6.6 - Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

SC.4.P.8.1 - Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

SC.4.P.8.2 - Identify properties and common uses of water in each of its states.

SC.4.P.9.1 - Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

SC.4.P.10.4 - Describe how moving water and air are sources of energy and can be used to move things.

SC.4.L.17.2 - Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

SC.4.L.17.4 - Recognize ways plants and animals, including humans, can impact the environment.

MA.4.A.1.2 - Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.

MA.4.A.2.1 - Use decimals through the thousandths place to name numbers between whole numbers.

MA.4.G.3.2 - Justify the formula for the area of the rectangle "area = base x height".

MA.4.G.3.3 - Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.

MA.4.A.4.1 - Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.

MA.4.A.4.2 - Describe mathematics relationships using expressions, equations, and visual representations.

MA.4.A.4.3 - Recognize and write algebraic expressions for functions with two operations.

MA.4.A.6.1 - Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.

MA.4.A.6.3 - Generate equivalent fractions and simplify fractions.

MA.4.A.6.4 - Determine factors and multiples for specified whole numbers.

MA.4.A.6.5 - Relate halves, fourths, tenths, and hundredths to decimals and percents.

MA.4.A.6.6 - Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.

MA.4.G.5.3 - Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.

The list above are the standards from Math, Science and Social Studies which could be specifically taught as part of engaging students within the current events related to the oil spill. Language Arts was intentionally omitted from this list as we recognize that reading instruction is the primary focus of primary education, and statutorily of charter schools, and therefore, we wish to address Language Arts separately.

EJ Hirsh (2010) writes that "to be fully literate is to have the communicative powers of language at your command--to read, write, listen and speak with understanding." This sentiment is expanded upon later in this application, however, provides the framework for the Language Arts instruction and central core concepts of PPA, Jr. In order to truly learn and be able to apply the standards of the Language Arts curriculum, students need a realistic purpose and audience for applying the standards. In the example above, the Language Arts materials would be utilized by incorporating the same lessons used by Pinellas County Schools from Unit 4 (weeks 3 through 5) and Unit 5 (week 4) as the shared reading selections are incorporated. More importantly, students will apply their language skills and learning to their project through writing letters to their elected representatives, writing and producing public service announcements, interviewing experts in the field, creating print materials to distribute, etc. Their reading skills will be enhanced as they read real world documentation about the oil spill, the legislative sessions regarding banning offshore drilling, and more. This real life application of their learning will motivate and engage students to more effectively apply and retain the essential skills they are learning. Language Arts will be infused at the heart of all projects partaken at PPA, Jr.

Often students who are “low-performing” are labeled as such due to their lack of interest in an academic area or their inability to see the relevance of what they are learning as it relates to their daily lives. The setup and application of the curriculum at PPA, Jr. will solve this issue for many of our students. All learning will be practical and applied to the projects they are participating in. Therefore, achievement will be demonstrably more significant at PPA, Jr. Conversely, we recognize the need to proactively plan for those students who may struggle academically. Our staff will be structured in such a way as to support professional collegiality in working with individual students. While classroom placement will be done relatively traditionally for a primary school (students will have a single generalist homeroom teacher whom they will receive the majority of their instruction from), grade level classes will be physically adjoined, and teacher collaboration / team teaching will be required. Teachers will work together to plan projects and lessons, thus allowing classes to work together. In the facility’s design (Appendix XI), one can see that adjoining classrooms have been included in the design of the facility. This will mean that during comprehensive projects teachers can work together to group students who may need specific instruction. If there are a small group of students struggling with a specific component or task, a small group can be made and one teacher can work more directly with that group, while the other teachers at that grade level help the other groups. Additionally, assessments described in the assessment section of this application will provide valuable data to determine which students need additional interventions, and staff specialists (such as the reading specialist) will be available to provide individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be at Level 1 or Level 2 in Reading. Students who qualify for ESE services will also receive services from qualified staff members both through the inclusionary model and through pull out instruction based on the services and identified needs of their IEPs.

Authentic assessment will be built into projects throughout the development and implementation of classroom projects. Please see the curriculum section of this application to learn more about the project development process and how assessment will drive the development of individual projects. To facilitate authentic and standards based assessment, the school will work during the planning phase of the charter to develop a standards based assessment protocol and database. This system will allow teachers to develop their projects around the core grade level standards and will then allow teachers to mark off the proficiency level individual students demonstrated as part of their project results. This will also highlight standards which need to be covered more in-depth during the development of future projects. For example, the database will report which standards have not been touched on and those standards which students have yet to demonstrate mastery. The system will also print individual student reports to be included in progress report / report cards for parents in order to highlight student progress. Once this system has been developed, it will be made available to other schools interested in implementing a similar system, building upon the capacity of public schools.

Teacher empowerment is an important component of the design of PPA, Jr. Teachers will be seen as professionals who are the experts. PPA does not believe that education can be a scripted experience whereby lessons can be prescribed. Teachers need to gauge student abilities, interests, and prior knowledge and then design appropriate individualized lessons for that particular group of students. Teachers will have the authority to plan lessons within the general themes set within the school curriculum (see the curriculum section of this application), so long as they can justify the standards and objectives of individual projects using the tool described in the previous paragraph. Teachers will be grouped together in grade level teams both physically and organizationally. This will allow teachers to work together to plan projects and meet the needs of their students.

Additionally, teachers will have a voice in the administration and leadership of the school through the School Advisory Council (see the management section of this application). When teachers are held accountable for their students instruction, and have the ability to make decisions in their students' best interest, phenomenal things are possible.

2. TARGET POPULATION AND STUDENT BODY

- ❖ Describe the anticipated target population to be served.
 - If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.
 - Provide the following for each year of proposed operation: the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

Pinellas Primary Academy will focus our recruiting efforts on students who fit well within the mission of the school. Pursuant to Florida Statute 1002.33(10)(e)(5), "Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter..." Pinellas Primary will be a very academically focused school. While classes will be conducted in creative and innovative ways, in order to be successful, students must be willing to work hard and put forth a great deal of effort. Research has demonstrated that when students are held to high expectations they rise to meet those standards. Parents will be made aware of these expectations during their tour and initial meeting with school staff members prior to applying for admission. The mission of the school, the academic focus, and the limitations inherent in a small-school environment will be made clear to parents. From that point, parents must choose whether their child is motivated enough, and the family committed enough, to supporting the student to succeed at Pinellas Primary Academy.

While we will focus our recruitment efforts, it is important to also note that PPA, Jr. will accept all eligible students who reside in the county. In accordance with federal and state anti-discrimination laws and in accordance with the Florida Education Equity Act, PPA, Jr. will not discriminate on the basis of any legally protected category in the admission of students.

The character traits of students who will particularly excel at PPA, Jr. are students who:

- Are willing to put forth effort into their own education;
- Generally are well behaved and do not excessively allow behavior to interfere with their own learning or that of their fellow classmates;
- Work well, or show a propensity to work well, with other students;
- Able or willing to look at tasks in creative and unique ways (problem solving);
- Have supportive families who are willing to commit to ensuring that students are present at school and complete their homework.

While not all students will meet these criteria, these are areas that will be focused on, and families who are not willing to support these ideals should not consider PPA, Jr. as a good fit for their family. Parents will be informed of the school's mission, expectations, strengths and limitations so that they can make an educated decision. We want attendance at Pinellas Primary Academy to be a positive experience for both students and families, and we believe in full disclosure of the school's mission, strengths and limitations so that families can make an educated decision prior to applying for the school. To every extent possible, we wish to avoid a family applying for admission and being accepted, only to later discover that the school is not a good match. This is counter-productive for both the student and the school. When students are accepted at the school these points will be a central component of the instruction and environment at PPA.

Our target enrollment for the first five years of the school is listed below:

TABLE I					
Estimated Enrollment Projections					
	2011-12	2012-13	2013-14	2014-15	2015-16
Kindergarten	51	68	68	68	68
1 st Grade	51	51	51	68	68
2 nd Grade	34	51	51	51	68
3 rd Grade	17	34	51	68	68
4 th Grade	21	42	42	42	42
Total Enrollment	174	246	263	297	314

Fourth grade will be taught at both PPA, Jr. as well as Pinellas Preparatory Academy. Students completing third grade will be evaluated based on their classroom performance, FCAT scores, and other school assessments to determine their readiness for more advanced work. Those students who would fit into the “Honors” classes of Pinellas Preparatory Academy will be advanced to that school, where as those students who would benefit from the slightly more nurturing environment at PPA, Jr. will remain until fifth grade.

We request that our charter limit our enrollment to 350 students in grades Kindergarten through Fourth grade.

3. EDUCATIONAL PROGRAM DESIGN

- Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- Describe the proposed charter school’s educational program and/or curriculum approach, emphasizing the innovative instructional methods or approaches to be used.
- Describe the research base for the educational program and/or curriculum approach.
- Explain how the educational program aligns with the school’s mission.
- Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Standards, as required by section 1002.33, F.S.
- ❖ If the school intends to replicate an existing school design:
 - Provide evidence that the existing design has been effective and successful in raising student achievement.
 - The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.
 - Describe the applicant’s capacity to replicate an existing school design.
 - The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

CALENDAR

Pinellas Primary Academy will follow the same academic calendar as Pinellas County Schools regarding which days schools are in session. However, the school will determine its own hours of operation. For example, the school does not intend to follow the early release days every week that Pinellas County Schools currently observe.

SCHEDULE / INSTRUCTIONAL TIME

While the exact time schedules will be determined and set during the planning and implementation phase over the next year, we are considering something similar to the following schedule:

TABLE II	
Possible Daily Student Schedule	
Kindergarten – 2nd Grade	3rd – 4th Grade
8:10 Classes Start (Drop off between 7:50-8:10)	
8:10 – 9:40 First Block	8:10 – 8:40 Specials
9:40 – 9:55 Recess I	8:40 – 10:10 First Block
10:00 – 11:30 Second Block	10:10 – 10:35 Recess II
11:30 – 12:00 Lunch I	10:35 – 12:05 Second Block
12:05 – 1:35 Third Block	12:05 – 12:35 Lunch II
1:35 – 2:30 Specials	12:35 – 2:05 Third Block
	2:05 – 2:30 Specials
2:30 Dismissal (Pick up between 2:30-3:00)	

This schedule is a general guideline that will be used when developing the master schedule. A few key points that will be taken into consideration when scheduling instructional time are:

- Uninterrupted blocks for reading and math of at least 90 minutes (during which time these subject areas will be the primary focus, within the context of the overall projects currently being completed by the class).

- Science and Social Studies content will be integrated into the other content areas to allow for as much instruction as possible.
- Class schedules will be optimized for the use of a reading specialist (so that reading specialists can work with as many students as possible).
- Creative / constructive play and expression is essential in the development of children, and, therefore, we do plan to have a recess time built into the day, preferably breaking apart the two main academic blocks.

EDUCATIONAL PROGRAM / CURRICULAR APPROACH AND RESEARCH BASE

The main educational approach of Pinellas Primary Academy will be Project Based Learning. Students will be actively engaged in various projects and educational pursuits, while at the same time learning the essential components as outlined in the Next Generation Sunshine State Standards. A more in-depth explanation of how this will be carried out is included in section 4 (Curriculum Plan) of this application.

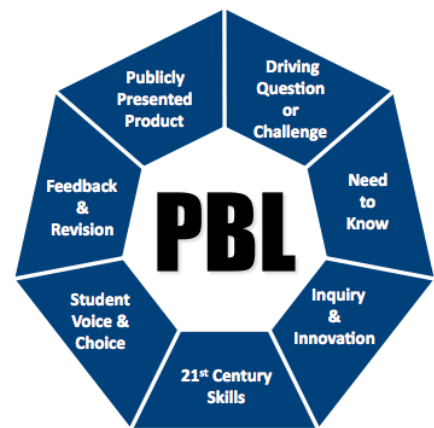
Project Based Learning has been around for many years. The ideas of experiential learning were advocated by William Kilpatrick as early as 1918 and John Dewey in 1938. A great deal of research has been reviewed, although not necessarily quoted, throughout this application. An extensive bibliography is included prior to the appendixes of this application.

Possibly the most extensive definition of Project Based Learning is that presented by the Buck Institute for Education which focused on Project Based Learning for the 21st century. Their model, borrowed from their website

(http://www.bie.org/about/what_is_pbl/) is as follows:

Rigorous and in-depth Project Based Learning:

- **is organized around an open-ended Driving Question or Challenge.** These focus students' work and deepen their learning by centering on significant issues, debates, questions and/or problems.
- **creates a need to know essential content and skills.** Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give them the opportunity to apply them. PBL begins with the vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.
- **requires inquiry to learn and/or create something new.** Not all learning has to be based on inquiry, but some should. And this inquiry should lead students to construct something new – an idea, an interpretation, a new way of displaying what they have learned.



- **requires critical thinking, problem solving, collaboration, and various forms of communication.** Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st Century Skills".
- **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- **incorporates feedback and revision.** Students use peer critique to improve their work to create higher quality products.
- **results in a publicly presented product or performance.** What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

ALIGNMENT TO SCHOOL'S MISSION

PPA, Jr's mission will be to provide a nurturing and creative environment for motivated students, where together they can rise to their potential. Through the use of Project Based Learning we will be able to engage and motivate students to apply their education to real world purposes, even at the very early primary grade levels. Much of the research quoted in the bibliography talks about the ability for Project Based Learning to maintain the high motivation levels of students. Our staff will act as facilitators during the process of student learning, nurturing them along the way.

CAPACITY TO FULFILL THESE GOALS

PPA, Jr.'s core values mirror the values which guide Pinellas Preparatory Academy. PPA has successfully operated as a charter school in Pinellas County since 2002, showing solid growth and exemplary educational performance. Our organizational structure, fiscal management, and academic focus are clearly demonstrated, and we believe that this experience will allow us to operate a successful primary school, mirroring the core academic values of PPA, but with a more clearly defined instructional method and approach (Project Based Learning). Referenced throughout this application are three separate names: Pinellas Preparatory Academy, Inc., Pinellas Preparatory Academy [PPA], and Pinellas Primary Academy [PPA, Jr.]. For a more detailed explanation of the organizational structure, please see the management section of this application. However, by way of a brief explanation Pinellas Preparatory Academy, Inc. refers to the incorporated non-profit agency which holds the contract with the school district that operates the charter schools. The agency refers to the Board of Directors, and the superintendent who will oversee both

PPA School Grades	
2002-03	A
2003-04	A
2004-05	A
2005-06	B
2006-07	A
2007-08	A
2008-09	A

schools. PPA refers to the currently operating 4th-8th grade Charter School, and PPA, Jr. refers to the planned school for which this application represents.

In the operation of PPA, we have demonstrated our capacity to fulfill the goals outlined within this application. We have been consistently rated an A or B school every year of our existence. Our scores on the Florida Comprehensive Assessment Tests have consistently outscored those of the district and state averages. Our parent satisfaction surveys annually show that our parents are pleased with the education their students are receiving, that students feel safe, and that they are academically challenged. As an organization, PPA has demonstrated fiscal responsibility, been diligent about responding to district inquiries, and has met or exceeded all mandates of a public charter school. We have no reason to believe that we could not continue to exceed expectations with the approval of this application.

CAPACITY TO FULFILL THESE GOALS

PPA, Jr.'s core values mirror the values which guide Pinellas Preparatory Academy. The organization structure and academic team have already created one positive school where students are successful, and believe this can be carried over to the operation of the primary school. Please see the section later regarding staff and organization structure which outlines how this will be overseen.

4. CURRICULUM PLAN

- ❖ Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards. For schools that will serve high school students, the proposed curriculum must describe the major areas of interest as required by section 1003.428, F.S.
- ❖ Describe the research base and foundation materials that were used or will be used to develop the curriculum.
- ❖ Describe the school’s reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.
 - The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information no reading requirements maybe accessed at www.justreadflorida.com/docs/reading_programs.pdf
- ❖ Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.
- ❖ Describe how the effectiveness of the curriculum will be evaluated.

The main drive for the educational program of Pinellas Primary Academy will be ensuring that students obtain the essential elements of the Next Generation Sunshine State Standards through the use of Project Based Learning. This style incorporates real-world experiences, tied with a strong degree of cooperative learning and the incorporation of multiple intelligences. We have made many of the preliminary decisions regarding curriculum, but know that we still have more to do. The Principal of Pinellas Preparatory Academy, Curtis Fuller, who will be moving up to the position of Superintendent of Pinellas Preparatory Academy, Inc., has a Master’s Degree in Educational Leadership and a license as a Curriculum Director from the state of Wisconsin (no equivalent license exists in the state of Florida). As is indicated in the action plan listed later in this document, once a new principal has been hired for Pinellas Preparatory Academy, Mr. Fuller will dedicate his time to refining and clearly laying out the specific scope and sequence tied in with the curriculum identified within this application. This will be done by forming academic teams to review the curriculum in comparison to Next Generation Sunshine State Standards, finding what additional resources above and beyond what is listed below will be necessary, and writing a specific scope and sequence to be used by teachers.

The main thrust of the educational program of Pinellas Primary Academy will be to engage the multiple intelligences that students possess and to allow them to work cooperatively and collaboratively with their peers to master content. We believe strongly in the ideals of Project Based Learning. For example, our Kindergarten program hopes to emulate the program being carried out at Auburn Early Education Center (www.edutopia.org/kindergarten-project-based-learning-video). It is our belief that learning needs to be authentic and integrated for students to truly understand and ingrain the lessons taught into their everyday lives. While we do not intend to become an official Core Knowledge® school, the ideals written by EJ Hirsch (2010) regarding the necessity for literacy instruction to include real-world, applicable instruction, we believe is essential. Therefore, it will be integrated into the curricular approach. Hirsch writes that “to be fully literate is to have the communicative powers of language at your command--to read, write, listen and speak with understanding,” but he breaks the process of reading into two distinct parts: decoding and comprehension. Much of a primary student’s instruction focuses almost exclusively on the decoding. In order to comprehend the text, students need to have prior knowledge to tie their reading to in order to make sense of the text. We believe by tying together all instructional areas through the use of Project Based Learning, PPA students will see a purpose for their reading and they will be able to build a more significant base of background knowledge, which will enable them to be more successful with their reading and truly succeed in all communicative tasks.

While we hope to spend the planning year working out the specific details of our curriculum, along with detailed scope and sequence documents, we intend to use similar curricular materials to what is used at Pinellas Preparatory Academy in an attempt to provide continuity for those students who stay with our schools through eighth grade. Below is a list of the four main curricular areas and the materials that we intend to use for each area. Correlations between the textbook series and the Sunshine State Standards are included within the Appendixes of this application. Due to the recent update in some of the standards, the correlations may be based on the previous version; however, we are aware of and will ensure compliance with the Next Generation Sunshine State Standards.

LANGUAGE ARTS

Language Arts: Our initial plan is to utilize the Macmillan/McGraw-Hill Treasures series, which is the same curricular material package used by Pinellas County Schools. We have found it helpful to try to follow the same series as the district in regard to Language Arts, due to the wealth of materials we then can access from the district (i.e. trainings, teacher created materials, etc.). While we will utilize the materials and curriculum provided by the publisher, we will be rearranging the stories into themes that are more integrated with the interdisciplinary, Project Based Learning model we will be using at PPA, Jr. Please see Table 3 for an example of how the curriculum might be rearranged. Stories will be interwoven into the instruction during the project portions of the day, and the supporting lessons that go along with the units (such as the word study skills, fluency instruction, oral language, shared reading and reading/writing workshops) will be included as mini lessons to be used to support and enhance the work students are completing as part of their overall projects. The research listed in the bibliography supports that by infusing literature instruction into more real world scenarios, students will be more engaged in and retain their instruction more effectively.



In addition to the materials provided by the Treasures series, we plan to ensure our teachers have training in the utilization of the “6+1 Trait® Writing” program as has been developed by Education Northwest. This program breaks writing into six (plus one) components as a way of teaching and evaluating student writing:

- **Ideas** (the main message);
- **Organization** (the internal structure of the piece);
- **Voice** (the personal tone and flavor of the author’s message);
- **Word Choice** (the vocabulary a writer chooses to convey meaning);
- **Sentence Fluency** (the rhythm and flow of the language);
- **Conventions** (the mechanical correctness);
- and **Presentation** (how the writing actually looks on the page)

MATH

Math: Our initial plan is to utilize the Saxon Math series, published by Houghton Mifflin Harcourt. We have utilized this series at PPA for the last 5 years with extremely positive results. Unlike traditional math series, Saxon is designed in a way that is extremely repetitive and



cyclical ensuring students are frequently reintroduced to and practice the math skills as they cycle through their math training. Math skills will be integrated into the project based learning, but a separate time will be given to math instruction, as many of the math skills required in the primary years are primary skills and as such, are unable to be built into the project based schedule. However, certain projects will lend themselves to some of the tasks highlighted in the Next Generation Sunshine State Standards more than others. For example, in Table 3 you will see that in the first grade project/theme “Community Helpers” we intend to focus more heavily on the math skills of currency, while during the theme of “Mapping” we intend to focus on measurements, units of measuring and comparing/order items based on measurement.

SOCIAL STUDIES

Social Studies: Too often in the reality of high stakes testing, the Humanities and Arts are neglected in schools today. Often times parents coming to us from other schools have complained to us that their students haven’t had Science or Social Studies lessons until the last few weeks of school; after the FCAT has been completed. We maintain that instruction should be based on more than just basic skills; it should be founded in the roots of essential and real life knowledge and feel much of this comes from the areas that are so often dropped from the curriculum. As a result, Social Studies and Science instruction will be an instrumental part of the academic program at PPA, Jr. and will be the driving force behind many of the project based themes that the school will utilize. Initially, we intend to use two curricular material sets for Social Studies. Most students will utilize the History Alive series, published by TCI. The History Alive series offers a great deal of hands on experiences, actively engaging students in simulating what they are studying. One downfall of the TCI materials is that they do not have a specific Florida Studies textbook for fourth graders. As a result, we like the Houghton Mifflin Florida Studies Fourth Grade textbook to help our fourth graders learn more about Florida history, as aligned to the Next Generation Sunshine State Standards.



SCIENCE

Science: The science program we intend to initially use is the Scott Foresman Science series published by Pearson. This program offers many opportunities for students to participate in hands on experiences related to the subjects they are studying. The program aligns well with the Sunshine State Standards, and is also the program used at both PPA and the Pinellas County School Board. The actual sequence of the instruction will be modified to incorporate the project based themes being used within the school. Scientific inquiry and the science standards will be heavily infused into the project designs to ensure students are meeting the required standards.



In developing the project based themes, correlations between the standards and content to be taught at each grade level will be analyzed and put together. From there, teachers will work with the students, using their knowledge of students' abilities and interests as well as current events and curricular materials to develop individualized projects for groups of students. During the planning year of the school these themes and possible projects will be more thoroughly developed and laid out. Some of the work has already been done. For example, Table 3 shows an example of major themes for First Graders. Drafts of similar charts for additional grade levels are included as Appendix XII.

TABLE III

First Grade Thematic Units for Project Based Study

Language Arts	Social Studies	Science	Math	Health	Core Knowledge
Below are the story units/lessons and story titles from the curricular materials that would be taught within each thematic unit.	Below are the chapter titles from the History Alive textbook that would be covered within each unit.	Below are the chapter titles from the Scott Foresman Science textbook that would be covered within each unit.	Below are the math standards (SSS) that would be specifically highlighted during the unit. Other math concepts will be spread throughout the year.	Below are the health standards (SSS) that would be specifically highlighted during the unit. Other health standards will be spread throughout the year.	Below are areas of study we feel essential (as defined by the Core Knowledge Institute) that would be included in each unit.

Getting to Know Each Other Theme

1/1: Pam & Sam 1/3: How You Grew 1/4: Pet Tricks 1/5: Soccer	Ch.1: How do we get along in school? Ch.2: Why is it important to learn from each other? Ch.3: Why do schools have rules?	Ch.1: Living and Nonliving Ch.2: Habitats Ch.3: How plants and animals live Ch.12: Science in our world			
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Community Helpers

1/2: I Can! Can You? 2/2: Little Red Hen 3/1: Kate's Game 3/2: Kids Can Help 6/3: Cool Jobs	Ch.4: Who helps us at school? Ch.5: How are we good helpers at school?	Ch.4: Life cycles Ch.5: Food chains		HE.1.C.1 (Health promotion, disease prevention) HE.1.B.2 (Communication skills to enhance health and avoid risk) HE.1.C.2 (Advocate for good health)	Science: Human Body (Systems, preventing illness) Math: Currency
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Mapping

4/2: June Robot Cleans Up 2/3: A Prairie Dog Home 2/5: On My Way to School 6/1: Dot and Jabber and the Big Bug Mystery	Ch.4: What is a map? Ch.14: What do good neighbors do?	Ch.6: Land, Water and Air	MA.1.G.5.1 (Measure and group with units) MA.1.G.5.2 (Compare and order based on measurements)		
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Weather / Astronomy

4/3: Stormy Weather 5/4: Whistle for Willie 5/5: A Fruit is a Suitcase for Seeds		Ch.11: Day and Night Sky Ch.7: Weather			
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Historical Perspectives

5/3: Kids' Inventions 4/4: Meet Ben Franklin 5/2: The Kite	Ch.7: What was school like long ago?				SS: Early people and civilizations SS: Early World Civilizations (Mesopotamia, Ancient Egypt)
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Community Service and Groups

2/4: The Fun Kids Band 4/1: Pelican Was Hungry 4/5: The Rabbit	Ch.8: What groups do we belong to?				
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Families / Supporting Each Other

2/1: Animal Moms and Dads 3/5: Gram and Me 6/5: Sand Castle	Ch.9: How are families special? Ch.10: What do families need and want?			HE.1.C.2 (Analyze factors on health behaviors)	
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Being Observant and Scientific

6/4: A Tiger Cub Grows Up		Ch.8: Observing Matter Ch.9: Movement and Sound	MA.1.G.3.1 (Vocabulary to compare shapes) MA.1.G.3.2 (Compose and decompose shapes)		
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Traditions

3/4: Smile, Mike! 5/1: Olivia	Ch.11: How do family members care for each other? Ch.12: How do families change? Ch.13: What are family traditions?				SS: Modern world civilization (Mexico)
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Energy / Space

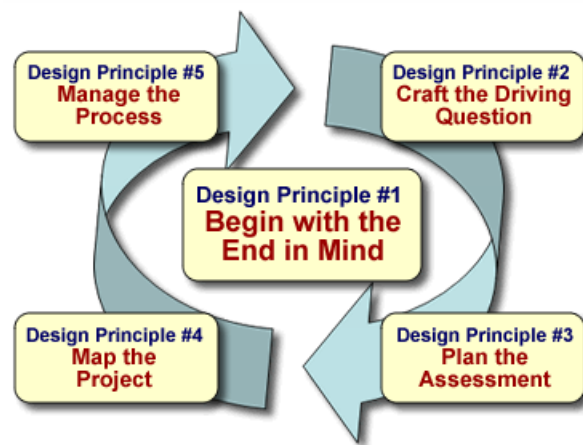
3/3: Short Shadows, Long Shadows 6/2: Blue Jay Finds A Way		Ch.10: Learning about Energy			Sci: Astronomy
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As can be seen from Table III, the core themes for first grade are:

- | | |
|--|--|
| <ul style="list-style-type: none">• Getting to Know Each Other• Community Helpers• Mapping• Weather / Astronomy• Historical Perspectives | <ul style="list-style-type: none">• Community Service and Groups• Families / Supporting Each Other• Being Observant and Scientific• Traditions• Energy / Space |
|--|--|

In general, about three themes will be covered in each nine-week grading period, leaving approximately three weeks per theme. Some themes will take longer to cover than others (for example, “Getting to Know you,” is the theme where the classroom community, rules and structure will be instituted, and will, therefore, probably take closer to five weeks to cover).

During the planning phase of the charter, various project types will be researched and provided as examples to teachers. These can then be drawn upon by the teachers in developing a specific project for students. Most projects cannot be completely designed prior to the school year, as they will be individualized based on the needs and interests of the students in the class. A model such as the one described by The Buck Institute (“Designing Your Project”) will be used to develop the individual projects. This process encourages starting with the end in mind. First, the teacher or designer would develop the objectives students should have at the end of the project. From there a question that the students must try to answer is posed. Once the question has been developed, a method of assessment is devised that will encompass the learning objectives. The teacher then works with the students to develop a map with deadlines and steps along the way to completion of the overall project. Once the actual student work begins, the teacher then becomes a facilitator helping the students stay on track and find the information they need, offering mini-lessons and support along the way.



How would this work for a First Grade classroom? Let’s take the first general theme, “Getting to Know Each Other,” and break down how this process might work for a first grade classroom.

Step 1 - Begin with the End in Mind - The primary objective for this lesson is to develop a sense of community within the classroom and to establish classroom procedures and expectations that will help the rest of the year go successfully. Students need to become aware of how the class will be working together, project based, and how they are expected to participate and contribute to the classroom community.

Step 2 - Craft the Driving Question - Given that first graders attention span will not allow for a full 4-5 week project, especially when they are first getting used to this style of learning, students will engage in several questions and projects as part of this overall theme. Some of the potential questions that the teacher may want to address may be:

- What do we have in common as a community?
- How can we work together?
- What do we expect from each other?
- How do guidelines/expectations (rules) help us succeed?
- How do other groups get along with each other and work together?
- What happens if everyone doesn't do their jobs?

Step 3 - Plan the Assessment - Each project will have its own assessment rubric. Students will be taught how to utilize rubrics as a planning guide. For the purposes of this demonstration, let's focus on the fifth question, "How do other groups get along with each other and work together?" A teacher may want to assess based on the following criteria:

- Students will describe two situations where living beings interact-one human, one animal
 - Able to describe situation
 - Able to answer two questions from either peers or teacher about their situations
- Students will imagine a situation that did not go well due to a lack of cooperation
 - Students will write, draw or record a story where a group didn't get along
- Students will explain why they feel it is necessary to get along in class
 - Engage in small group discussion regarding classroom cooperation

Step 4 - Map the Project - The teacher may choose to begin the unit with the story "Soccer" from Unit 1 of the first grade Treasure's textbook. While teaching this lesson during the language arts block, the typical lessons from this unit are included (such as read aloud strategies, phoneme categorization, phoneme segmentation, phoneme deletion, final blends and CVCC words, high frequency words, fluency cues, etc.). While reading the story, the teacher would also highlight the importance of team, discuss if any of the students have ever played soccer and how they had to work together as a team. From there, the teacher can ask for examples of other teams. The teacher will then explain how the students will be investigating teams to discover **how other groups get along with each other and work together**. The teacher will incorporate chapter three of the science book in regards to how animals live and will encourage the students to think of groups of people and groups of animals that they might like to learn more about. Based on interest, the students can then be grouped together and each group can decide what they will research. To ensure that each student is equally participating and getting the maximized learning, cooperative learning strategies will be used. Each student will be given a specific job in each group (ex: researcher, writer, reader, or presenter). The teacher will help to guide them in the right direction. The teachers will explain their time lines, explaining what they will do today and tomorrow during the project time, and how on the following day they will need to be able to describe their situations and to answer questions about them. They will then discuss the culmination of the project and how they will be writing a story about a group that didn't get along.

As the teacher is mapping the plan for the project, at the same time they will be employing the use of the standards based assessment program eluded to in section one of this application. The system will allow the teacher to pick specific standards which will be covered through the mini-lessons and completion of the project.

Step 5 - Manage the Process - The teacher then allows the students to work together on their question. The students can use the classroom library, computers, and other available resources; students will learn more about their subject. Throughout the process the teachers will use mini lessons to individual groups or to the whole class when the need arises to find specific information. For example, at one point, the teacher may pause the work time to incorporate a lesson from chapter one of the social studies book about getting along in school, or from chapter three of the science book about other living animals and how they coexist. How the teacher manages this is based on their training and the needs of the students as they progress through their learning experience.

Using this five step approach to designing projects and questions which guide the instruction, teachers will be able to ensure that students are receiving a balanced education. Reading and writing will be the essential components of the instructional design of Pinellas Primary Academy. We believe that by integrating the various subject areas into projects, additional time will be able to be devoted toward the teaching of reading and writing skills and will provide for a more well-rounded and effective education for the students.

Classes at Pinellas Primary Academy will be grouped heterogeneously. We believe that through the use of cooperative learning and differentiated instruction we can meet the needs of both those advanced students who need additional challenge in the classroom, and those who may be struggling academically and need additional assistance. In addition we plan to hire a reading specialist to work with students who are struggling with reading. We also will eventually have a full time staff person who will work with both the ESE students, as well as students who may be struggling academically in other areas. We also intend to have on-site gifted instruction for those students who qualify for Gifted Services. This will consist of a thematic supplemental program two to three times per week, similar to the structure that has worked for Pinellas Preparatory Academy. In addition to these services, the evaluation of the instructional materials selected by the school will include a weighting for supplemental materials which provide additional assistance to students who are either struggling or advanced.

Another key component in the design of the school both physically and operationally is the use of grade level teams. Teachers will plan their units collaboratively and will be located within adjoining rooms. This will allow teachers to team teach projects and open up teachers to work more effectively within small groups of students. It is our intention to hire at least one staff member on each grade level team who has been trained in the Content Area Reading-Professional Development (CAR-PD) program, to assist with facilitating lower level readers within the grade level team. The expectation is that all staff will work towards this certification.

As students progress through their years at PPA, Jr., they will begin to be prepared for the possibility of entering the honors program at Pinellas Preparatory Academy. The primary determination for students in the Honors program is their ability in mathematics. The math curriculum within that program is advanced by one year. Therefore, starting about half way through the second grade year, the instruction of math will be differentiated in such a way that students who may potentially be going into the Honors program will receive accelerated math instruction, moving more quickly through the curriculum than other students. By the time they enter the fourth grade, they will be prepared for the fifth grade curriculum.

ONGOING REVISIONS

After the first year of instruction with the curriculum, teachers and the school principal will evaluate the effectiveness of the scope and sequence, and they will provide modifications as are necessary to best improve the education of students at Pinellas Primary Academy. The effectiveness of the curriculum will be decided based on the assessment data available, which could include the following:

- Standardized Test Data (Stanfords, FCAT, etc.)
- Our internal database correlating projects with standards and student achievement
- PEER Reading Assessments
- Informal Classroom Assessments
- Teacher Observations / Anecdotal Records
- Common Assessment Data

Throughout the entire process, the idea of “beginning with the end in mind” will be essential. As described by Wiggins and McTighe in Understanding by Design (2005), the point at which students need to be at the end of each year will be the starting point and the curriculum development will work backward from that point, breaking down the essential components that students need to be successful.

5. STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION

- State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student success will be evaluated, and the specific results to be attained.
- Describe the school's student placement procedures and promotion standards.
- If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.
- Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.
- Identify the types and frequency of assessments that the school will use to measure and monitor student performance. Include a description of how students will participate in the statewide assessment program and what other assessments will be used to document student progress.
- Describe how student assessment and performance data will be used to evaluate and inform instruction.
- Describe how student assessment and performance information will be shared with students and parents.
- Describe, to the extent possible, how student progress and performance will be evaluated and compared to closely comparable student populations.

Assessment of students and data driven decisions will be an essential component in the operation of Pinellas Primary Academy. Assessment is the means by which we can measure and ensure student growth. Within the educational climate that exists today, much focus is placed on state-wide formal assessments. While third and fourth graders at Pinellas Primary Academy will participate in the FCAT, it will not be the central component of instruction as it has become in some schools. Pinellas Primary Academy will provide a holistic approach toward education that educates students in all areas, not just those tested on the FCAT.

The staff of Pinellas Primary Academy will utilize data in decision making, and teachers will be selected partially on their abilities to informally assess student abilities and make appropriate educational decisions based on those needs. During the planning phase of the charter, and while developing the grade level themes, a comprehensive database system will be designed and developed to be used in the planning and assessment phases of instruction. This system will allow teachers to identify which specific state standards are being covered during individual projects, and afterwards, will allow the teacher to identify the mastery level of individual students in regards to each standard. This data will then be able to be extracted in such a way as to provide individual assessment of student progress, class-wide planning for standards which have not been mastered and administrative oversight of the progress of individual classes. The system will be developed in conjunction with the finalization of the themes so that individual benchmarks can be identified for each theme within the scope and sequence of the curriculum. When students are not meeting the required benchmarks, they will receive focused assistance in those areas through tutoring, individualized instruction, and work with staff members (such as the Reading Specialist, ESE specialist, or with lessons prescribed by the teacher and carried out by educational assistants). These benchmarks and assessments thereof will be comparable to Pinellas County School's Common Assessment schedule. The assessments will be developed in-house, and assess the benchmarks which will be identified in the curriculum documents.

As a more formal assessment, Pinellas Primary Academy students will participate in the FAIR testing, developed by the State of Florida, three times each year. This data will help to show strengths and weaknesses of individual students and will allow teachers to customize their instruction more directly towards those students who need additional assistance in core areas.

At the beginning of each year, students will also participate in a Stanford Achievement Assessment (or equivalent assessment). This assessment will again be measured in the Spring, within a month of the last day of school, to show student growth from the start of the year to the end of the year. This assessment will provide a baseline set of data which can be compared over the course of the year as well as year after year. The Stanford Achievement Assessment is a norm-based assessment, which provides data with how our students are performing in comparison to other comparable students.

We feel that this assessment regiment assures that we have a series of measures which ensure validity and reliability amongst of our student assessments with both nationally norm referenced assessment, as well as the standards based Florida assessment.

Additionally, we plan to develop a planning and assistant system which will allow teachers to identify core standards that each individual project being used with the students will address. During the evaluation of their project, teachers will be able to identify which standards individual students have demonstrated mastery of during the project. This system will then print individual student reports which will identify standards that still need to be worked on with individual students, so that during the planning of future projects, the teacher will be able to focus instruction based on the skills students have yet to master from the Next Generation Sunshine State Standards. This system will also provide clear documentation of classroom progress in order to identify where class interventions may be necessary or where level two or three (as defined by the PS/RtI system) interventions may be necessary for individual students.

Informal assessments, such as the use of running records, class work and other teacher created activities will also play a vital role in allowing the teachers to form a comprehensive understanding of student abilities.

Formal assessment data, such as those acquired from the Stanford Achievement Test, will be sent home with students for their families to review, as well as possibly made available through an online grading system. Informal assessment data will be scored and shared with parents through the online grading system. Pinellas Preparatory Academy currently uses Gradebook Wizard, an online grading system, which allows parents access to grades, testing information, messaging features, and more. It is presumed that Pinellas Primary Academy will use the same or a similar package.

Student promotion will be based on readiness to complete the next academic year. Within the curriculum document, a core set of benchmarks that students must demonstrate mastery of each year will be identified. Within that document, we anticipate having “non-negotiable” benchmarks identified, as well as a number of other goals which must be met in order to be promoted to the next grade level. For example, in First grade math, it is conceivable that there may be 12 benchmarks identified within the curriculum document. Six of these benchmarks may be identified as “non-negotiable” and the document may lay out that four of the remaining six objectives must be met in order to be promoted to the second grade. Given these parameters, if a First grader does not meet any one of the six non-negotiable items, they will be retained in the First grade the next year. If they meet all six of the non-negotiable items, and at least four of the other benchmarks, they will be deemed ready to move on to the following grade level.

Pinellas Preparatory Academy, Inc. also plans to develop a summer program for students. We have successfully run summer camps in the past and we continue to work to improve and build upon this

program. Our hope is that by the summer of 2012 the program will be developed sufficiently to offer remediation courses which will allow students to focus on individual benchmarks they may have missed from the curriculum in order to facilitate their promotion to the next grade level.

Our goals for student achievement include:

- Each year, 90% of Pinellas Primary Academy students will show an annual average increase of at least 0.9 in their grade level equivalency [GLE] scores on the Stanford Achievement Assessments (or similar assessment package).
- All students who do not meet annual expectations (i.e. 0.9 GLE increase, at or above grade level on FCAT, Yellow or Green level in FAIR, etc.) will be identified and a plan developed for peer-coaching, tutoring, or small group instruction as a form of remediation.
- Pinellas Primary Academy students will score in the top 25% of students within Pinellas County Schools as ranked by the FCAT.

6. EXCEPTIONAL STUDENTS

- ❖ Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 plans, and providing a full range of services.
- ❖ Identify the staffing plan for the school's special education program, including the number and qualifications of staff.
- ❖ Describe how the school will serve gifted and talented students.
- ❖ Describe how the school's effectiveness in serving exceptional education students will be evaluated.

We realize that our target population of students who are motivated and willing to put forth effort will include those students who have ESE needs. We are prepared to offer services to those students to ensure that their needs are met. We assume that initially our ESE and Gifted population will be limited. Currently, about 17% of Pinellas Preparatory Academy's students qualify for either ESE or Gifted services. It is likely that this percentage will be lower, given the primary stage of this population. Therefore, as a starting point for our planning, we are projecting the following percentage of students will be in need of these services:

Grade	% Students Who Qualify
Kindergarten	5%
1 st Grade	10%
2 nd Grade	10%
3 rd Grade	10%
4 th Grade	10%

Based on these numbers, we assume we will open our school with approximately 10-15 students with ESE services, and eventually, once we reach capacity, we will have around 25 students who qualify. Given the staffing models and experience we have with Pinellas Preparatory Academy, this same model could apply where a specific staff person, working approximately 15-20 hours per week will be able to meet the needs of our students initially. Within the budget described later in this application, you will see that we have initially structured our ESE staffing so that there is one full-time staff person at PPA, one part time (.4 FTE) person at PPA, Jr. and another person for which half of the time will be split between the two schools offering support to both. We also have a plan in place to increase the ESE staffing at PPA, Jr. over time (as needed), and anticipate having a full-time ESE specialist exclusively on the PPA, Jr. staff by 2014-15.

Pinellas Primary Academy plans to work closely with the Pinellas County Schools' Certified Educational Diagnostician assigned to our school to ensure compliance with applicable state and federal guidelines regarding ESE services. We acknowledge that Pinellas County Schools will serve as the Local Education Agency (LEA), and that we will do everything possible to support the district in that role. Our staff will regularly attend trainings to ensure compliance. The structure of running both schools will also allow for flexibility and collaboration amongst special education staff members. As described later in this application, we anticipate that there may be some job sharing which may occur in regard to ESE/Gifted staff members.

For impairment disabilities such as vision, speech, deaf and hard of hearing, occupational therapy, etc., PPA, Jr. will contract with outside agencies to provide certified individuals to administer direct services, assessments and progress monitoring for these students. Progress monitoring of each student's IEP will be case managed by a certified ESE staff member of PPA, Jr. through collaboration with the contracted service provider.

PPA, Jr. will also implement a strong Response to Intervention [RtI] model. Given that Pinellas Primary Academy's curriculum and design is being developed as a new system, we have the unique opportunity to develop RtI structures into the very fabric of the school. Research based interventions, whereby a philosophy advocating an educational process of continuous reflection, rethinking, and restructuring of strategies will be afforded to students throughout their experience at Pinellas Primary Academy. PPA, Jr., will have a solid RtI School Based Leadership Team to apply the process of progressive system change utilizing consensus building, infrastructure development and implementation. The School Based Leadership Team will be a model of consensus building utilizing participation from all levels of its system. The system will revolve around the study and optimization of the interactions of curriculum, instruction, students and learning environments.

As the work on the specific scope and sequence in relation to the curriculum is being developed, attention will be given to identifying key indicators for students who may need additional services. Research based interventions will be incorporated into those documents for whole-class applications, consistent with the Tier 1 model. Through the use of the innovative database system described earlier in this application, the identification of classrooms in need of Tier 1 interventions and individual students in need of Tier 2 or 3 interventions will be more clearly identified through the progression of the curriculum.

The primary model of ESE services to be provided at PPA, Jr. will be small group sessions with a focus on specific learning goals and objectives. However, the individual needs of students will be addressed through the IEP process and services will be provided as identified. While small learning groups may be the primary model, inclusive ESE instruction and support will also be provided to students within their typical classroom environment, ensuring that students are serviced in accordance with their individual needs within the least restrictive environment. The ESE specialist will also meet with the general education teacher(s) on a regular basis to ensure compliance with the IEP services and accommodations.

With regard to Section 504 of the Rehabilitation Act of 1973, when a 504 Plan is warranted, teachers, parents and related support personnel will collaborate to develop individual plans outlining appropriate accommodations to be applied within the general education setting.

We also intend to have an on-site Gifted Education teacher and classroom for those students who qualify for Gifted Services. Our Gifted Enrichment model will offer differentiated instruction to these students. Gifted classes will convene two to three times per week, similar to the model that has worked for Pinellas Preparatory Academy. In the gifted classroom, a topic is thoroughly explored allowing students to develop a depth and breadth of information pertinent to the content being covered that is not normally possible in a traditional classroom. The program that we currently use is one where there is an annual curriculum theme and that the activities of the year focus on that theme (i.e., last year the curriculum theme was Socratic Seminars, and the previous year's was Global Issues and Sustainable Solutions). Our Gifted Education model will take into account the Gifted student's need to explore and develop higher order thinking skills as well as their need to associate with their like-minded peers.

7. ENGLISH LANGUAGE LEARNERS

- ❖ Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.
- ❖ Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

Pinellas Primary Academy will ensure equal access to educational opportunities for those students who are English Language Learners, as defined by Florida statute and administrative rule. Upon being admitted to PPA, Jr., all students will be given a Home Language Survey, as developed by Pinellas County Schools, unless such a form already exists in that student's cumulative records. If the parent indicates a positive response to either that the student's first language is a language other than English, or that the most frequently spoken language is one other than English, the student shall begin receiving English for Speakers of Other Languages [ESOL] services, and will be scheduled for more formalized assessment within twenty (20) days of admission.

The assessment will be in the form of the Comprehensive English Language Learner's Assessment [CELLA] or subsequent assessment approved by the school district. A staff member trained in administering this assessment shall be responsible for the administration and interpretation of the results to determine if the student will continue to qualify for ESOL services as determined by Florida Administrative Rule 6A-6.0902. If a student is labeled as an English Language Learner [ELL] and qualifies for services, a plan will be written to ensure the student receives the services necessary.

The primary method of providing these services shall be through an inclusionary model. It is our plan to ensure at least one teacher per grade level will hold the ESOL endorsement. Potential staff members holding the endorsement will be given extra weight on the hiring assessment rubric. If a staff member is chosen who does not have the endorsement, they shall be required to complete the ESOL program offered through the county's LMS system, or complete three credit hours through a university of coursework in regards to the instruction of ELL students before September 15 of the following year. The school principal shall work with the personnel department of the county to ensure certification requirements are met. As a result of at least one teacher per grade level team holding the ESOL endorsement, PPA, Jr. will ensure that all ELL students are placed in a class with an appropriately certified teacher. This teacher will then provide the necessary differentiated instruction and support within the classroom to the student as needed, and as defined, by the student's plan.

If an ELL student requires services beyond what is currently available at PPA, due to the complete lack of English skills, the school will work with the district to provide an alternative situation, such as dual-enrollment for services which are allowed for under rule 6A-0904(3)(b). However, given the hands-on nature of the project based curriculum that we intend to implement, we do not foresee this being necessary.

Certified ESOL teachers will ensure that the annual CELLA testing for ELL students is complete and that ELL students receive necessary accommodations on other assessments. The teacher(s) shall also coordinate ELL Committee meetings and ensure that parent notification is completed appropriately, and that meetings are held in accordance to state requirements. The teacher(s) shall so ensure that state rules are followed regarding promotion and assessment requirements.

8. SCHOOL CLIMATE AND DISCIPLINE

- ❖ Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- ❖ Describe the school’s philosophy regarding student behavior.
- ❖ Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, dismissal and recommendation for expulsion.

TYPICAL INSTRUCTIONAL SCHEDULE

Pinellas Primary Academy will follow the same academic school year calendar as developed by Pinellas County Schools so that we will be in session on the same days as Pinellas County, ensuring the required 180 days of instruction. School will begin at 8:10 AM and be released at 2:30 PM, allowing for 380 minutes each day (335 academic minutes after recess and lunch are accounted for). Please see Table II in section three of this application for a sample schedule.

Given the philosophy of the school with the intention to incorporate interdisciplinary approaches to instruction, we do not believe a rigid class schedule to be in the best interest of the educational approach. However, we acknowledge the statutory requirements to provide specific amount of instruction in specific areas. Table V indicates the dedicated core instructional minutes that will be provided throughout each day, as well as a breakdown of the specialists who will work with each class of students throughout the week. PPA has experience in working with the FTE office to ensure compliance with state reporting, and we are confident that we will find a way to accurately report the number of minutes of instruction which appropriately reflects the instruction the students are receiving.

TABLE V					
Instructional Minutes					
	Kind	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Dedicated Core Academic Instructional Minutes					
Language Arts Instruction	120	120	110	100	90
Math Instruction	90	90	90	90	90
Weekly Minutes With Specialists (Per classroom)					
Reading Specialist	90	90	60	45	30
Spanish Teacher	45	60	60	60	60
Physical Education	150	150	150	150	150
Art Teacher	45	45	45	45	45
Music Teacher	45	45	45	45	45

CHARACTER DEVELOPMENT AND STUDENT BEHAVIOR

Through the development of the curriculum, each year students will participate in a unit of study about character development (this will probably be one of the, if not the, first units of study at each grade level). Through this study we hope to emphasize a positive culture and attitude among the

students of PPA, Jr. Nevertheless, we realize that the culture of the school goes far beyond academics; it is inclusive of staff attitudes, parents' contributions, and much more. Being a school of choice, charter schools are forced to walk a tight line between parent and student satisfaction and academic rigor. We believe by focusing on a rigorous academic plan, parents that select our school will be pleased not only with the education their children are receiving, but the cultivation of a positive school culture.

Staff culture will also be a focus for the administration. The leadership and decision making structures are described in the management section of this application. We believe that this structure will help to build a positive school culture as well.

Going back to the school's mission, we will provide a nurturing and creative environment for motivated students. This means that we will focus on effort, motivation and academics. By providing an engaging curriculum and targeting students who are motivated to do well, we will significantly reduce the number of behavioral issues that exist at most schools. However, we plan to proactively deal with any behavioral issues that may arise with students. The focus on the behavior plan of the school will be on providing a safe atmosphere where students feel comfortable participating and engaging in their education.

A system similar to that which has evolved at Pinellas Preparatory Academy will be utilized at PPA, Jr. As is common in all schools, each teacher will have their own classroom policies in regard to misbehavior. If a child disregards these classroom guidelines, parents will be notified and this will be documented. After three such parent notifications, the office will become involved in the next incident. The principal or designee will talk with the student to try to ascertain the root of the problem and help to find ways of resolving the issue. Together, the student will work with the Principal or adult working with him or her to develop an action plan (which may actually be written out) to curb this problem from continuing. The school is designed to provide a nurturing environment where we attempt to solve the cause of the problem so that students feel safe and can return to participating in the academic program of the school. If, however, after numerous attempts to resolve the conflict, parents have been involved in attempts to resolve the conflict, increasingly more severe consequences have been issued, and the issues continue to occur and disrupt the education of other students, the parents will be asked to find a school that is better able to meet the needs of their child. During the planning stages of the charter (see the action plan), a specific set of policies will be developed outlining how this process will work. The plan developed will align with the Pinellas County Schools Code of Student Conduct, and will be shared with parents prior to the first day of school. The policy will be similar to the behavior policy of Pinellas Preparatory Academy (included as Appendix VII), but will be modified to make it more appropriate for primary students. We expressly acknowledge the fact that we are unable to expel students from Pinellas County Schools, and that our policies must align to the Pinellas County Code of Student Conduct.

Pinellas Primary Academy



Part 2

Organizational Plan

II. ORGANIZATIONAL PLAN

9. GOVERNANCE

- Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)
- Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.
- Provide a description of the responsibilities and obligations of the governing board as a whole, individual members, and officers of the board.
- Describe the policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and meeting schedule.
 - Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.
- Explain how the founding group for the school intends to transition to a governing board.
- Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.
- List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.
- Explain how parents and the community will be involved in the governance of the school.
- If the school is filing the application in conjunction with a college, university, museum, educational institution, and/or other nonprofit organization or any other partner, provide the following information:
 - ❖ Name of the partner organization.
 - Name of the contact person at the partner organization and that person's full contact information.
 - A description of the nature and purpose of the school's partnership with the organization.
 - An explanation of how the partner organization will be involved in the governance of the school.

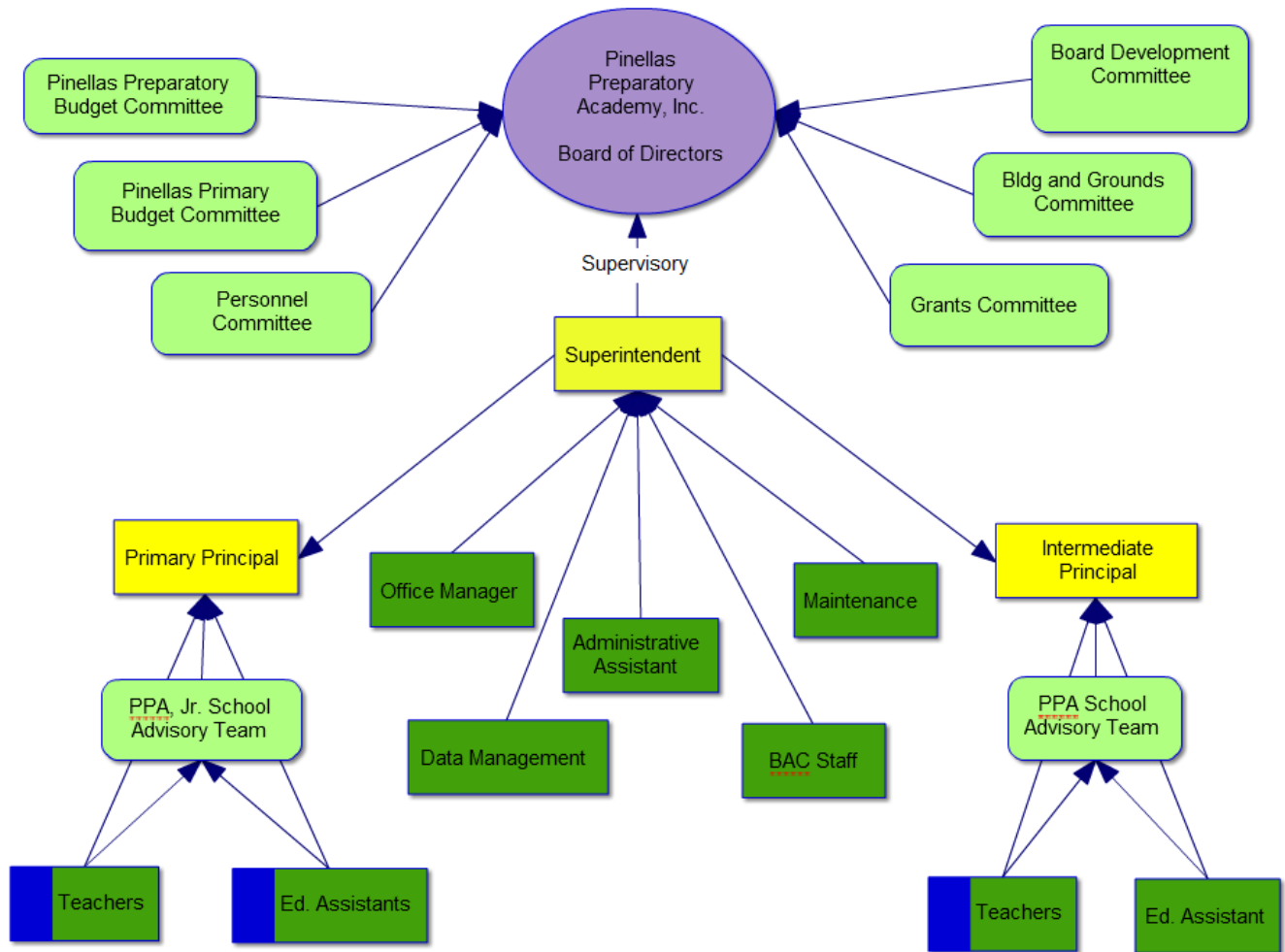
Pinellas Preparatory Academy, Inc. is a not-for-profit agency incorporated in the State of Florida in 2000, whose not-for-profit status was officially approved by the IRS in July of 2002 (see Appendix V for a copy of the Letter of Determination).

Pinellas Preparatory Academy, Inc. currently operates Pinellas Preparatory Academy, a charter school authorized by Pinellas County Schools. Pinellas Preparatory Academy, Inc, its Board of Directors and organizational structure will be the operator of Pinellas Primary Academy, if authorized.

The current administration will be modified slightly in order to accommodate the operation of the new school. Figure III illustrates the organizational structure of the agency, and both schools.

FIGURE III

Proposed Pinellas Preparatory Academy, Inc. Organizational Chart



As can be seen from the chart, the Board of Directors holds the ultimate responsibility for the operations of the agency. The Board of Directors will be responsible for establishing and maintaining the Policy and Procedures of the agency and setting the annual budgets (each school will be operated by a separate budget). The Board will establish committees to work on specific tasks (i.e. Personnel for developing job descriptions, conducting the annual evaluations of the Superintendent and providing direction regarding the staffing needs of the agency; budget (one for each school) along with developing working budgets to present to the Board of Directors, facilities for overseeing the operation and financing of the physical plant, etc.). The Board of Directors is made up of three to nine individuals who can be any member of the community with an interest in seeing the schools succeed (this could include parents, community members, civic leaders, etc.). A list of current Board Members is attached as Appendix VI. If this application is approved by the county, our general goal for Board membership will be three (3) parents from PPA, Jr., three (3) parents from PPA, and an additional three (3) members of the community to ensure equal representation on the Board of Directors.

One of the committees appointed by the Board of Directors is the Board Development Committee. This committee is responsible for assessing the needs of the Board and the skill sets brought by the individual Board members. Should a need be unmet, the committee tries to identify individuals who may be able to fill the needs of the Board. The Board Development Committee is currently working on creating a promotional type packet to share with community members about Pinellas Preparatory Academy, Inc. to be used to help recruit non-parent Board members from the community. Once individuals are interested in serving on the Board of Directors, they present a letter of interest to the Board explaining their qualifications and the skill sets they would bring to the Board. The Board then decides whether or not to add this individual as a member. Terms are for two years and re-appointments are allowed. Typically, Board members are added during the June meeting, however, if there are vacancies, positions may be filled when an individual is interested. The expiration of the terms for Board Members is staggered to ensure continuity during transitions. Additionally, all new Board Members go through an online training system through a state-approved trainer for Charter Schools, and every three years the Board will undergo training as a group by a state-approved trainer.

The responsibilities for individual Board members include attendance at all Board Meetings, contributing to the discussions and efforts of the Board, and serving on at least one Committee. Board members have no authority over the school or individual staff members outside of the collective of the Board at scheduled public meetings.

The day-to-day operations of Pinellas Preparatory Academy, Inc. will be overseen by the Superintendent who will regularly report back to the Board of Directors. The Superintendent will be responsible for the management of the agency, including adherence to the policies and budgets set by the Board of Directors as well as any applicable state and federal laws. This person will coordinate and ensure for the fiscal management, human resources management, contractual agreements, facilities upkeep, etc. The Superintendent will oversee the Principal of each school, as well as staff members who are shared between the schools (i.e. office staff, maintenance staff, etc.). The Superintendent will be an ad-hoc member of all committees providing the staff support to each committee and the Board of Directors as a whole. This individual will work closely with the Board and Committees to set agendas, publicly post all meetings, ensure legal requirements are met and ensure the smooth operations of the agency. A tentative version of the Superintendent's job description is attached as Appendix VIII.

Each school shall have its own Principal who will be responsible for the academic and student operations of each respective school. Currently, the Principal of Pinellas Preparatory Academy is responsible for not only the academic operations, but all other aspects of the school including legal, fiscal, operational management, etc. Once approved, and the new staffing structure takes place, much of these responsibilities will be relieved from the Principal, allowing the Principal to become a true educational leader managing the curriculum and educational program at each respective school. The Superintendent will oversee much of the management of fiscal resources and human resources, such as payroll processing, state and district reporting, etc. Each Principal will be responsible for the evaluations of staff members at their individual school. The Principal will also be responsible for handling student concerns that may arise and ensuring the smooth operation of the school. The Principals will report directly to the Superintendent, and will also provide reports to the Board of Directors. A tentative copy of the Principal's job description is attached as Appendix VIII.

Each school shall have a School Advisory Team which shall be made up of a representative sample from each of the schools (i.e. a representative from each grade level, support services, etc.). The School Advisory Team shall meet bi-weekly to assist the Principal with the operations of the school. The advisory team will be a way of ensuring staff input in the decision making process. Using online tools, the agendas of the advisory teams will be available to all staff members so input and advice can be provided to their representatives. For important discussions affecting the school, members of the School Advisory Team will be encouraged to seek out input from the staff members who they represent to ensure staff have a voice in the decision making process.

Pinellas Preparatory Academy, Inc. has two sets of policy manuals. The first are related to organizational and employee issues. This is referred to as the Corporate Policies and Procedures and are set and modified by the Board of Directors. Additionally, there is an Administrative Policy manual which is set currently by the Principal of Pinellas Preparatory Academy, however, after the transition, the Administrative Policy manual will be set by the Superintendent with consultation from the Principals of each school. The Administrative Policy Manual deals with day-to-day and academic operations (such as homework policy, discipline policy and grading policies). Both of the current documents are attached as Appendixes I and II. Upon the approval of this Charter, and during the planning phase, both policy manuals will be reviewed and edited to incorporate the administrative structure described within this application. One important decision that will need to be made is whether to have two separate administrative policies, one for each school, or to incorporate them into one manual. This decision will be made in conjunction with the Principals of each school and the School Advisory Teams.

Parent and Community involvement will be an important component to the success of Pinellas Primary Academy. Currently, the Board is made up of a majority of parents from Pinellas Preparatory Academy. Parent participation in the governance and committee structure of the agency will continue to be emphasized. In addition, our Parent Teacher Enrichment Group (similar to a PTA) will continue to exist. Our PTEG is a separate entity, with its own organizational structure. The PTEG will continue to play an important role of providing additional services and academic tools to the school. By incorporating additional students, parent involvement in this organization will increase. Additionally, we feel that transitioning to two separate schools will enable more community involvement. Separating the management tasks of the agency from the educational leadership roles of the Principals will allow more time for seeking out and nurturing community partnerships. These community partnerships will be a joint effort of the Principals and Superintendent.

10. MANAGEMENT

- ❖ Describe the management structure of the school. Include job descriptions for each
- ❖ Outline the criteria and process that will be used to select the school's leader and the process by
- ❖ Provide a staffing plan for each year of the charter term.
- ❖ Explain the school's plan for recruitment, selection, development and evaluation of staff.

The top staff person in the organizational charter (see Figure III) is the Superintendent. This individual will be responsible for the daily operation and management of Pinellas Preparatory Academy, Inc. and overseeing the Principals of each school. The Superintendent will be accountable for the entire operation of both schools and shall report directly to the Board of Directors. The Personnel Committee of the Board of Directors shall conduct the annual evaluation of the Superintendent's performance. The Personnel committee shall consult with the Principal of each school, as well as random staff members regarding the performance of the Superintendent. A copy of the first draft of the evaluation form is included as Appendix IX.

The next level on the organization chart shall be the Principal of each school. The Principal shall be the instructional leaders at each school, providing for the development and oversight of the academic program at their respective school. The Principals shall be supervised and evaluated by the Superintendent using criteria and a format that shall periodically be reviewed by the Board of Director's Personnel Committee. The Principal shall be evaluated based on the State of Florida's Principal Leadership Standards (www.floridaschoolleaders.org):

- Instructional Leadership
- Managing the Learning Environment
- Learning, Accountability, and Assessment
- Decision Making Strategies
- Technology
- Human Resource Development
- Ethical Leadership
- Vision
- Community and Stakeholder Partnerships
- Diversity

A draft of the rubric used for the assessment of the current Principal is attached as Appendix IX.

Staff members who are shared between schools (i.e. office manager, data management technician, plant operator, etc.) shall be overseen by the Superintendent. The Superintendent shall conduct the annual evaluations of each of these individuals.

Teachers at each school shall be overseen by the Principal of that school. Teachers will be evaluated based on the Florida Educator Standards (<http://fldoe.org/dpe/publications.asp>) and on their incorporation of the mission of the school. The current teacher evaluation matrix is attached as Appendix X.

As an additional measure of accountability, staff members at Pinellas Primary Academy will have their compensation computed based on a pay-for-performance system, described in the employment section of this application.

Staffing at Pinellas Primary Academy shall be based on student enrollment over the first five years of the school, with a goal of gradually increasing our enrollment over the charter’s term. Enrollment and specific staffing numbers are spelt out in detail within the preliminary budget projections for the school, however, a brief summary follows as Table VI:

	2011-12	2012-13	2013-14	2014-15	2015-16
Target Student Enrollment	174	246	263	297	314
Superintendent	0.31	0.39	0.40	0.43	0.45
Principal	1.0	1.0	1.0	1.0	1.0
Classroom Teachers	10.0	14.0	15.0	17.0	18.0
Reading Specialist	0.6	0.8	0.8	0.9	0.9
Spanish Teacher	0.5	0.6	0.7	0.8	0.8
Physical Education Teacher	1.1	1.6	1.7	1.9	2.0
Art Teacher	0.4	0.5	0.5	0.6	0.6
Music Teacher	0.4	0.5	0.5	0.6	0.6
ESE/Gifted Specialist	0.56	0.59	0.6	1.0	1.0
Office Staff	0.89	1.11	1.16	1.25	1.29
Maintenance	0.92	1.16	1.20	1.30	1.34
Educational Assistants	2.3	3.2	3.4	3.8	4.0

We anticipate some staff members will be shared between Pinellas Primary Academy, and Pinellas Preparatory Academy. For example, we anticipate having one Data Management Technician for both schools. The first year, approximately 30% of this person’s salary will be paid from Pinellas Primary Academy, and the remaining 70% will be paid from Pinellas Preparatory Academy. In this situation the percentage is based on the enrollment at each school (170 students at Pinellas Primary, and 396 at Pinellas Preparatory Academy will mean 566 students, the 170 students at Pinellas Primary Academy represents 30% of the total students, thus 30% of the Data Management Tech’s salary). The superintendent’s salary will be paid in a similar matter. Other staff members may be shared based on time, such as the ESE/Gifted Specialist. Currently Pinellas Preparatory Academy needs about 1.5 FTE for ESE/Gifted specialist. One of the teachers could be shared between the two schools, and their salary calculated based on the percentage of time spent at each school. It will also be possible that some other positions can be shared. For example, if a teacher can be hired who holds or can obtain certification in both art and music, one person could potentially fill both positions.

Pinellas Preparatory Academy has had success in using only online recruiting tools for recruiting staff members (such as www.teachers-teachers.org, where all Florida Charter Schools have been offered free accounts thanks to the State of Florida). Similar methods will be utilized by Pinellas Primary Academy. Should additional avenues be necessary for recruitment, the school shall participate in employment fairs and seek partnerships with local universities who prepare teachers.

11. EDUCATION SERVICE PROVIDERS

- ❖ If the school intends to enter into a contract with an Education Service Provider (ESP)
 - Describe the services to be provided by the ESP.
 - Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
 - Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection.
 - Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
 - Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
 - Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
 - Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Pinellas Primary Academy does not intend to use any educational service providers.

Pinellas Preparatory Academy, Inc. does contract with a few outside services providers for special education therapy providers, such as Speech and Language and Occupational Therapy. These contracts are negotiated based on student need. See the Exceptional Student Education section above.

12. EMPLOYMENT

- ❖ Explain the school's compensation plan, including whether staff will be publicly or privately employed.
- ❖ Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

Pinellas Preparatory Academy, Inc. is a private employer, and our employees are therefore privately employed by the agency. We utilize an employee leasing company to ensure compliance with employment laws, managing employee benefits, workers compensation administration, etc. We currently use Gevity (part of TriNet) to provide such service. This contract is periodically reviewed for satisfaction and cost effectiveness.

We currently have a comprehensive set of policies in regards to employee issues (see Appendix I). Our policies are periodically reviewed by an employment attorney to ensure compliance with applicable state and federal laws.

Continuous growth is an important component of employment with Pinellas Preparatory Academy, Inc., and employees of PPA, Jr. will be expected to participate in professional development opportunities that are offered. The school will plan its own professional development activities related to the academic program being offered and identified needs (based on assessment data), and teachers will also be allowed to participate with the selection of courses offered through Pinellas County Schools through their LMS system.

Pinellas Primary Academy will be working to establish a pay for performance compensation plan for its employees. The system will include a base pay that teachers and the Principal will receive, and then criteria upon which the performance of their students will be measured. The plan will not be competitive, such as the current MAP program by the State of Florida, which only allows for 25% of the staff members to receive the bonus. The plan incorporated at PPA, Jr. will be a combination of a set salary schedule and a pay-for-performance rubric. The set salary schedule will be based off of the structure of Pinellas County School's salary schedule, but approximately \$5,000 less. The money saved from the \$5,000 less will be put into a fund that will be used to fund the pay-for-performance part of salaries, and all teachers (not just the top performers) will have access to these funds. Each teacher will receive points based on a set of criteria (which will be formalized during the planning phase, please see the Action Plan below). The total sum of all points earned by all teachers will be calculated, and the money available will be divided by the points received, and then each teacher will receive a bonus based on the amount for each point. For example, please consider this hypothetical example using a sample of how the criteria will be developed, and assuming there only four teachers at the school:

TABLE VII				
Sample Pay-For-Performance Rubric				
	Teacher One <i>4th Grade</i>	Teacher Two <i>3rd Grade</i>	Teacher Three <i>3rd Grade</i>	Teacher Four <i>Art Tchr</i>
FCAT Scores: Points earned are the percentage of students who scored at or above grade level in the subject you taught. Non FCAT Testing teachers shall be given the AVERAGE of all FCAT testing teachers.	93	94	92	93* <i>(Averaged)</i>
Stanford 10 Scores: Points earned are the percentage of students who made at least a .9 Grade Level Equivalency increase from the fall to spring testing. One-half extra additional point(s) for every student who scored more than a 1.6 increase (up to 25 points). Teachers who teach a subject not tested on the Stanford Achievement Test will receive the AVERAGE points of all other teachers.	106	96	92	98* <i>(Averaged)</i>
Teacher Evaluation Criteria Points earned are the number of points the teacher received on their Annual Performance Assessment (See Appendix VIII).	114	120	105	126
Participation in Professional Development Teachers receive one point for every hour of Professional Development over and above the required annual hours (40 hours required).	10	20	15	25
Extra-Curricular Participation Teachers receive one point for every hour of extra-curricular supervision (i.e. clubs, sports, dances, tutoring, etc.) provided.	25	50	30	72
Total Points Received	348	380	334	414
Amount Per Point	\$20,000 Available / 1,166 points awarded = Each point: \$17.15			
Bonus Amount	\$4,715	\$5,149	\$4,526	\$5,610
Base Pay from Salary Schedule	\$35,843	\$33,792	\$32,859	\$32,486
New Salary Amount	\$40,558	\$38,941	\$37,385	\$38,096

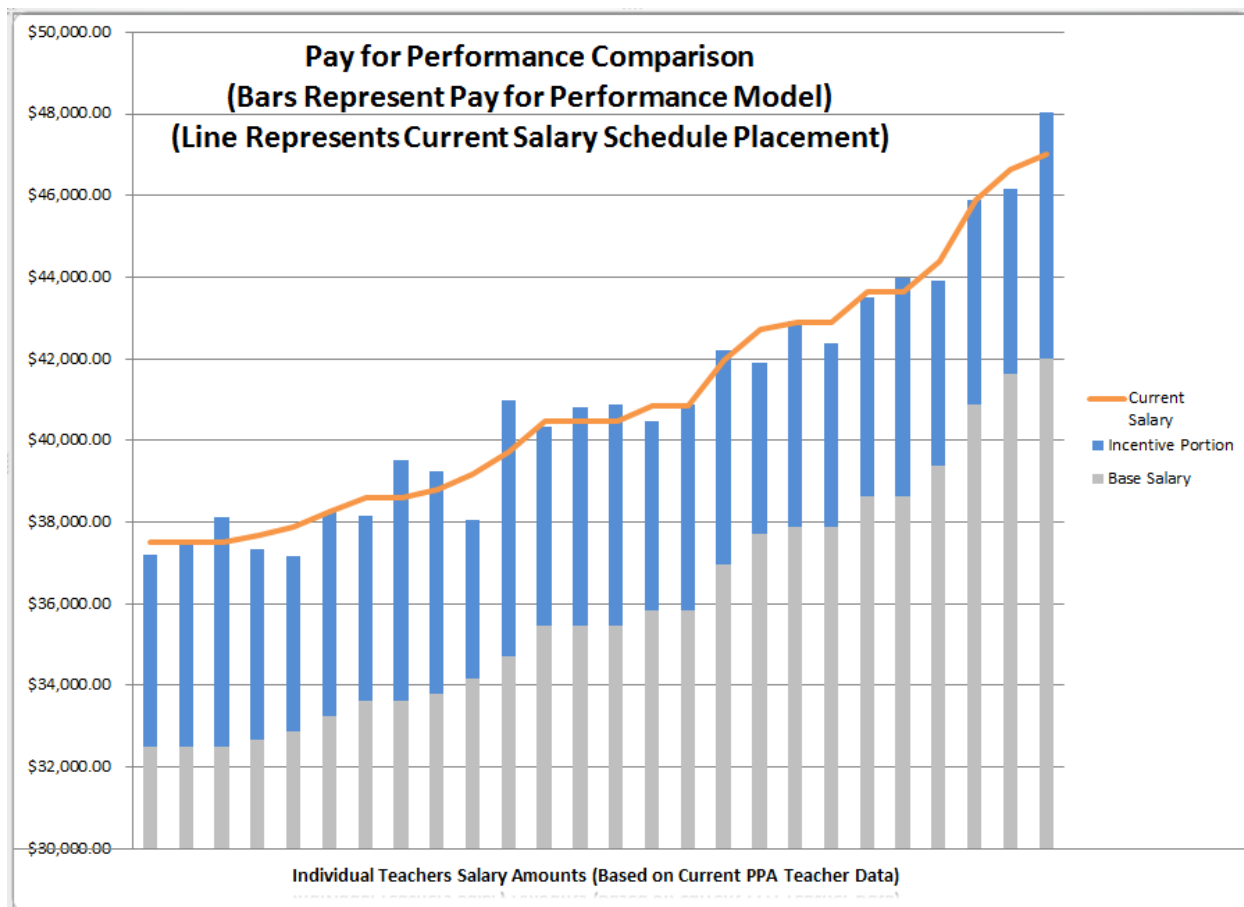
The example above assumes that all of the staff members are performing fairly equitably, here is another example using the same calculations where one staff member was clearly underperforming:

TABLE VIII				
Sample Pay-For-Performance Rubric Where One Teacher Is Underperforming				
	Teacher One <i>4th Grade</i>	Teacher Two <i>3rd Grade</i>	Teacher Three <i>3rd Grade</i>	Teacher Four <i>Art Tchr</i>
FCAT Scores:	93	94	72	86*
Stanford 10 Scores:	106	96	60	87*
Teacher Evaluation Criteria	38	40	18	42
Participation in Professional Development	10	20	4	25
Extra-Curricular Participation	25	50	18	72
Total Points Received	348	380	208	396
Amount Per Point	\$20,000 Available / 1,056 points awarded = Each point: \$15.02			
Bonus Amount	\$5,225	\$5,706	\$3,123	\$5,946
Base Pay from Salary Schedule	\$35,843	\$33,792	\$32,859	\$32,486
New Salary Amount	\$41,068	\$39,498	\$35,982	\$38,432

In this example, it is clear to see how Teacher Three’s salary is diminished by their underperformance, and the other three teachers receive slightly more. In order to examine how this type of a plan would affect a real life staff, we ran the calculations based on the current staff of Pinellas Preparatory Academy. Figure IV shows the pay difference between the current salary schedule model and what would have happened if this pay for performance plan were in place for PPA.

FIGURE IV

Pay for Performance Comparison



As the final touches of the pay-for-performance plan are ironed out over the next year, there are several key components which will drive the development of the final product:

- All PPA, Jr. staff members (including non-instructional staff) will be allowed to participate in some way
- All PPA, Jr. instructional staff will receive equal opportunity to receive the performance pay (i.e. specialists will have equal opportunity to classroom teachers)
- Plan will not be competitive (some teachers get a lot, others get none)
- Student Assessment scores will not be the only scoring criteria, but will play a large role in the scoring process
- FCAT will not be the only student assessment data used
- Criteria may be different for administrators and non-instructional staff than they are for instructional staff

Each year, the employees' salary will be based on the points the employee earned in the previous year. During the first year of operation, and during an employee's first year of employment in subsequent years, the base salary shall be supplemented by $\frac{1}{2}$ of the amount set aside for pay-per-performance, likely about \$2,500), and the employee will be able to earn the other half as a bonus at the end of the year if the employee meets a set criteria (which will be determined in the final plan, to be developed during the planning phase for the school).

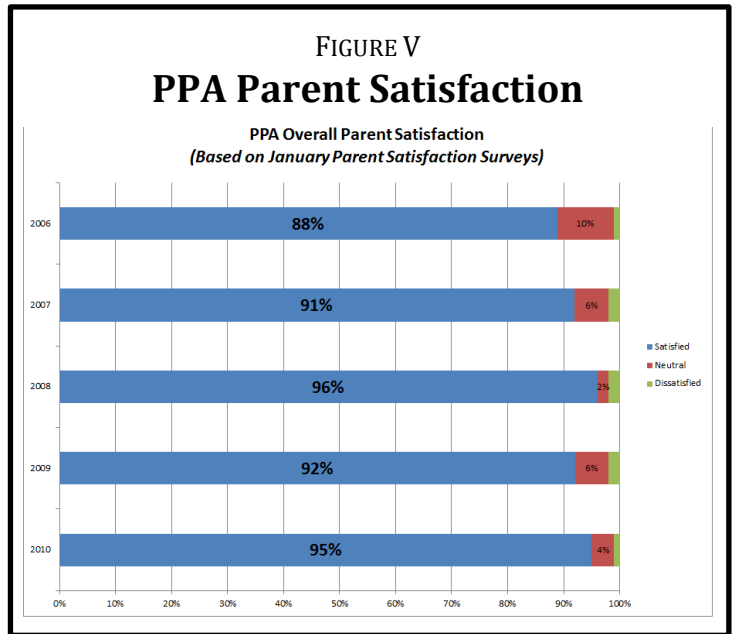
13. PARENT AND COMMUNITY SUPPORT AND PARTNERSHIPS

- ❖ Describe how the school will involve parents in its operations.
- ❖ Describe any community partnerships.
- ❖ Outline the methods that will be used for resolving disputes between parents and the school.

Pinellas Preparatory Academy has a Parent Teacher Enrichment Group that operates in much the same way as a traditional PTA, offering opportunities for parents to get to know each other, activities for parents and students, and fund raising for the school. The PTEG is a separate entity from the school, having incorporated and filed for and has received a separate IRS 501(c)(3) classification. The group’s mission is to support and promote the welfare of the children and youth of PPA in the community, home, and school as well as to have a closer relationship between home and school, where parents and teachers work together for the education and enrichment of the youth of PPA. Once approved, and we begin planning for Pinellas Primary Academy, PTEG will expand to incorporate support for both schools.

Currently, Pinellas Preparatory Academy has not sought out community partnerships, primarily due the lack of human capital to make the connections necessary to build such partnerships. It is our plan that with the delegations of responsibilities from the Principals and the Superintendent, that seeking out and building community relationships will be more plausible. Located mid-county, there are many businesses located near our facility, as well as many resources amongst our parents that we would like to tap into for forming relationships. Our hope is to encourage volunteering to help provide tutoring and support to students, and to provide additional financial opportunities to improve on the instructional resources we have to offer our students.

We realize that inevitably conflicts will arise between the school and parents. Pinellas Preparatory Academy has done an exceptional job of resolving these conflicts by offering several levels of ‘appeals’ in regards to decisions that may occur, and also by working with parents and keeping them well informed of what is happening at school. Through our experience, the conflicts tend to arise from two areas: academic concerns (i.e. “my child did this homework assignment and the teacher lost it”, or “my child did not deserve an ‘F’ on this paper”), or behavioral concerns (i.e. “There is no way my child would have acted in that way.”) Each of these concerns will be addressed in different ways; however both start by being proactive. In both cases, parents will be made aware of the procedures used by the school beforehand. During open houses, parents will receive information from their children’s teachers about class homework and assignments and classroom procedures, how they can access information online about their child’s progress, and how to contact the teacher with questions. Within summer mailings to families, and during orientation, parents will be made aware of the process we will use to deal with



misbehavior.

Beyond being proactive, parents will be encouraged to first address academic concerns with the teacher, and to try to resolve issues there before going to administration. If the teacher is unable to resolve the conflict, the parent can discuss the issue with the Principal and the Principal will try to help the parent understand the issue, and work as a mediator between the teacher and parent to resolve the issue.

In regards to behaviors, parents can discuss the issue with the reporting staff member (in the case of less serious notifications, it would be the teacher, in the case of office referrals it would be the Principal). A structure will be put in place which will allow the parents to appeal the decision of the Principal to the Superintendent, and if that does not resolve the conflict, to a Behavioral Committee. Further appeals would only be allowed on procedural grounds, if the parent does not feel that procedures were followed.

Being a school of choice, parent satisfaction is something that will be a top priority. Pinellas Preparatory Academy regularly receives satisfactory marks from families in the mid-90% on parent surveys. We believe the same will be possible at Pinellas Primary Academy.

14. STUDENT RECRUITMENT AND ENROLLMENT

- ❖ Describe the plan for recruiting students, including strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available educational options.
- ❖ Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.
- ❖ Describe the school’s enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.
- ❖ Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Pinellas Primary Academy will be a school for students who are motivated and willing to put forth the effort required to achieve excellence. This will be a key component of all student recruitment and school advertising while trying to increase student enrollment. We believe that the successful track record and reputation of Pinellas Preparatory Academy will help to attract many new students in the primary grades to Pinellas Primary Academy. A Master’s Thesis research study done by Curtis Fuller, Principal of Pinellas Preparatory Academy, found that word of mouth is by far the most effective form of advertising of charter schools. While thousands of dollars could be spent on traditional forms of advertising, they typically yield dismal results. Our reputation will speak for itself, especially after the first year of operation.

During the initial planning and recruitment phase, other forms of marketing will include utilizing online social networking tools to help spread the word about our school, using videos, online communities, etc. We also have plans to visit pre-school day care programs to share information about our school with families considering where to send their children for Kindergarten. We believe that it will be easiest to recruit these first-time students rather than trying to convince families to move from a school they have already been attending. We will also look to purchasing marketing mailing lists to do a direct mailing to send information out to families who are likely to have students in the primary grades to invite them to one of several open houses which will talk about the academic program that Pinellas Primary Academy will have, and to engage them in the exciting opportunity of starting a new school with high expectations for their children.

We also realize the importance of participating in the avenues available through Pinellas County Schools, such as the annual magnet fair, and being included in the district’s choice information and on their website.

We believe that our school will attract students from all racial and ethnicity groups, and anticipate that specific targeting of these subgroups will not be necessary, since our recruitment avenues listed above are devoid of any targeting of specific groups, we hope that it will reach all groups equally. However, should we find that students applying to Pinellas Primary Academy seem to be lacking in a specific racial or ethnic category as compared to other area schools, we will work to encourage members of those diverse backgrounds to apply. This will include utilizing current families from those backgrounds to help spread the word, contacting community organizations that represent those minority groups, and directing mailings or information to neighborhoods which traditionally have the minority groups we may be targeting.

The application process will include the parent visiting the school site to meet with school staff and discuss the pros and cons of our school. We believe in full disclosure of both the strengths and limitations that our school will offer. We want our parents and students experience to be a positive one so that they will spread positive comments about our schools throughout the community. If a

parent chooses our school only to later realize we do not have a service or program that they thought we could offer, it not only harms the reputation of the school, as the parents speak about us, but it also is detrimental to the education of the student. We feel this situation can be avoided by parents making an educated choice, especially after the school is set up, giving the perspective student the opportunity to shadow. Either way, after all aspects have been discussed, if the parent is still interested in applying for the school they will complete an application packet which will include:

- Demographic information on the student and parents
- Any necessary information regarding the child's special needs
- Narrative responses about the student to share with the teachers (i.e. strengths, areas of challenge, other things the parents feel the staff should know)
- An agreement about expectations of the school, students, and staff
- If the student is not current a Pinellas County School student, we will also ask for copies of a report card and any standardized testing which has been completed for inclusion in their records
- A parent agreement which states that families will do the following:
 - Contribute at least 20 hours per family of volunteer time to the school
 - Share any concerns the parents may have with the teacher in a proactive and positive way
 - Provide a regular time and quiet place for the student to do their homework if they have any
 - Sign the student's agenda daily

Another component of the application will be a short academic achievement assessment. This academic assessment will have no bearing on the student's acceptance in the student lottery, however, will provide the school staff the opportunity to meet with the parents and discuss any concerns prior to the parent deciding to send their child. If for example, the child is applying for fourth grade, but does not score past the second grade on a math assessment, the Principal can meet with the parent to explain that the academics are going to be extremely challenging for that child, and discuss what steps will be put in place to help their child and what the parents will need to do to assist in those steps. Additionally, it is the responsibility of the Principal to decide which grade level new students are placed into. If a child scores significantly below grade level, a more appropriate grade level placement will be made. It is extremely important to note that these assessments in no way promote or hinder a student's chance of being chosen in the student lottery. It is one more way of helping us to ensure parent satisfaction with our program, by being forthright about student performance and academic focus.

Once the application packet has been completed, the information will be entered into our student database and the computer will generate a random number for that child. This random number will then be saved for the lottery. Applications will generally be accepted from October through March of the year prior to enrollment. Early in April a lottery will be held to select students for the following year. The process by which the lottery will be conducted is as follows.

1. Students who are exempt from the lottery will be accepted, if there is room (if there is not room for all of the following students, they will be ranked based on the random number generated during the application process). Lottery exemption is applicable to:
 - a. Students who have a parent who is a staff member of Pinellas Preparatory Academy, Inc.
 - b. Students who have parents on the Pinellas Preparatory Academy, Inc. Board of Directors
 - c. Students who have a sibling at either PPA, Jr. or Pinellas Preparatory Academy
2. All students remaining in the lottery will be rank ordered based on first the grade level they will be entering in, and then the random computer generated number assigned during the application process.
3. Starting with the lowest grade level, the number of positions remaining available will be filled from the first ranked students in that grade level.
4. All siblings of any students selected in step 3 will then be accepted (or if the class is full, they will be moved to the top of the waiting list).
5. Return to step three for each of the remaining grade levels.
6. Once all spots have been filled, the remaining students will stay in their rank order, and be added to the waiting list for each grade level.

Pinellas Primary Academy



Part 3

Business plan

III. BUSINESS PLAN

15. FACILITIES

- ❖ If the site is secured:
 - Describe the proposed facility, including location, size and layout of space.
 - Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.
 - Describe how the facility will meet the school's capacity needs for students to be served.
 - Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
 - The financial plan for the proposed school should align with the facilities-related costs described.
 - Describe the back-up facilities plan.
 - What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?
- ❖ If the site is not secured:
 - Explain the school's facility needs, including desired location, size, and layout of space.
 - Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - The financial plan for the proposed school should align with the facilities-related costs described.
 - Explain the strategy and schedule that will be employed to secure an adequate facility.
 - Describe the back-up facilities plan.
 - Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.
 - "The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2010-11 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with the respective district officials regarding how best to design their plan for compliance with the Act.

Pinellas Preparatory Academy, Inc. is in the process of attempting to purchase the building located at 2300 S. Belcher Rd., Largo, FL (where Pinellas Preparatory Academy is currently housed). Currently about 34,000 square feet of the 70,000 square-foot building is used for Pinellas Preparatory Academy. The remaining space is currently a self-storage facility, owned by the owner of the building. Once the purchase is complete, the self-storage business will be closed, and construction will begin on renovating the second half of the building into usable school space based on the applicable building codes. We have already been working with an architect to design this space, tentative designs are included as Appendix XI.

The facility is being designed as a closed in facility, to ensure the security and safety of our students. The design of the building provides a separation of the middle school section to be used by Pinellas Preparatory Academy, and the primary section to be used by Pinellas Primary Academy.

Highlights of the facilities design which will make it particularly useful for the education of students will be:

- 43 Classrooms (between PPA and PPA, Jr.)
- Pods of adjoining classrooms for Kindergarten, 1st and 2nd Grade allowing for easy collaboration among the teaching staff
- While connected, there is a high degree of separation between the middle school (south side) and elementary (north side) part of the building
- Closed, secure campus
- Separate before and after care facility areas for middle school and primary students
- A full sized gymnasium with regulation-sized basketball court
- A stage for performances and special events

Given that the financing and plans for purchasing the building are well underway, we anticipate that the purchase will be closed by February 1 of 2011, allowing us nearly five months to complete the construction prior to the opening of Pinellas Primary Academy in August of 2011. To give a comparison, the lease with the current facility was signed toward the end of May of 2006, and we were able to open the school to students by September.

We are working with several financiers to purchase the building, looking at traditional mortgage packages as well as bonding options which will provide the Pinellas Preparatory Academy, Inc. with a stable lease payment. As you will see from the budget section of this application, this purchase is only possible thanks to the pooling of resources between the two schools. The financial package had been previously pre-authorized by Regions Bank, however, we will need to reapply once this charter application has been approved. All details of the finances are clearly described within the budget section of this application.

16. TRANSPORTATION SERVICE

- ❖ Describe the school's plan for transportation, including any plans for contracting services. Please refer to Appendix A for a detailed list of issues related to transportation. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plan.

Pinellas Primary Academy does not plan to provide transportation to our students. Families who need assistance with transportation will be encouraged to complete a car pooling questionnaire, which will be compiled and inputted into a mapping program. All families who complete this survey will then have access to the map of other families who wish to establish a car pool or agreement to assist with transportation. If families who require transportation are not able to find a car pool arrangement that will assist them with transportation, the school will meet with the families to develop some form of an arrangement to assist the family. Some of the arrangements which Pinellas Preparatory Academy has used in the past have been:

- Public Transportation (PSTA)
- Contacting other families who did not complete the car pooling agreement to see if they would be willing to assist
- Parent volunteers who were willing to pick the student up
- Staff volunteers who were willing to pick the student up

17. FOOD SERVICE

❖ Describe the school's plan for food services, including any plans for contracting services.

Pinellas Primary Academy will be focused on providing a high quality education to our students, and does not wish to be in the business of food preparation and service. As a result, we plan to continue to contract with the district to provide lunch service to our students. The current agreement between Pinellas County Schools and Pinellas Preparatory Academy works well and we would hope to continue it. The agreement is that in the morning, after we take attendance, we call Frontier Elementary School and provide them with a count of lunches needed. They prepare the lunches and we pick them up right before lunch time to serve to our students. We anticipate continuation of this agreement between Frontier and both of our schools, should this application be approved. We have developed internal computer systems which allow for the easy taking of attendance, reporting of students who have ordered lunch, and accounting for lunch distribution, and have a positive relationship with the staff at Frontier Elementary School. Continuing with this arrangement will allow PPA, Jr. to provide free and reduced lunches to students who require that service, while allowing all students access to a nutritious meal, and allowing PPA, Jr. staff to stay focused on its core mission.

18. BUDGET

- ❖ Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.
- ❖ Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balances.
- ❖ Provide a detailed narrative description of the revenue and expenditure assumptions on which the opening and start-up budget are based.
 - The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.
- ❖ Explain the school's spending priorities.
- ❖ Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) and each year of the requested charter term.
- ❖ Describe the school's fundraising plan. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Pinellas Preparatory Academy, Inc. takes its responsibility as a steward of public funds extremely seriously and great care is put into the budgeting process and in developing reasonable and responsible operating budgets. A detailed set of budgets are included as Appendix XVIII of this application. Pinellas Preparatory Academy, Inc. has amassed a cash fund balance of approximately \$300,000 as a result of conservative spending and accurate planning over the last seven years.

STARTUP BUDGET

Pinellas Preparatory Academy, Inc. intends to apply for a federal start-up grant should this application be approved. We believe that the innovative project-based approach that we intend to use will be an excellent model school which the state will choose to fund. These funds will be used to cover the initial costs during the startup year. However, realizing the current economic distress, there is a possibility we may not be awarded a startup grant, in which case the cash fund balance acquired by Pinellas Preparatory Academy, Inc. will be used to offset the costs involved with the start-up of PPA, Jr.

Much of the startup work of PPA, Jr. will be conducted by current PPA staff members. As described in the action plan section of this application, we intend to transition the current Principal into the role of Superintendent during the last quarter of the fiscal year to devote more time to focusing on hiring staff, recruitment and finalizing the development of the curriculum for PPA, Jr. Table IX provides a summary of the budget for startup costs, and a more detailed breakdown is included in the full budget documentation within the Appendix. The budget included as Appendix XVIII assumes that we will not receive the federal start up grant, as it is our practice to plan as conservatively as possible when budgeting. However, should we be awarded the federal start up grant, we will be able to free up approximately \$46,000 additional from our general operating budget, and will be able to more completely furnish and supply the new classrooms initially, rather than needing to put together additional funds for furniture and equipment in future years.

TABLE IX		
Start Up Expenditures Budget		
	Assuming Planning Grant Is Received	Assuming No Planning Grant
Income		
PPA Fund Balance	\$0.00	\$100,992
PPA, Jr. Operating Budget	\$52,575	\$98,578
Federal Start Up Grant	\$250,000	\$0.00
Total Income	\$302,575	\$199,570
Expenses		
5100-110 Academic Supplies	\$29,750	\$15,375
5100-644 Computers/Technology	\$83,900	\$27,450
5100-520 Instructional Materials	\$84,300	\$63,225
7900-642 Furniture	\$65,911	\$56,556
7900-510 Facilities Supplies/Equip.	\$3,500	\$1,750
7300-510 Administrative Supplies	\$2,950	\$2,950
7300-730 Administrative Services	\$1,800	\$1,800
7300-110 Administrative Staffing	\$30,464	\$30,464
Total Expenses	\$302,575	\$199,570

Pinellas Preparatory Academy, Inc. is fortunate in that we have a sufficient cash reserve so that we do not need to budget accounts month to month, but instead look at funds over the course of the fiscal year. In either of the two situations presented in Table IX, funds will not be expended until approximately April, 2011, and the funds either come from the lump sum federal grant or from cash reserves, we have not provided a detailed month-by-month breakdown of these funds.

Additionally, it is worth pointing out that while PPA has conducted fund raising activities in the past, we do not plan for or depend on fund raising monies in the development of the general budget. When we are able to collect these funds or additional grant money, they are put to use for the purpose in which they were collected, but we do not budget assuming we will get funds we have not been promised. Therefore, while there are differences in what we would be able to purchase to outfit the building if we were awarded the federal planning grant and what we are currently budgeting for, we will seek other sources of fund raising such as additional grants and capital drives to help offset the differences. The budget was based on a scenario, in which these funds were not available, and therefore the school would only be outfitted to fit the classes that would start initially in 2011, and additional materials would need to be purchased in subsequent years (i.e. additional textbooks, tables, chairs, etc.) as the enrollment of the school increases.

DESCRIPTIVE NARRATIVE AND SPENDING PRIORITIES

The budget included as Appendix XVIII is the entire budget projection for Pinellas Preparatory Academy, Inc. (and is inclusive of both schools as well as our before and after care program). The budget must be taken in its entirety to truly understand how the finances of the agency will work,

how the sharing of the facility costs, shared staff members, and the additional income allow for a balanced number.

The budget is based on the past practice of PPA, and we believe is an accurate description of the costs of running a school. The primary budget priority is classroom instruction. Every effort is taken to reduce the administrative and overhead costs in order to provide for sufficient salary and supplies within the classroom. Individual line items are typically built on a variety of decisions. For example, academic salaries are based on the salary schedule, the number of PTO days allowed, the number of days we assume teachers will take off, the cost of substitutes, the benefit amounts, and the costs of the employee leasing company, etc. Each of these decisions is identified on various pages of the budget. If, as a reader, you wish to explore more in-depth the calculations the excel spreadsheet is available for download at PPA, Jr.'s website <http://www.pinellasprimary.org/>

In order to assist with reading the various budget pages included, here is a list of the various sheets and the purpose of each:

- **Combined Budget Amounts** - The sheet lists the income and expenses from each of the three programs run by Pinellas Preparatory Academy, Inc. (PPA, Jr., PPA, and our Before/After Care Program). This sheet gives a summary of the expected net income for the agency each year from 2010-2017.
- **Estimated Fund Balance** - Lists PPA's previous Audited numbers, as well as projections of income/expenses and the anticipated cash fund balance at the end of each year. Bear in mind this estimate assumes we will not be awarded the federal start up grant. Should we be granted the startup grant, the dip in cash fund balance during the 2010-11 school year would not occur.
- **Income Estimates** - This section highlights the assumptions being made in regard to income, including FEFP, Capital Outlay, and Teacher Lead funds. We anticipate a 0% increase in FTE funds for the next two years, and then a 1% increase starting in 2012-13.
- **Building Purchase Estimates** - Next to staff, our largest expense is currently our lease, but with the approval of this charter and finalizing the purchase of our building, will be payment on the lease. We have not finished negotiating the terms of the purchase, however, this section of the budget highlights the assumptions we are making concerning the cost of the facility.
- **Facilities Cost Estimate** - This page takes the cost of the building, and adds in the costs of operating the facility (maintenance staff, supplies, equipment, etc.) and breaks it out between the two schools. These are considered shared expenses which are proportionally assigned to each school (i.e. if PPA has 55% of the overall student population, and PPA, Jr. has 45%, then PPA, Jr. pays for 45% of the facility costs).
- **Corporate Staffing** - This page highlights the assumptions made in regard to staff who will be shared between the two schools (i.e. the superintendent, office manager, data management tech, etc.). Again, the costs of these staff members are prorated between the two schools.
- **Complete Corporate Staffing Summary** - This page summarizes all staff members both assigned to individual schools and those shared between the two.
- **Before / After Care Projections** - We operate our own before and after care program which brings in a profit that allows our operations to continue. This page highlights the assumptions made for calculating the cost and income for this program.

- **Pinellas Primary Academy Startup Costs** - This page highlights the assumed startup costs to furnish the buildings and get the school up and running prior to the first day students walk into the building. Facility costs (construction, etc.) are not included in this summary, and are instead included within the Building Purchase Estimates.
- **Pinellas Primary Academy - Staffing Worksheet** - This page highlights the assumptions on enrollment and necessary staff that were made to calculate the number of employees needed, their percentage of full time equivalency, and the costs for those employees. Also important to note, this is the area where we attempt to be conservative with our budgeting numbers. In order to error on the safe side, we assume that we will not be at capacity, and have left seats open in each class. There are two classroom assignment numbers, one is labeled as “Maximum Assumption” and the other as “Conservative Assumption” the entire budget is based upon the “Conservative Assumption” numbers.
- **Pinellas Primary Academy General Questionnaire** - This page highlights decisions made in regard to general budget items (supplies, insurance, services, etc.). Some costs, such as insurance, are annual assumptions, where as some costs, such as supplies, are estimated based on a per-student calculation. For example, we assume \$40.20 per student for academic supplies. As the student enrollment increases, this budget item then goes up as well.
- **Pinellas Primary Academy Budget Projections** - This is the actual budget projection for PPA, Jr. for the next seven years. It collates and summarizes all of the decisions that have been made on the previous sections.
- **Pinellas Preparatory Academy - Staffing Worksheet** - The assumptions made regarding enrollment and staffing at PPA.
- **Pinellas Preparatory Academy General Questionnaire** - The general budget assumptions made in regard to costs for PPA.
- **Pinellas Preparatory Academy Budget Projections** - The actual budget projections for PPA for the next seven years.
- **Pay Scale Calculations** - This section explains the PPA salary schedule, how the average teacher salary was calculated and the actual salary for current employees by way of comparison and calculation for the PPA budget. The assumptions included do not represent the pay-for-performance model of pay described earlier in this application. The average teacher salary is shown as an amount that includes the amount that will be reduced to pool for the pay-for-performance plan. The end-results of the costs involved should come out to be the same.

After completing all of the assumptions made on the above pages, we find that as an agency, Pinellas Preparatory Academy, Inc. will be operating without running deficits. The only exception would be the initial dip into cash reserves should we not be granted the federal start up grant. We acknowledge that the budget is considerably tighter for the first two years than we would normally be comfortable with, but due to the costs of construction and taking on the purchase of the building prior to the enrollment of students, we are aware of the initial costs and feel we have budgeted as reasonably as is possible.

FUNDRAISING PLAN

The majority of fundraising efforts conducted on behalf of PPA have been conducted by the Parent Teacher Enrichment Group. These funds are then distributed by that agency based upon priorities they have established for the year. For example, in the past they have sponsored art programs, field trips, special events, etc.

Pinellas Preparatory Academy, Inc.'s Board of Directors has formed a "Grants" committee, this year, which is more comprehensively looking for and applying for grants to support programs of the school. For example, the Grant's Committee is currently putting together a \$300,000 grant request to allow PPA to become a 1:1 laptop initiative school. If this charter is approved, the Grants Committee will also explore the possibility and/or necessity of applying for additional grants to support the startup and design of PPA, Jr.

19. FINANCIAL MANAGEMENT AND OVERSIGHT

- ❖ Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.
- ❖ Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.
- ❖ Describe the method by which accounting records will be maintained.
- ❖ Describe how the school will store student and financial records.
- ❖ Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

The Pinellas Preparatory Academy, Inc. Board of Directors takes extremely seriously the wise use of public resources and have put in place many safeguards and procedures to ensure the proper use and oversight of school finances. These safeguards and procedures will also be applied to the operation of Pinellas Primary Academy. Below is an explanation of the entire fiscal process:

Development of Initial Budget: In April of each year the budgeting process for the following year begins. The Principal (and Superintendent) will develop a questionnaire to set budget priorities. This questionnaire will be completed by the School Advisory Team and the Board of Directors to determine a starting place for the budget. The Budget Committee will then begin by reviewing the questionnaires and developing their own priorities based on the input from the other entities. Over the course of April and May a tentative projected budget is setup and at either the May or June meeting of the Board of Directors, the committee presents the proposed budget for consideration. The Board then discusses the projections, makes any necessary modifications, and adopts the proposed budget. This provides a guideline for the Principal and Superintendent in the operations of the school starting July 1.

Fiscal Operations: The Superintendent will ensure that the school district is properly invoiced and that state funds are deposited into the school's accounts within appropriate time frames. Separate accounts will be maintained for each of the schools, to ensure proper accounting between the two schools in compliance with each individual school's budget. As bills come in, the Office Manager will review invoices to ensure they are due and appropriated. The Office Manager will then prepare the checks, code them into the appropriate line item accounts based on the guidelines of The Red Book, and give them to the Superintendent for review and signatures. Any checks exceeding \$500 also require the signature of a Board member (Chairperson, Secretary and Treasurer have check signing abilities). The Office Manager then makes two copies of each check and invoice and mails them. One copy of each check and invoice is kept in a binder of all checks. The second copy is kept in a vendor file, which contains all checks and invoices for that specific vendor. The school will utilize Quickbooks Online or another comparable product. The benefits of this program to operation include:

- Each Board member has a report account, so they are able to monitor all transactions in and out of school accounts, as well as have instant access to balance sheets, profit and loss statements, and other valuable financial data to ensure proper oversight of school funds.
- The school's accountant has a special access account to the system to be able to oversee our financials and conduct regular checks of our accounts, including monthly reconciliations.
- The system automatically sends reports such as Balance Sheet and Profit and Loss Statements to anyone necessary (such as the financial managers at Pinellas County Schools).
- Access by staff members can be limited to their specific tasks and responsibilities.

Fiscal Oversight: Every month the bank statements are delivered to an accountant who conducts monthly reconciliations and provides a report to the Board of Directors that the accounts are in order without any material deficiencies. At each meeting of the Board of Directors a complete financial report is presented to the Board which outlines the fund balances as well as the percentage of each line item of the budget which has been spent to date. And finally, annually, the Board of Directors contracts with an accounting firm to conduct an annual audit of the books to ensure compliance and accuracy.

Budgeting Adjustments: At each meeting of the Board of Directors a financial report is presented which compares the operating expenditures to the budget for that year. At various points throughout the year the Principal and Superintendent will make recommendations for modifications to the budget as they become necessary. This typically happens in November and March, after the October and February FTE counts.

Year End Modifications and Review: In May of each year, the Board typically looks at the expenditures compared to the budget and makes any necessary modifications. Due to conservative budgeting and spending, Pinellas Preparatory Academy generally has a surplus available around this time of the year. The Board then decides how much money they would like to carry forward in Fund Balances, and then solicits input from staff members about any surplus money which may be available for instructional materials.

Audit: At the completion of each fiscal year, the Board of Directors contracts with an accounting agency to conduct an audit of that year's financial records to ensure accuracy and compliance.

Care is also given to the security and storage of student records. Annually, the Data Management Technician receives training from the district regarding the proper storage, transfer, disposal and destruction of student records to the students' new schools. All policies put in place by Pinellas County Schools are followed in relation to these.

Pinellas Preparatory Academy, Inc. is also careful to ensure that proper insurance coverage is kept in place to protect the school in the event of unfortunate circumstances. Workers compensation and employee liability insurance are held through our employee leasing company. Property, liability, director's and officer's, student accident insurance, flood insurance, and an umbrella policy are all currently held with Bradenton Insurance Company, and periodically reviewed for service needs and competitive pricing.

20. ACTION PLAN

❖ Present a timetable for the school's start-up.

The following table provides a detailed breakdown of the major tasks that need to be completed prior to the first day of school for Pinellas Primary Academy. Each task lists an individual or group responsible for overseeing that task in the "Who" column, a number, which corresponds to this list:

1. Board of Directors
2. Policies and Procedures Committee
3. Facilities Committee
4. Curtis Fuller, Principal of Pinellas Preparatory Academy (Superintendent in April, 2011)
5. Principal of Pinellas Primary Academy
6. Board Development Committee
7. Grants and Fundraising Committee
8. Budget Committee

TABLE X
Action Plan

Activity	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Application Written & Presented to PPA Board	4	↑														
PPA Board Review and Approve Application	1	•														
Submit Application for Pinellas Primary Academy	4	•														
Pinellas County Schools Approval for PPA, Jr.	1		↓	•	•	↑										

FACILITIES

Activity	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Complete negotiations and close on purchasing facility	3/1			↓	•	•	•	↑								
Construction / Renovation of facility	3								↓	•	•	•	•	↑		

STAFFING NEEDS																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Hire Principal for Pinellas Preparatory Academy	2/4								⇩	•	⇩					
Transition Curtis Fuller to Superintendent	4										⇩	⇩				
Hire Principal for Pinellas Primary Academy	2/4									⇩	•	⇩				
Post Teaching Positions for Pinellas Primary Academy	4/5											•				
Conduct interviews and hire preliminary teachers	4/5											⇩	⇩			
Hire any extra teachers/staff needed based on enrollment	4/5													⇩	⇩	

STUDENT RECRUITMENT																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Develop promotional materials	4/1					⇩	•	⇩								
Distribute promotional materials	4							⇩	•	•	⇩					
Conduct open houses and hours	4/5								⇩	•	•	•	•	•	•	⇩
Present at community events for parents	4/5						⇩	•	•	•	⇩					
Conduct student lottery	4/5										•					

CURRICULUM DEVELOPMENT																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Develop curriculum guidelines	4						⇩	•	⇩							
Review guidelines in comparison to sunshine standards	4/5							⇩	•	⇩						
Review instructional materials	5/4								⇩	•	⇩					
Select instructional materials	5/4										•					
Develop units of study	5										⇩	•	•	⇩		

POLICY REVIEW AND DEVELOPMENT																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Review current Policies and Procedures to update administrative structure and separating the two schools	6/1					⇓	•	⇑								
Review and update Principal Evaluation Matrix	6/4						⇓	•	⇑							
Develop Superintendent Evaluation Matrix	6/4						⇓	•	⇑							
Develop Behavioral Guidelines for PPA, Jr.	4											⇓	•	⇑		
Develop Pay for Performance Guide	4								⇓	•	⇑					
Decide if one administrative policy manual or two	4/5											•				
Finish adjustments to administrative policy manual(s)	4/5											⇓	•	⇑		

FISCAL AND BUDGET CONCERNS																
	Who	7-10	8-10	9-10	10-10	11-10	12-10	1-11	2-11	3-11	4-11	5-11	6-11	7-11	8-11	9-11
Develop and apply for Federal Start Up Grant	7/4				⇓	•	⇑									
Seek out other grant opportunities	8/4				⇓	•	•	•	•	•	•	•	•	•	•	•
Setup bank accounts	4					•										
Establish banking protocols and systems	4/8				⇓	⇑										
2011-12 Budget Development / Revisions	8/1											⇓	•	⇑		
Begin developing corporate partnerships	4											⇓	•	•	•	•

APPENDIXES:

- I. PPA Corporate Policy and Procedures
- II. PPA Administrative Policy Manual
- III. PPA Articles of Incorporation
- IV. PPA Bylaws
- V. IRS Letter of Determination (IRS Name Change Confirmation)
- VI. Board Member Biographies
- VII. PPA Behavior Plan
- VIII. Job Descriptions
- IX. Administrative Job Evaluation Matrices
- X. Teacher Evaluation Matrix
- XI. Potential Facility Design Drawings
- XII. Thematic Units of Study (Drafts)
- XIII. Textbook Correlations to Sunshine State Standards: Language Arts - Treasurer's Series
- XIV. Textbook Correlations to Sunshine State Standards: Math - Saxon Math
- XV. Textbook Correlations to Sunshine State Standards: Science - Scott Foresman Science
- XVI. Textbook Correlations to Sunshine State Standards: Social Studies - History Alive
- XVII. Textbook Correlations to Sunshine State Standards: Social Studies - Houghton Mifflin Florida
- XVIII. Pinellas Preparatory Academy, Inc. Seven Year Budget Projections
- XIX. Pinellas Preparatory Academy 2008-09 Audit
- XX. Florida DOE School Choice New Applicant Training Certificates of Participation
- XXI. PTEG Bylaws

Pinellas Primary Academy



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