

**Proposal to Lease:
505 North 7th Street**

Name of Bidder for Leasing:	Joshua Generation School of the Arts
Address:	2747 S.E. Morningside Blvd. Port St. Lucie, FL 34953
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**Property Narrative
Proposal Response Form
505 North 7th Street**

Name of Bidder: **Joshua Generation School of the Arts**

Address: 2747 S.E. Morningside Blvd.

Port St. Lucie, FL 34953

Area Code
and Telephone Number: 561-283-5172

Proposed Use of Property

The proposed use of the property is for a private school. The focus of this private school, Joshua Generation School of the Arts, will be: Providing quality education and enrichment programs for children of low-to-no income families victimized by domestic abuse and inner city violence. We will be providing a safe and nurturing environment that encourages and challenges all students to reach their academic potential establishing a solid social, economic and environmental foundation, regardless of religious preference, race, creed or gender.

Joshua Generation School of the Arts and After-School Enrichment Program will serve as a community-based human service agency. We will provide academic programs and educational workshops on health services, crime prevention/intervention for at-risk youth and their families. At JGSOA (Generation School of the Arts - grades Pre-K to 12), we will work with children who are academically and behaviorally challenged; having difficulties functioning in the public school system and/or have chronic disciplinary problems and school suspension histories. We will teach them to love themselves and others; to channel their energies positively and to excel academically.

An additional component to the use of the proposed property is a literacy program for adults. We will focus on assisting adults in reading, reading comprehension, and using modeled writing, shared writing, guided writing, and independent writing.

This component will be used to assist adults to compose their own text, and independently write freely and creatively without direct instructions, although some student conferencing may be done.

Proposed Property Improvements

Joshua Generation School of the Arts proposes to provide the following improvements:

1. Replacement/repair of handicapped ramp to like-new condition.
2. Provide a sprinkler system for the area for school and playground.
3. Provide light fixtures where needed throughout the entire facility.
4. Provide new color scheme to beautify property. Eliminating all damages, stains and discoloration.
5. Restore parking lot pavement to like-new condition, eliminating all damages and discoloration.
6. Provide upgraded flooring/walking surface, wall finishes and decorative lighting.
7. Provide a mixture of building materials to include stucco, brick, stone, or other materials to create visual interest.
8. Replace all chain linked fencing with new upgraded material within safety regulation.
9. Trim and prune overgrown landscaping. Replace dead and stressed plant materials. Provide all additional landscaping for perimeter areas.
10. Repair/replace all doors/frames/hardware and restore to like-new condition.
11. Provide additional HVAC as necessary and update maintenance for HVAC system, and enter in preventative maintenance agreement.

Bathrooms

12. Replace drains in sinks due to worn condition. Replace faucet hardware due to worn condition.
13. Provide renovation to restrooms due to worn condition to include replacement of wall finishing's, flooring and vanities.

Kitchen

14. Provide renovation to kitchen fixtures due to worn condition to include replacement of wall finishing's, flooring and cabinetry.
15. Replace all stained and damage ceiling tiles. All tiles must be uniformed.
16. Replace damaged and dirty wall finishing's to include all damaged and missing wall tiles in all areas.
17. Replace/repair kitchen exhaust hood ventilation to be in compliance with safety regulations.

Corridors

18. Repair all damage to ceilings and paint to restore to like-new condition.
19. Replace/repair all lighting due to dated appearance and worn condition.
20. Paint all doors and frames to coordinate with new design scheme.

Administrative Area

21. Replace and upgrade all stained and damage ceiling tiles. All tiles must be uniformed.
22. Replace and upgrade all carpet and wall finishes due to worn/damaged condition.

Proposed Property Timetable for Making Improvements

**Joshua Generation School of the Arts proposes Timetable for Making Improvement
And
Target Date for Occupation of Space**

Renovation of Start Date Within 90 days from the date of license

Exterior Areas Within 6 months from the date of license

Final Completion Within 12 months from the date of license

Joshua Generation School of the Arts proposed targeted date of move in is: May 1, 2016.

Proposed Job Creation

Joshua Generation School of the Arts proposes job creations for the following:

- Providing a computer lab with internet access and resources to job search websites for those who are in search for employment.
- Providing interview practice and resume help.
- Providing business casual wear to those in need.
- Providing free interview process courses.
- Providing adult literacy courses for reading
- Providing online assistance and practice for Diploma/GED testing
- Providing a job search library including job fair flyers from the local community, career specific reading material, brochures and material on the job market of today and its benefits.

Joshua Generation School of the Arts works very closely with Career Source of Port St Lucie to help fill the needs of job placement in the community. Joshua Generation School of the Arts thrives to reach our young people in such a positive way that providing them with jobs along with their parents will keep crime rates down. It will provide a positive response from the community in a whole to support job placement and career driven mindsets.

Joshua Generation School of the Arts

And

After School Enrichment Program

Business Plan

Part 1: Accountability and Instruction

A. Guiding Principles and Mission

1. Joshua Generation School of the Arts and After-School Enrichment will serve as a community-based human service agency. We will provide academic programs and educational workshops on health services, crime prevention/intervention for at-risk youth and their families. At JGSOA (Joshua Generation School of the Arts - grades Pre-K to 12), we will work with children who are academically and behaviorally challenged; having difficulties functioning in the public school system and/or have chronic disciplinary problems and school suspension histories. We will teach them to love themselves and others; to channel their energies positively and to excel academically.
2. Meet high standard achievements while providing parents flexibility to choose among diverse educational opportunities.
3. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.
4. 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 at Joshua Generation School of the Arts (to be further addressed as JGSOA Business Plan).

B. Purpose

1. Improve student learning and academic achievement.
2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.
3. Encourage the use of innovative learning methods.
4. Require the measurement of learning outcomes.

C. Students are identified by:

All students residing in the School District of St. Lucie County are eligible to attend. Any student that submits a timely application, unless the number of applications exceeds the capacity of the program and facilities, is eligible to attend. All applicants have an equal chance of being admitted through a random selection process.

Class size reduction requirements are met for all grades, by class.

D. Joshua Generation School of the Arts will provide innovative programs designed to:

Fulfill our mission, JGSOA follows the governing philosophy by which all questions are answered: “What is best for the student?”

We believe that to realize the best possible educational outcomes, we must provide students with the best possible teachers, environment, programs, capital resources and support staff. One of our core philosophies is that we invest in people and the services that they can provide for our students, and to invest in those who are in direct contact with students and their education. Facilities, although they are necessary, are not the primary focus of our educational model with respect to the percentage of funding spent in that area. This focus on individuals provides students with additional programs and provides the staff with additional teaching opportunities.

Additionally, we believe that parental participation is a strong factor in the successful outcome of student education. Parents are required to participate in a personalized education planning session for their child during the first month of school to set individual educational and personal goals for the student. Throughout the year, parents will be provided with student scores, oral language development scales, reading record scores, Sunshine State Standard Diagnostic results regarding student progress. At the end of the academic year, a final conference will be held to discuss the previously set goals.

Parents will be asked to volunteer 15 hours, per parent, to encourage them to take an active role in the education of their children.

E. It is the mission of JGSOA to:

To provide families with an educational alternative to the currently available school programs, for students enrolling in grades K-12, in accordance with the highest professional standards and in cooperation with school families and community members; in an effort to foster academic excellence in a small, safe and nurturing environment that uses an integrated, interactive, multicultural program where each student’s individual talents are recognized and students are encouraged to reach their full potential, while striving to achieve 100% literacy growth. All parties are taught to recognize the different development stages of growth from childhood to adolescence with the ultimate goal of the student’s realizing their full potential and becoming productive, competitive citizens in our global economy.

F. Joshua Generation School of the Arts shall be non-sectarian and non-discriminatory to its programs, admissions policies, employment practices, and operations.

G. Students to be Served

All students residing in the School District of St. Lucie County are eligible to attend. Any student that submits a timely application, unless the number of applications exceeds the capacity of the program and facilities, is eligible to attend. Currently students in grades K – 12 and corresponding ages are served.

Projected Enrollment for the next five years are as follows:

Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
First	First	First	First	First
Second	Second	Second	Second	Second
Third	Third	Third	Third	Third
Fourth	Fourth	Fourth	Fourth	Fourth
Fifth	Fifth	Fifth	Fifth	Fifth
	Six	Six	Six	Six
	Seventh	Seventh	Seventh	Seventh
		Eighth	Eighth	Eighth
			Ninth	Ninth
			Tenth	Tenth
			Eleventh	Eleventh
			Twelfth	Twelfth

JGSOA is available to all student residing in St. Lucie County including, but not limited to those meeting the criteria of the Individuals with Disabilities Education Act (IDEA), English for Speakers of Others Languages (ESOL), Title 11 of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

Part 2: Curriculum

- A. JGSOA agrees to ensure that reading and math are the primary focuses of the curriculum and that resources will be provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading and math must be consistent with the Sunshine State Standards and grounded in scientifically based on reading and math research.
- B. JGSOA agrees to implement a program of study consistent with the educational and behavioral needs of the students and consistent with the state educational guidelines.
- C. The Florida Department of Education (FDOE) Sunshine State Standards shall be used as the curriculum guidelines. FDOE course descriptions shall be incorporated for middle and high school course offerings.

- D. JGSOA uses the curriculum of Accelerated Christian Education. Students' academic needs must be diagnosed before proper curriculum can be prescribed. Proper academic diagnosis and prescription is vital to a student's achievement. Each student entering the A.C.E. curriculum program is given diagnostic tests to determine the skill and concept mastery. The diagnostic tests assist the evaluator in determining the student's academic needs in each subject. After the student completes the diagnostic testing, he/she is given curriculum that meets his/her performance level.
- E. Four academic areas are tested: math Levels 1-9, English Levels 1-8, reading Levels 1-8 (science, social studies, Bible Reading, Literature and Creative Writing), and spelling Levels 2-9. These tests cover basic skills normally mastered before high school.
- F. When weak areas are evident from the testing, the appropriate gap PACEs are prescribed to strengthen specific weaknesses. After completing the gap PACEs, the student progresses at his/her performance level. If he/she demonstrates mastery at all levels of testing, he/she has the ability to function at his/her chronological grade level.
- G. The Arts of the philosophy regarding art, music and physical activity is also integrated into JGSOA curriculum. Children benefit from a variety of different activities. However, three critical activities that contribute considerably to overall brain development are: music, art, and physical activity:
- First, music engages all aspects of the brain and stimulates multiple aspects of brain functioning. Children should be exposed often to many different kinds of music, but especially rhythm, rhyme, and repetition in music and songs.
 - Second, art engages a variety of the brain's areas that help children learn emotion, cognition and memory. Children should receive many opportunities to draw, paint, dance, crafts and create using different types of art.
 - Third, physical activity and movement help stimulate brain growth and facilitate key connections for learning. Creative dance, regular exercise and engagement in all varieties of physical activity are critical for healthy brain development in children.
- H. The main objective through the program is to provide the students with the best possible opportunities for them to develop to their fullest potential, and to prepare the students for their lives in a competitive global economy.

In each of the Instructional Study Models below – K-5, 6-8, and 9 – 12 Sunshine State Standards are fully integrated into the lesson objectives in the classroom by the instructor,

instructional material and presentation techniques which are also listed below to achieve Sunshine State Standard objectives.

The general tenet found in the Model include, but are not limited to:

Education:

1. Three partners in Education – creating home, student, and school connection.
2. The Instructional Triad Model –meeting the individual needs of students in grades K-5 through flexible ability grouping in the elementary school.
3. Integrated Studies Triad – meeting the individual’s needs of students in grades 6-8, through integrated studies and flexible ability grouping in the middle school.
4. Integrated Studies Triad – meeting the individual’s needs of students in grades 9 – 12, through integrated studies and flexible ability grouping in the high school.
5. Foreign language acquisition – exposure to foreign language prior to the onset of puberty facilitates language learning.
6. Physical Education – bilateral physical development increases brain development.
7. Fine Arts development – music and dance stimulate brain development and creativity.
8. Internationalism – Education is the key to understanding tolerance.
9. Assessment Procedures – Achievement data is used to evaluate student progress and individuals placements.
10. Learning Styles – student learning styles are identified and taught so that students can understand their specific learning needs.
11. Etiquette – Students learn every day etiquette with regard to, relationships, communication, dinning, and the work place.
12. Enrichment – Students receive enrichment activities as well as participate in academic games.
13. Exceptional Student Education – Students that need assistance are tutored according to areas of need.

Programs:

1. Light of the World Dance Academy – A creative dancing and artistic outlet for students to dance and learn about different regions around the world.
2. After School Programs – Clubs, tutoring and grouping students together in an effort to facilitate homework completion and peer mentoring, while giving the students adequate time for physical activity.
3. Instant Recess – Participation in the Instant Recess program developed by UCLA.
4. Sports Connection – facilitating and supporting local sports programs as well as developing a school based program.
5. Foreign Language Program – Providing foreign language instruction beginning in Kindergarten.

Doctrine:

1. "What is Best for the Students" – Governing philosophy by which all questions are answered.
2. Motivation – Motivation is key to learning for both students and staff.
3. Management Philosophy – Students first, staff second, administrative ease last.

Organization:

1. Management Structure – JGSOA have a unique business structure whereby staff must perform and assume numerous job titles.
2. Teacher Partners – Is our long range plan to set up a partner program whereby teachers will meet a prescribed set of objective are given substantial bonuses at year end.
3. Small School Environment – Student numbers on campus are limited to a manageable size so that the staff can develop a relationship with students and families.
4. Philanthropic Motivation – Providing children with social, emotional, education, nutritional and financial needs.
5. Marketing and Fundraising – Fundraising to support the wide variety of programs and philanthropic deeds.

Three Partners in Education:

School staff, students and parents improve student achievement by creating strong communication among the three. Issues that may impede learning are identified early and addressed. One of the unique features of JGSOA, which would continue to be a common practice at JGSOA, is the use of Personalized Education Plans for each students. A minimum of two times per year, teachers meet with school families to discuss the student's needs and to develop an educational plan to ensure adequate growth. At the end of the year, the final growth report is reviewed with parents. Parents are informed of the student's reading levels through the use of curriculum assessments, projects, student portfolios, and Reading Records Assessment. Each nine weeks the students are reassessed and the results are sent to the students families. JGSOA does not use the School District of St. Lucie County's report card, but uses a report card developed by Accelerated Christian Education which is a report card that addresses the various levels that students may be working on and reports relevant testing data. JGSOA will continue to use this report card system for grades K-6, and use the district's report card system for grades 6-8. In addition to the personal education plans, the exceptional student education process for child study is used to identify students' needs as well as a school based team approach that addresses the needs of the whole child.

Parents at JGSOA are required to volunteer a minimum of 15 hours per parent. The time is used to provide the staff, students and/or facility with services that would ordinarily add cost to the

school. The volunteers will also perform duties that allow the teachers more instructional time in their classrooms.

In an effort to increase communication between school, parent and students, parents are encouraged to pick up and drop off their students every day. It is our belief that not only is the communication between the parents and school critical, but between parent and child as well. The extra time that is spent in the car may increase family communication. In an effort to accommodate parents, before school care is provided.

Differentiated Instructional Model:

This model is used in grades K – 5, in the areas of Reading and Math to meet all students' needs and to educate them on their instructional levels. This concept is relevant based on the three instructional levels of student learning – Level 1: frustration, Level 2: instructional, Level 3: independent. Classroom compositions follow a bell curve with students falling in various positions along the continuum. If a teacher teaches to the Sunshine State Standards for that grade, only, then the students that fall in the middle of the bell curve will be taught on their instructional level. However, students that fall on either end of the bell curve, one standard deviation from the mean, will be either in their frustration or independent level. This is not most effective for either group of students. Students that fall below the mean do not learn when frustrated and the students that fall above the mean are often left to work, more than the recommended 10% of the day, independently. Using this concept, teachers work together to provide the student groups with the Sunshine State Standard level of work that is appropriate for the individual student within groups of similarly achieving students. Whatever grade level the student needs to receive, whether it be above, below or on grade level, the student will receive.

The Differentiated Instructional Model is essentially and explicitly differentiated by the very make up and organization of the groups, as determined by assessment data and teacher recommendation. The model uses three grade-level teachers and at least one instructional assistant working together as a team. The team and administration group students according to their current achievement levels which are measured, at a minimum, quarterly using the school's assessment tools. The students are free to move among the groups, whenever it is necessary, to best meet each student's needs. Students are permitted to learn at their own academic pace; therefore all students are educated on their instructional level. Given that the scores from the assessment data are analyzed and used for grouping students, it is evident that this data identifies the strengths and weaknesses of the students. In addition, further differentiation of teaching strategies, material and resources is based on the analysis of the assessment tools.

Components of Balanced Literacy Program:

The Principal and Assistant Principal is dedicated to instructional improvement, student success, and serves as the reading coaches and a lead teacher that assists teaching teams in literacy development; therefore, driving the literacy program. Depending upon the leveled group that each student is participating in determines the level of literature that is used during their

language arts block. The curriculum materials that are used are listed below and include the Accelerated Christian Education Reading Program. This leveled reading programs provides for all components of the balanced literacy program. However, we have students that fall outside of the realm of the grade leveled materials on the high and low end of the range. For those students, teachers use the next grade level materials, up or down, and supplement with reading materials that fit whatever lexile levels on which the students are reading. Ninety minutes reading blocks are described: modeled reading, shared reading, guided reading, independent reading, modeled writing, shared writing, guided writing, and independent writing are used in an uninterrupted language arts block of ninety minutes.

As taken from the Components of a Balanced Literacy Program, **model reading** means to read aloud, and exposes the students to literature on a daily basis. ***The goal is to expose the students daily to engaging literature and new information.*** The idea is to expose them to challenging vocabulary and concepts that the students may not have the ability to read on their own. Approximately ten minutes per day.

During **shared reading** the students follow along while the teacher reads aloud and invites the students to join in the reading. The goal of shared reading is to help build the readers confidence and to support and improve fluency by allowing the students to practice reading in a risk-free environment. Approximately twenty minutes a day.

For **guided reading**, small groups of 4-6 students read together as facilitated by the teacher, and depending on the level of need, (an Enrichment teacher, and/or a teacher assistant). As a result of the instructional triad model, students are already in reading class with students of similar lexile levels; therefore, the small groups may be more specific to lexile scores, specific student needs or student interest. Approximately 40-60 minutes per day.

Independent reading is conducted daily as part of the morning routine, during social studies/science which also incorporates literature – during a drop everything and read time block as determined by the teacher. Approximately 20 minutes per day.

For students requiring additional assistance, beyond the 90 minute block, JGSOA provides intensive study as a supplemental reading program through our after school tutoring program which provides services for all students in need. The supplemental reading program is implemented for approximately 120 minutes per week. During this 120 minute block, students needing the additional assistance are pulled from the regular classroom during a special area subject (Physical Education, Spanish, Music, et.) time block and serviced by a staff teacher.

The 60 minute writing block give students ample time to observe proficient writing, participate in composing texts, practice employing new skills and strategies, and reflect upon themselves as a writer. The process mirrors the 90 minute reading block by using **modeled writing, shared writing, guided writing, and independent writing.**

During the **modeled writing**, the teacher thinks aloud while demonstrating writing skills and strategies in front of the students during the whole group instruction. **Shared writing** occurs when the students provide the ideas and participate in the writing process. The teacher and students compose together and talk about the vocabulary, format, content, etc., to be used. These techniques are used for approximately 10 – 15 minutes of the writing block.

Guided and/or independent writing are used for approximately 20 – 40 minutes of the writing block. Guided writing allows the teacher to act as a facilitator as the students compose text or their own. Independent writing allows the student the opportunity to write without teacher evaluation. Students write freely and creatively without direct instruction, although some student conferencing may be done.

To finalize the process, students are asked to reflect and/or share their work in process or finished product.

The assessment process for students and literacy is assessment for language development at a minimum, quarterly, which follows the distribution of JGSOA's student report cards. The assessment tools primarily used are the Accelerated Christian Reading Assessment/ Particular attention is also paid to the Charts, Assessment and Curriculum Decision for grades K – 3, 4 – 5. When using lexile scores, although there is a range of lexile scores that pertain to each grade level, the student lexile scores are listed from lowest to highest and then grouped into classes. As an example, for a team of 54 students, the classes would be divided by a minimum of four instructors, reducing the class sizes to approximately 13 students per class; however, the lowest level students are typically grouped in smaller groups of approximately 5-8 students increasing the other classes to a maximum of 18 per class.

Phonemic Awareness and phonics are addressed primarily in grades K-3, but are revisited when necessary in the higher grades.

Model for Grades 6 – 8; and Grades 9 - 12

The central idea surrounding this model as used in grades 6 through 8 is across all subject areas and is divided into two units. Unit One is Social Studies based which leads the area of study for three fifty-minute learning blocks that are taught in the following sequence: Social Studies, English and Journalism. In Unit One students are grouped according to lexile level and are re-assessed at the end of each marking period to determine if the students need to change groups. The time period of study for the Social Studies unit is followed with literature in the English Department and followed with assignments in the Journalism department. An example would be discussing the roaring twenties and the industrial movement in Social Studies, reading the Great Gatsby in English, and then completing computer based projects in the Journalism department. This approach provides students with a 150 minute learning block that is primarily literacy based.

JGSOA uses diagnostic testing data to help place students in their learning groups. Understanding that the winter scores are fairly predictive of the outcomes in the spring, give a sense of urgency

to the administration, teaching staff and students which in turn provides motivation for additional improvement. Learning gain goals are set for each student with a reward for accomplishing their potentially attainable goal.

The Principal, who attends weekly team meetings to discuss student needs and assists the Assistant Principal that is dedicated to instructional improvement, student success, and serves as the reading coach; and a lead teacher that assists teaching teams in literacy development; drive the literacy program. Depending upon the leveled group that each student is participating in determines the level of literature that is used during their language arts block. The components of the 150 minute literacy block are as described and include: modeled reading, shared reaching, guided reading, independent reading, modeled writing, shared writing, guided writing, and independent writing. These are used in a language arts block of 150 minutes.

Modeled reading means to read aloud, and exposes the students to literature on a daily basis. ***The goal is to expose the students daily to engaging literature and new information.*** The idea is to expose them to challenging vocabulary and concepts that the students may not have the ability to read on their own. Through the Social Studies Department, students are read to by the instructor from a variety of literary sources for approximately 15 minutes per day.

During **shared reading**, the students follow along while the teacher reads aloud and invites the students to join in the reading. The goal of shared reading is to help build the readers confidence and to support and improve fluency by allowing the students to practice reading in a risk-free environment. The Social Studies Department uses the shared reading approach for approximately 20 minutes a day. In addition to reading aloud with the teacher, the Social Studies teacher facilitates individual student read aloud time during the 20 minutes time period.

Upon completion of the Social Studies 50 minutes period, students then rotate to their Language Arts class. In the Language arts class, students engage in **guided reading**, small groups of 4-6 students read together as facilitated by the teacher, and depending on the level of need, (an Enrichment teacher, and/or a teacher assistant). As a result of the instructional triad model, students are already in reading class with students of similar lexile levels; therefore, the small groups may be more specific to lexile scores, specific student needs or student interest. The reading material selected corresponds to the topics of study in Social Studies. Approximately 50 minutes per day.

Following the 50 minutes Language Arts block, Journalism is taught as the final course in the three part Unit 1 instructional learning block. During Journalism, students participate in a variety of writing lessons which include participating in composing text, researching facts, practicing new skills and strategies, and reflecting upon themselves as writers. The process mirrors the reading block by using modeled writing, shared writing, guided writing, and independent writing.

During **modeled writing**, the teacher thinks aloud while demonstrating writing skills and strategies in front of the students during the whole group instruction. **Shared writing** occurs when the students provide the ideas and participate in the writing process. The teacher and

students compose together and talk about the vocabulary, format, content, etc., to be used. These techniques are used for approximately 10 – 15 minutes of the writing block.

Guided and/or independent writing are used for approximately 20 – 40 minutes of the writing block. Guided writing allows the teacher to act as a facilitator as the students compose text or their own. Independent writing allows the student the opportunity to write without teach evaluation. Students write freely and creatively without direct instruction, although some student conferencing may be done. The Language Arts teacher conducts an after school writing club to facilitate writing and improve student skills.

The integrated studies, by its very nature, creates a differentiated strategy for students reading at grade level or higher, with a separate curriculum and strategies for students who are reading below grade level.

For students requiring additional assistance, beyond the 150 minute block, JGSOA provides intensive study as a supplemental reading program through after school tutoring program and our summer school program.

Foreign Language Acquisition:

Students are required to take a foreign language beginning in Kindergarten. Currently Spanish is being offered at JGSOA. The idea behind the foreign language program is that students would not only be introduced to the cultures and languages of other countries; but, that students would learn a language that would give them a competitive edge in the professional world beyond high school.

Physical Education:

Students participate in Physical Education daily. The American Heart Association states that aerobic exercise generates new brain cells in rodents and shows promising results for humans. They also endorse the concept that exercise slows down the development of Alzheimer's. Brain development research indicates two critical periods for the development of the Corpus Collosum, as well as other parts of the human brain. The first critical period ends around age three with the second ending after adolescence. The frontal lobe, which governs emotions and judgment, is restructured in the teen years. The Parietal lobe integrates auditory, tactile and visual signals and remains immature until age 16. The Temporal lobes primarily control emotional maturity and is developing after age 16. The Corpus Collosum is the central control for intelligence, consciousness and self-awareness and is believed to reach full maturity around age 25. Scientist have linked physical activity to brain development, particularly the development of the Corpur Collosum which connects both sides of the brain and is believed to help with physical coordination. Scientist believe that not only does exercise deliver more oxygen and glucose to the brain to stimulate growth, but that exercise also releases chemical in the brain that stimulate muscle growth. JGSOA use this research as a foundation for a daily 50 minute Physical Education

program for Kindergarten through 8th grade. Additional time is given for free physical activity during lunch and recess.

Fine Arts Development:

Brain research in areas of music, dance and art have also proven to be most beneficial. Music and creative dance has been proven to improve spatial temporal reasoning which is also used in learning math. Other research indicates that music and dance stimulates the same area of the brain as language development. Music and dance provides sensory integration to the learning process.

Internationalism:

Internationalism is an awareness of the world around them and an understanding that different is not always wrong, only different. Education is a way for others to better understand and learn about the beliefs and cultures of others in an environment that is safe and non-judgmental. Through this process, students become tolerant of the ways of others and develop the ability to agree to disagree. The Social Studies Department use the A.C.E curriculum to incorporate studies focusing on the continents of the world.

Front Loading Methodology:

The Front Loading Methodology is a way of delivering information to the student based on empirical experiences. The teacher becomes an educational facilitator and introduces an initial concept through the use of field trips, mass media, or hand on experiments. The students, upon experiencing the educational concept, then generate questions that ultimately drive the lesson. The goal of this approach is to engage the students in the learning process and to give them an experience from which to build additional information.

Learning Styles:

Teachers pay careful attention to the three major learning styles: Auditory, Kinesthetic, and Visual. Students are also encourage to use technology in the classroom if the student has difficulty with handwriting.

Etiquette:

Etiquette classes are conducted as well as character education. JGSOA teach students communication skills, manners, relationship skills and formal dancing. Practical application skills are a focus on study including, but not limited to: interviewing skills, business means, public speaking and the difference between communicating with friends, family and professionally.

Enrichment:

Enrichment studies are based on the many gifted education models of education; however, JGSOA provide all students with the opportunity to explore various topic, in depth. Students are permitted to progress through their class material at an accelerated pace and may even qualify for double promotion. Students are encouraged to compete in academic competitions such as Script Spelling Bee, Odyssey of the Mind, and Geo-Bee. While preparing for these competitions, students are taught logic and reasoning skills along with leadership and cooperative grouping skills. Additionally, team and individual competitions are held periodically to challenge the students in a class room game setting with immediate rewards and reinforcement.

Exceptional Student Education:

JGSOA believe that all students can benefit from the techniques taught in special education classes. Students that qualify for Individual Education Plans are serviced through a pull-out or push-in program with qualified service personnel.

Curriculum Materials:

Currently used curriculum materials are listed below. The use of the text books is monitored and the curriculum analyzed to determine if the materials are most effective for the group using the programs. If additional material are needed, they will be ordered when requested.

CORE Reading Program

A.C.E. Reading development curriculum includes individualized programs designed for a variety of learners and learning situations.

Kindergarten with Ace and Christi is based on a complete scope and sequence of concepts and skills needed to prepare a child to read. This full-year program is designed for those who score less than 80 percent on the Reading Readiness Test.

Sixty PACEs (2,000 pages) filled with Bible and animal pictures, coordination development activities, and full-color picture stories encourage a love for reading. The program is intended to foster quick learning of the phonetic sounds for all letters. The student will also learn social skills, the wonders of God's world, and the reality of God's love.

ABCs with Ace and Christi is designed for children who have not been in school or who do not yet know how to read and who scored 80 percent or higher on the Reading Readiness Test. This program will prepare children for the individualized instruction of the PACE curriculum. The lively and entertaining phonetically based program features cartoon characters and includes songs, poems, displays, and character-building activities.

Bible Reading reinforces reading skills with Scripture selections for Levels 2, 3, 4, and 5. (In Level 1, the instructor reads to the students.) Readings demonstrate Christian principles and complement character-building activities included in the ABCs with Ace and Christi program.

Readmaster Plus® Computerized Reading Program helps readers of all ages improve reading rate and comprehension with a suite of four programs: Readmaster®, Typemaster®, Word Builder, and Math

Builder®. These programs are designed to increase a student's proficiency in reading and comprehension, typing, spelling, and basic arithmetic.

Speaking English with Ace and Christi is designed for young preschool-aged children learning to speak English as a second language. Sixty lessons teach conversational English and prepare students for ABCs with Ace and Christi.

ABCs for English Learners is designed for children ages 5–9 who have passed the reading readiness test. It combines A.C.E.'s two programs (Speaking English with Ace and Christi and ABCs with Ace and Christi) for a 30–36 week program. This combined course allows students to learn to read and speak English with enough comprehension to begin working the first level English PACEs by week nineteen.

English as a second Language is geared for older students and adults who think at an adult maturity level. This DVD-based program also includes study guides. A 6- to 12-month sequence of short lessons leads to intermediate-level proficiency.

Videophonics® combines phonics with DVD technology in a colorful program designed for adults and students 9 years of age and above who have never learned to read or who need remediation to improve their phonic reading skills. Exercises incorporate action videos and color art to develop writing and reading skills.

Science Program

The elementary Science Department uses central idea, along with A.C.E. Science Curriculum to cover the Florida Sunshine State Standards. A multi-text book and material approach is used with primary text being A.C.E. and Prentice Hall in the middle school 5- 8th. Science is rapidly changing subject; therefore, the students, beginning in kindergarten, are taught how to use the computers in the lab for research purposes. The middle school integrated program combines concepts in science, health and math that are teaching team generated.

In both Science and Social Studies the central ideas are concepts that are open ended and non-value latent statements that encourage both student and teacher to make connections, using scientific thinking, between the physical, chemical, earth, space, life and environmental sciences.

Social Studies Program

The elementary Social Studies program uses central ideas with multi-text books and materials to cover the Florida Sunshine State Standards. The Journalism Department is taught in the computer lab to give the students the opportunity to practice research skills and to get the mops up to date information in the rapidly changing field of Social Studies. This integration of Social Studies, English and Journalism gives the student in grades 5-12 a 150 minute literature based block of education.

The following units are used over the course of the academic year and when implanted will cover all Sunshine State Standards for Science and Social Studies as well as many from English and Math.

Kindergarten

Topic: Human being and other animals live in groups to ensure survival.

Questioning: How families change over time, human and other animal families, baby animal names, housing, food, and clothing worn by family members, roles of family members; basic needs of living things, and the way things change and grow over time.

Topic: Human beings and other animals exist or grow naturally in a region or country. Students must learn the states and capitals of the United States seaboard.

Questioning: Globes, maps, cardinal directions, continents, oceans, American Indians, animals living in particular regions, native people.

Topic: The earth is part of a large structure, which we call our solar system.

Questioning: The different states of matter, the effect of sun light and shade on objects, the properties of heat and light, what the earth is composed of, how and why the sky looks different during day and night, where is the sun and moon during different times of the day, scientist and inventors.

Topic: Human beings and other animals communicate using the five senses.

Questioning: The five senses, animal and human communication, art variations from different cultures, different observable properties of objects, how learning comes from careful observation.

Topic: All human beings and animals have an economic role to play in the community in which they live.

Questioning: Jobs, responsibilities and duties, basic concept of exchanging goods for money, saving money, the ways animals obtain food from plants and other animals.

Topic: Patterns can be found throughout our world.

Questioning: Weather, seasons, calendars and time, gathering information to create patterns, using observation skills to recognize patterns in language and math as well as those found in our natural world.

Topic: Human beings and other animals live by rules to create order within their group.

Questioning: Understanding why rules are necessary, the qualities of a good citizen – character, education, and privacy.

Topic: Locomotion is the power of moving from one place to another.

Questioning: Various modes of transportation, advantages and disadvantages of different modes of transportation, people on the move, animals on the move, scientists and inventors in the area of transportation, different objects and how they move, push and pull.

First Grade:

Topic: There are many types of families whose lineage can be researched.

Questioning: The many types of families, including: nuclear, extended, foster parents, step families, etc.; family tree; how living things change, how plants and animals are similar but not identical to the parents, how families meet the basic needs of food, water, space, and shelter.

Topic Human beings and other animals migrate for various reasons and may alter their new location.

Questioning: Longitude, latitude, time zones, explorers coming to new lands, plants and animals introduced into exotic locations, how communities change over time.

Topic: The nine planets in our solar system revolve around the sun.

Questioning: How objects can be grouped, the effects of heating solids, liquids, and gasses, the composition of matter, the effect of the sun on different surfaces, how light passes through objects, the composition of the earth's surface, the cycles of the moon, the effects of the earth's revolution and rotation, scientists, and inventors in the field of study and their accomplishments.

Topic: People around the world share information through a variety of media.

Questioning: The different ways the cultures around the world communicate, how communication has changed, scientists and inventors in this area of study, how selected art forms reflect daily life, history and beliefs, folktales, legends, myths, celebrations and holidays.

Topic: Human beings use different methods of exchange for receiving and providing goods and services.

Questioning: Understanding the difference between goods and services, understanding cost, the work benefit for family and community, exchanging goods and services.

Topic: Many different facts affect the weather locally and globally.

Questioning: The effect of the sun, pollution, oceans, etc. on weather, charting and displaying information, scientific investigation, scientist and inventors in this area of study.

Topic: Communities have a hierarchy of members that establish and maintain rules and responsibilities.

Questioning: Rules and responsibilities of community members, civic values, authority figures, elected officials, historic symbols and buildings.

Topic: Transportation has hanged the lives of human beings.

Questioning: The way transportation has made communities more mobile and how this has affected family life, the psychological aspects of the mobile family, the relative order of speeds of various objects, how gravity affects motion, how vibrations and sound waves travel, scientists and inventors that have made significant contributions in this area.

Topic: Esosystems are communities of animals and plants, living together with their environment.

Questioning: The physical environments of our world, regions, natural resources, scarcity, living and non-living objects, plants, animals, habitats, etc.

Second Grade

Topic Human beings and other animals live in communities and share common interests.

Questioning: Towns, cities, suburbs, farms, rural areas, nomadic families, fishing, tribes, clans, acceptance into communities, rites of passage, the amount and type of food, water, shelter that is needed for a particular type of community,. Howe climate affects communities, how technology affects communities.

Topic: New Nations emerge out of conflict, discord and political uprising.

Questioning: Revolutionary wars, the birth of new nations, the fall of nations, constitutions or similar documents, specific humans during the change of nations, using maps to determine the location of the countries discussed.

Topic: Our solar system is part of the Milky Way Galaxy which is part of our universe.

Questioning: The observable properties of matter, the effects of light, heat sources, how energy and matter interact, how the moon moves around the earth and how it is visible when it reflects the sun's light, time and how it is measured, the scientific process, scientists and inventors that made significant contributions in this area of study.

Topic: Varying forms of personal expression including long distance and art form communication.

Questioning: Long distance communication – runners, talking drums, smoke signals, etc.; work of art reflecting cultural heritage, cave painting, tattooing, etc.

Topic: Human beings and other animals are either consumers, producers, or both and have some method of reserving necessary stores for times of scarcity.

Questioning: How scarcity affects every day decisions; differences between consumers, producers, goods, and services; economic choices; job requirements; banks; market areas for trade; economic interdependency, animal interdependency.

Topic: Processes in the earth's lithosphere, biosphere, hydrosphere and atmosphere interact to shape the earth.

Questioning: How objects can be grouped: chemistry, energy, weather, cycles and patterns, etc.

Topic: Anarchy in the absence of societal order.

Questioning: American symbols, buildings, and holidays: consequences for not following the rules; participating in making class rules; elected officials; authority figures and the limits on their power; responsibility.

Topic: Transportation has positive and negative effects on society.

Questioning: Natural resources, conversation, alternative transportation ideas, advantage and disadvantages of transportation – scientists and inventors that have made significant contributions in this area.

Topic: Human beings and other animals adapt to their ever changing environment.

Questioning: Migration, Immigration, geographic locations, human activities that affect their environment and adaptations.

Third Grade:

Topic: Ancient Civilizations have laid the foundations for our modern world.

Questioning: communication, transportation, family life, history, laws, and governments of ancient civilizations and how these advancements carried into the Middle Ages and beyond, individual from these time periods.

Topic: Trade has led to exploration in other regions around the world.

Questioning: Quest trade routes, consequences for exploration, maps and globes, how human activity affects different environments.

Topic: Human being use the scientific process and habit of mind to solve problems, explore the natural world, analyze and communicate the results.

Questioning: The use of tools to determine the properties of matter: collecting data, analyzing data, reporting data with graphs, charts, etc. How specific discoveries are helped/harmed our world.

Topic: The earth and other planets are in a continuous state of change as waves, weather and shifts of the land constantly change and produce many new features.

Questioning: The physical changes of matter, temperature, traveling wave characteristics, motion, the rock cycle, the earth's composition, weathering, erosion, weather patterns, lunar cycle, Mercury, Venus, Earth, and Mars.

Topic: All decisions involve an opportunity cost and making effective decisions involves considering the cost and benefits associated with alternative choices.

Questioning: World political regions, personal and civic responsibilities, world decisions, scarcity, economic specializations, money in ancient civilizations, how governments have provided services.

Topic: A limited supply of usable energy sources creates a cost and risk to society and the environment.

Questioning: The different forms of energy, objects that emit heat and light, how the sun supplies energy, how heat can be produced, natural resources, recycling, plants as energy, food chains, population, and limited resources.

Fourth Grade:

Topic: Special devices are needed to observe phenomena that are unable to be observed by our five senses:

Questioning: The physical changes of matter, cost and benefit of technology and scientific advancement, waves, simple machines.

Topic: Boundaries and territories change for various reasons and in various ways and the people of these regions may be influenced by the cultural aspects of the changes.

Questioning: Using globes, charts, graphs and other geographic tools; using primary and secondary sources; the unique and cultural make-up of Florida: Native American tribes in Florida; how the State of Florida was granted statehood; why immigrants came to Florida; geographic features of Florida and how they affected colonization; exploration and expansion.

Topic: Individuals, events and social, political and economic characteristics of different periods can be found in the history of states.

Questioning: People and events related to early exploration of Florida, how Florida became a state, Florida and the Civil War, the history of Florida's growth, branches of Florida government, current Florida

government representatives, the importance of community service, scarcity in Florida. Earning income, budgets, goods, services, and taxation.

Topic: Most living things use energy from the sun to live and grow.

Questioning: The flow of energy in a system, fossil fuels, conservation of natural resources.

Topic: Living things are composed of cells which form different kinds of structures.

Questioning: The major organs of the body, cells, ecosystems, the process of decay, and population densities.

Topic: Properties of material, types of motion and cycles of the earth can be compared and measured and people can use this information to solve problems, make decisions and form new ideas.

Questioning: A variety of measurement tools, the stages of the rock cycle, the properties of soil, water cycles, weathering and erosion, experimentation, the scientific process.

Fifth Grade:

Topic: Chemical substances in DNA or RNA determine the characteristics of organisms.

Questioning: Heredity, genetics, single celled organisms, adaptations, scientific investigations, sanitation, display graphs, scientific process.

Topic: Physical environments support or constrain human and animal activity throughout the world.

Questioning: Historical accounts, European explorers, factors of early exploration, maps, globes, maps, varying populations.

Topic: Membership of society requires its members to follow a set of responsibilities.

Questioning: Functions of government under the constitution, national representatives, consequences of no government, civic responsibility, citizenship, individual rights.

Topic: Every mass attracts and is attracted by every other mass.

Questioning: Metric tools, microscopic particles, scientific tools, force, motion, inertia, gravity, mass, sun, moon, planets, scientific experiments, scientific process.

Topic: Government directly or indirectly affects the economic systems in and among nations.

Questioning: The economic impact of the great depression, US History, scarcity, credit, consumer rights, and budgets, federal and state governments.

Topic: Developing nations experience strife while setting guidelines to insure order and to perpetuate a particular way of life.

Questioning: Historical events, historical timeline, colonization, Revolutionary War, Civil War, industrialization, World Wars.

Topic: Properties of substances react and substances are produced from or converted into other substances.

Questioning: Mixtures and solutions, the rock cycles, geology, recycling, energy conservation, scientific investigations.

Middle School Studies:

The Ancient World –

This unit looks into religions of the world and how the cultural beliefs of the time affected the society being studied. Ancient Civilizations in the near east, Egypt, Greece, Rome, India, China, Early Islam, and Medieval Europe are covered. Greek Architecture, the Theatre, Burial Rituals and Musical Instruments and Dance are a few of the major topics that integrate the influence of religion. Additionally, great scientists and philosophers such as Hippocrates and Pythagoras are researched in an effort to humanize the study of history.

The Dawn of Reason

This unit explores the transition into Renaissance discoveries. Movements that changed the world view of humankind of the era which led to events such as the Protestant Reformation, Exploration of the New World, the American Revolution. The Industrial Revolution and the rise of science and technology. Renaissance Art and Music/Dance tell their own story of the changing times as does the literature from that period in time.

The Modern Era

The modern era unit looks into the concept of war. All major wars that are specific to the classes being taught are covered. The concept of globalization and tolerance of the beliefs of others are a major focus during this unit.

Math

The math program at JGSOA is aggressive as a response to a perceived need for math proficiency in the State of Florida. A 90 minute block for math is instituted in K-5 to prepare students to enter into the most competitive middle and high school programs. Students are tracked by using the SSS and ACE diagnostic testing and various teacher created tests. Administration is responsible for tracking students and their math progress so that beginning in 5th grade, students can be placed into middle school math program when applicable. Students are offered Pre-Algebra, Algebra 1 & 3, and Geometry in addition to the standard math curriculum when needed.

Foreign Language

Perhaps one of the most important programs at JGSOA is the foreign language program. Research shows that critical periods of acquiring language occur prior to the onset of puberty; therefore, students receive foreign language instruction beginning in Kindergarten. Students are introduced to the language, first orally with a large amount of vocabulary, and then move into conversational language and ultimately writing and reading. Students are engaged in learning Spanish in grades K – 3 through a variety of media: audio, visual, art and music. Fourth and Fifth grade Spanish classes become more textbook oriented and direct students into conversation and writing. Sixth through eighth grade Spanish program is heavily

focused on acquiring a solid foundation giving the students that exhibit a proclivity for language development the opportunity to develop their skills to their fullest potential.

Through the Spanish Department, students are not only exposed to a foreign language, but they are taught skills through Spanish that align with the Florida Sunshine State Standards for Language Arts.

Example of daily time blocks:

Elementary School

7:00 – 7:50	Breakfast
8:00 – 10:00	Language Arts & Social Studies (computer lab time once per week)
10:05 – 11:05	Writer's Club (Art incorporated once per week)
11:10 – 12:40	Math & Science Block
12:45 – 1:35	Lunch/Recess
1:40 – 2:30	Physical Education (Health incorporated once per week)
2:35 – 3:20	Spanish (Music incorporate daily)
3:30	Dismissal

3:45 – 4:30 After School Program

- Homework Helpers
- Tutoring
- Creative Dance (Liturgical, Formal and Hip Hop)
- Writing Club
- Reading Club
- Sports Club

Middle School

7:00 – 7:50	Breakfast
8:00 – 8:55	Social Studies (Student Enrichment incorporated once per week)
8:55 – 9:45	Language Arts
9:50 – 10:40	Journalism (Art incorporated once a week)
10:45 – 11:35	Physical Education (Health incorporated once a week)
11:40 – 12:30	Math
12:35 – 1:25	Lunch/Recess
1:30 – 2:25	Science
2:30 -- 3:30	Spanish (Music incorporated once a week)
3:30	Dismissal

3:45 – 4:30 After School Programs

- Homework Helpers
- Tutoring
- Creative Dance (Liturgical, Formal and Hip Hop)
- Writing Club
- Reading Club
- Sports Club

Course and content and numbers shall be consistent with the State Course Code Directory.

The maximum number for students in core-curricula courses assigned to a teacher in each of the following three grade groupings will be as follows: (1) Pre-kindergarten through grade 3, 18 students; (1) grades 4 through 8, 22 students; and (3) grades 9 through 12, 25 students.

To the extent that the students to be served are in grades K through 8, JGSOA agrees that it will provide 150 minutes of physical education each week for students in kindergarten through grade 5 and it will endeavor to provide 225 minutes of physical education each week for students in grades 6 through 8. S

To the extent the students to be served are high school students, JGSOA agrees to comply with Section 1003.428, F.S, relative to general requirements for high school education.

Part 3: Outcomes to be achieved

- A. JGSOA, a private school, will comply with State Board of Education Rules. JGSOA is accountable for the performance of its entire student population. The school's performance shall be rated using the same criteria as used by the Florida Department of Education in grading other schools. However, due to the fact that JGSOA may be under enrolled compared to other District schools, the number of students shall not be a basis for not being graded and thus, the school shall be accountable for their performance.

- B. JGSOA will establish a systematic method for assessing student progress using the District's Pupil Progression Plan and performance at each grade using valid and reliable procedures.

Pupil Progression Plan includes:

- 1. Kindergarten – Kindergarten Readiness Survey, Concept of Print, and concepts of Print for Writing.
- 2. First Grade – Concepts Print for Reading, Concepts for Writing, and Running Reading Records.
- 3. Second Grade – Running Reading Records.
- 4. Third Grade – Running Reading Records, Scholastic Reading Inventory, Sunshine State Standards Diagnostic Assessment.
- 5. Fourth Grade – Sunshine State Standards Diagnostic Assessment.
- 6. Fifth Grade – Sunshine State Standards Diagnostic Assessment.
- 7. Sixth Grade through Grade 12 - Sunshine State Standards Diagnostic Assessment.

JGSOA is responsible for the technology necessary to administer assessments.

JGSOA educational programs' closely follow the Sunshine State Standards, Grade Level Expectations and Benchmarks; using a range of minimum of three grade levels for each grade. Flexible grouping is used to place students into specific learning groups between classrooms and grades when necessary. This model

is used in the areas of Reading and Math to meet all students' needs by educating them on their instructional level. This concept is relevant when you refer to the three instructional levels of student learning- Level-1: Frustration, Level-2: Instructional, Level-3: Independent. Classroom compositions follow a bell curve with students falling in various positions along the continuum. If a teacher teaches to the Sunshine State Standards for that grade, only, then the students that fall in the middle of the bell curve will be taught on their instructional level. However, students that fall on either end of the bell curve, one standard deviation from mean, will be either in their frustration or independent level. This is not most effective for either group of students. Students that fall below the mean do not learn when frustrated and students that fall above the mean are often left to work, more than the recommended 10% of the day, independently. JGSOA teachers and an instructional assistant works together as a team and groups students according to their ability. The students are free to move among the groups whenever it is necessary to best meet each student's needs. Students are permitted to learn at their own academic pace; therefore, all students are educated on their instructional level.

The three partners in education, teachers/staff, student and parent improve student achievement by creating strong communication among the three. Issues that may impede learning are identified early and addressed. The personalized education plans (PEPs) address these needs and are revisited a minimum of two times per year. In addition to the personal education plans, the exceptional student education process for child study team is used to identify student needs as well as a school based team approach that addresses the needs of the whole child.

A data review of student academic progress is conducted on an ongoing basis by the Administration and Classroom Teachers. Standardized, teacher created and computer generated assessments are used to evaluate student progress. In the event that this information is not adequate to make placement decisions and/or educational goals, other methods of collecting data are used, including: portfolios, developmental checklist, summary reports, observational checklists, school based team meetings, academic improvement plans and any other information that may improve student performance. JGSOA compile all evaluation outcomes on a PEP which is reviewed with parents a minimum of two times per academic year. The PEP was developed as part of the original charter and has been modified as a document as it is currently used. All collected data is used to develop academic goals for each student's PEP.

Reporting the assessment data is only one component to evaluating student performance. We believe that students and families must be informed of their educational progress that reflects how the student is performing within the level that the student is working.

As part of our initiative to promote improvement in academic achievement, there are three levels of honor roll. The first is the principal's honor roll. A student must have straight A's and 3's and 4's in conduct. Regular honor roll requires that a student have A's and B's and 3's and 4's in conduct. Perhaps that most important of the three is the BUG (Bringing Up Grades) roll which requires that the student has to "bring up" the grade in one subject area while bringing up the same grades in the other subjects.

Promotion standards are based on the Student Progression Plans for entry, promotion and retention for grades K-8 as printed by the School District of Palm Beach County. "To earn a passing grade in a marking period for a course, a student must be in attendance for the minimum ninety percent of class time. A student who is not in attendance for the minimum ninety percent of class time may earn a passing grade by demonstrating mastery. Mastery is defined as earning a passing grade for the marking period and

passing the marking period assessment.” Accommodations are made for students enrolled in special programs according to the Student Progression Plan.

Instructional Methods and Strategies to be Used

“Children benefit from a variety of different activities. However, three critical activities that contribute considerably to overall brain development are; music art and physical activity.

First, music engages all aspects of the brain and stimulates multiple aspects of brain functioning. Children should be exposed often to many different kinds of music, but especially rhythm, rhyme, and repetition in music and songs.

Second, art engages a variety of the brain’s area that help children learn emotion, cognition and memory. Children should receive many opportunities to draw, paint, craft and create using different types of art.

Third, physically and movement help stimulate much brain growth and facilitate key connections for learning. Regular exercise and engagement in all varieties of physical activity are critical for healthy brain development in children.

The main objective through the program is to provide the students with the best possible opportunities for them to develop to their fullest potential, and to prepare the students for their lives in a competitive global economy.

The general tenets found in the A.C.E. Model include, but not limited to:

1. Three Partners in Education – creating the home, student, school connection
2. The instructional Triad Model- meeting the individual needs of students in grades K-5, through flexible ability grouping in the elementary school.
3. Integrated studies ability grouping the middle school.
4. Foreign language acquisition- exposure to foreign language prior to onset of puberty facilitates language learning.
5. Physical Education- bilateral physical development increases brain development.
6. Fine Arts development- music & art stimulate brain development and creativity.
7. Internationalism- education is the key to understanding tolerance.
8. Front Loading Methodology- introducing concepts empirically and continuing with student directed, teacher facilitated instruction.
9. Assessment Procedures- achievement data is used to evaluate student progress and individual’s placements.
10. Learning Styles- student learning styles are identified and taught so that students can understand their specific learning needs.
11. Etiquette- students learn every day etiquette, relationships, communication, dining, and the work place.
12. Enrichment- students receive enrichment activities as well as participate in academic games.
13. Exceptional Student Education- students that needs assistance are tutored according to areas of need.

Integrated Studies Triad: (6-8)

Components of a Balanced Literacy Program:

JGSOA program is literacy based, making reading the primary focus for the curriculum and resources provided to identify and provide specialized instruction for students, at a minimum below grade level, but for all students. The reading program is innovative by the grouping of students according to lexile scores, allowing quarterly rotation, and by using social studies as the medium from which to generate the reading material, which aligns itself with the Sunshine State Standards and is grounded in scientifically based research.

The central idea surrounding this model as used in grades 6 through 8 is across all subject areas and is divided into two units. Unit one is Social Studies based which leads the area of study for three fifty minute learning blocks that are taught in the following sequence; Social Studies, English and Journalism (which is taught in a technologically updated and fully functional computer lab which includes, MS Office 2007, multi-media projectors, wireless lap top computers, firewall, server, and scanners). In Unit One students are grouped according to lexile level and are re-assessed at the end of each marketing period to determine if the students need to change groups. The time period of study for the Social Studies unit is followed with literature in the English Department and followed with assignments in the Journalism department. An example would be discussing the roaring twenties and the industrial movement in Social Studies, reading the Great Gatsby in English, and then completing computer based projects in the Journalism department. This approach provides students with a 150 minute learning block that is primarily literacy based.

JGSOA the SSS diagnostic testing data to help place students in their learning groups. Understanding that the winter SSS scores are fairly predictive outcomes in the spring, gives a sense of urgency to the administration, teaching staff and students which in turn provides motivation for additional improvement. Learning gain goals are set for each student with a reward for accomplishing their potentially attainable goal.

The Principal; an Assistant Principal that is dedicated to instrumental improvement, student success, and serves as the reading coach; and a lead teacher that assists teaching teams in literacy development; drive the literacy program. Depending upon the leveled group that each student is participating in determines the level of literature that is used during their language arts block. The curriculum materials that are used are listed below. Similar to the Elementary Curriculum. The components of the 150 minute literacy block are as described and include: modeled reading, shared reading, guided reading, independent reading, modeled writing, shared writing, guided writing, and independent writing. These are used in a language arts block of 150 minutes.

As taken from the Components of a Balanced Literacy Program, modeled reading means to read aloud and exposes the students to literature on a daily basis. "This goal is to expose the students daily to engaging literature and new information." The idea is to expose them to challenging vocabulary and concepts that the students the students may not have the ability to read on their

own. Through the Social Studies department, students are read to by the instructor from a variety of literacy sources for approximately 15 minutes per day.

During shared reading the students follow along while the teacher reads aloud and invites the students to join in the reading. The goal of shared reading is to help build the readers confidence and to support and improve fluency by allowing the students to practice reading in a risk-free environment. The Social Studies department uses the shared reading approach for approximately 20 minutes per day. In addition to reading aloud with the teacher, the Social Studies teacher facilitates individual student read aloud time during the 20 minute time period.

Upon completion of the Social Studies 50 minute period, students then rotate to their Language Arts class. In the Language arts class, students engage in guided reading, small groups of 4-6 students read together as facilitated by the teacher and, depending on the level of need, an ESE teacher and or enrichment teacher, and or a teaching assistant. As a result of the instructional triad model, students are already in reading class with students of similar lexile levels; therefore the small groups may be more specific to lexile scores, specific students' needs or student interest. The reading material selected corresponds to the topics of study in Social Studies. Approximately 50 minutes per day.

Following the 50 minute Language Arts block, Journalism is taught as the final course in the three part Unit 1 instructional learning block. During Journalism, students participate in a variety of writing lessons which include participating in composing text, researching facts, practicing new skills and strategies, and reflecting upon themselves as writers. The process mirrors the reading block by using modeled writing, shared writing, guided writing, and independent writing.

During modeled writing, the teacher thinks aloud while demonstrating writing skills and strategies in front of the students during whole group instruction. Shared writing occurs when the students provide the ideas and participate in the writing process. The teacher and students compose together and talk about the vocabulary, format, content, etc. to be used. These techniques are used for approximately 10-15 minutes of the writing block. Guided and/or independent writing are used for approximately 20-40 minutes of the writing block. Guided writing allows the teacher to act as a facilitator as the students compose the text on their own. Independent writing allows the student opportunity to write without teacher evaluation. Students write freely and creatively without direct instruction, although some student conferencing may be done. The Language Arts teacher conducts an after school writing to facilitate writing and improve student skills.

Additionally during journalism, Independent reading is conducted daily. Independent reading is also encouraged during drop everything and read, a 20 minute time block given every day as part of the student's 50 minute lunch period. Approximately 20 minutes per day.

The integrated studies triad, by its very nature creates a differentiated strategy for students reading at grade level or higher, with a separate curriculum and strategies for students who are

reading below grade level. Teachers teach six periods per day and each of these six classes is different/specific to the group being taught, which is determined by the lexile scores that each student is currently testing at.

For students requiring additional assistance beyond the 150 minute block, JGSOA provides intensive study as a supplemental reading program either through the after school tutoring program and summer school.

The after school tutoring program is available to all students. The Middle School teachers are encouraged and additionally compensated to conduct tutoring sessions after school. Students are grouped according to their ACE and SSS Diagnostic predicted scores and are taught test taking skills and receive intensive review of the areas identified as weaknesses through the Diagnostic analysis.

JGSOA offer summer school programs for students that need additional assistance. Intensive study is conducted to increase student comprehension of concepts that are identified as areas of weakness.

For those students in need of an intensive reading course: The intensive reading classroom consists of a 20:1 ratio. Class begins with a read-aloud discussion or practice activity that coincides with unit one; social studies, language arts and journalism. For a 90 minute rotational model, while group activities begin with a 10-15 minute warm up and read aloud session that focuses on the essential questions of the lesson. After whole group activities, students are divided into group that then rotate through the following activities: Independent reading for 20 minutes whereby the students read and the report in a reflection log. Small group activity for 20 minutes where a remediation lesson is implemented that uses guided reading and writing. Technology for 20 minutes where students read using various interactive reading programs; then the group is brought back together for whole group instruction for 10-15 minutes where the teacher conducts a wrap up lesson and final read aloud.

The **Comprehensive Intervention Reading Program** is defined as a stand-alone program providing instruction in multiple areas of reading. Middle School students are required to read text in text specific subject areas such as government, science, and literature.

The **Supplemental Intervention Reading Program** provides instruction in one or more areas of reading. This program concentrates on specific areas such as phonological awareness, phonics, fluency, vocabulary and comprehension. This program provides targeted instructional design to fill in gaps on student knowledge or skill.

Educational Technology is intended for additional support in reading. Educational technology is teacher-led through journalism class.

Students shall be supervised by skilled instructional personnel at all times from arrival at JGSOA to departure.

During the school day, or any school sponsored event, students shall be taught in an environment where discipline is consistent and designed to support appropriate behavior.

JGSOA shall designate in writing one individual to be the chief administrator on site and responsible for the operations and management of the school whenever students are present. Each person so designated shall be certified with credentials, qualifications, background check and experienced as deemed appropriate by the Governing Board of JGSOA.

JGSOA shall purchase and install the necessary firewalls to ensure that all the school's software and computers, including student computers and software, comply with the same requirements mandated by the School District of Saint Lucie County, Florida.

School Year Calendar

JGSOA shall provide instruction for a minimum of one hundred eighty (180) school days or its equivalent as defined by Florida Statutes.

The start date and academic term calendar for JGSOA shall be consistent with that of the School District of Saint Lucie County.

Participation in Statewide Assessment

- A. JGSOA shall ensure that all students enrolled in JGSOA be required to take all applicable State Standardized tests consistent with State of Florida Department of Education.
- B. In addition to applicable State Standardized tests, JGSOA will administer ACE Diagnostic Assessment tests to facilitate educational planning/evaluation of its goals.
- C. Educational Student Education (ESE) students' Individual Education Plans (IEPs) will document the type of assessment to be given (regular or alternate) and if accommodations are needed.

Graduation and/or Promotion Requirements

- A. JGSOA serving high school students shall assure compliance with the method of determining graduation requirements of School District of Saint Lucie County.
- B. JGSOA K – 12 uses a school generated report card that is distributed quarterly.
- C. JGSOA serving high school student will award diplomas, certificates of completion, and special diplomas for ESE students when indicated on a student's IEP.

Code of Conduct

- A. The Code of Conduct for JGSOA shall include student discipline policies, Zero Tolerance Federal Gun Free School Zone Act, suspension criteria, procedures, appeal and due process as required by State and Federal laws.
- B. JGSOA will be responsible for all matters relating to students discipline. JGSOA must comply with any and all State, Federal and Local laws.
- C. JGSOA agrees to implement and adhere to procedures for discipline of ESE students as outlined in administrative directives and comply with requirements for the Individual with Disabilities Education Act.
- D. Students may be recommended for expulsion by JGSOA Governing Board.
- E. JGSOA agrees to maintain a safe learning environment at all times ensuring the health, safety, and welfare of all students attending.

Nature of Parental Involvement

The mission of JGSOA includes school families, key stakeholders, and community members as necessary components in the education of our students. JGSOA ensure parental involvement in a numbers of ways.

1. First, parents are asked to volunteer fifteen (15) hours per parent. These hours can be fulfilled by any family member and can be completed during or after school hours. Not all parents are available to volunteer their time; therefore, some parents choose to make a monetary donation in lieu of volunteering the time. The schools' volunteer coordinator designates specific activities each month for parents with children in each grade. Additionally, parents can attend PTA or board meetings, school activities, field trips, serve as a classroom or office assistant, complete work projects on campus and many other opportunities.
2. Second, parents are asked to drop off and pick up their children at the school. The school parking lot is an active social area where information boards will be posted. Staff members can touch base with parents, and fliers can be distributed. In addition, JGSOA will maintain a web site where current information pertaining to school operations can be accessed. All staff emails and teachers generated web pages can also be access through the web site. All homework assignments and projects will be posted on the web page for parent review. Student agendas are used in all grades and are signed every night as part of classroom participation grade. The administration has an open door policy and JGSOA staff members must return calls within 24 hours. The principal has an administrative calendar where all appointments are kept, that is available by the entire staff and board members so that any parent meetings can be attended by multiple parties when possible.
3. Parents/guardians also participate in the development of their child's Personal Education Plan (PEP). Parents/guardians are required to meet a minimum of two times a year with their child's teach who is responsible for formulating the PEP. After the teacher has outlines the goals and

direction of the plan, the parents have an opportunity to review it, provide input, and indicate approval by signing the plan. If any time during the course of the year the parent has concern or requests a change in the PEP, it is the teacher's responsibility to meet with the parent and revise the plan. If a conflict occurs between the parent and teacher as to what should be included in the plan, then a meeting is held with the Principal who will make the final determination as to the content of the PEP.

4. If a parent has a complaint about any school related issue, the chain of command stipulates initially addressing the matter with the individual that the issue involves. If the parties are unable to solve the problem, the next step is to schedule a meeting with the Principal. If the issue is still not resolved, the individual may speak to any Board Member and schedule a mediation meeting with the Board, Principal, and the individual(s) involved. Any Board actions required will be taken at next Board Meeting, and the decision of the Board will be final.
 - A. Parental complaints from any and all sources must be kept in a designated logbook with the dated response or action taken by JGSOA and clearly noted. This logbook must be available and open to inspection, and is public record.
 - B. JGSOA reserves the right to dismiss students from the school if student behavior repeatedly distracts from the learning of other students.

Part 4: Student Services

JGSOA utilize an extensive marketing plan which targets the surrounding areas. This marketing plan includes but is not limited to social media, surveys, pamphlets and other publications, postings and distributing flyers in neighborhoods facilities, informational forums and open houses, direct mailings and/or presentations to parents. JGSOA meet with local community agencies, educators, civic organizations and other community based service providers to inform the community of the opportunities offered by the school. The school conducts school tours and open houses for prospective students, parents/guardians(s) and community members.

Through JGSOA's recruiting and marketing plan, the school attracts families reflective of the community. The school strives to achieve a diverse student body comparable to the racial/ethnic balance of Saint Lucie County.

School families and interested applicants are required to complete JGSOA registration form. Parents are encouraged to attend a school tour and brief informational about the educational programs available at JGSOA. After receipt of the application, the Student Services Director file applications by grade level. Applicants are accepted on a continual basis.

Standard School District policies are followed when students are transferred from one school to another, public, charter, or private. ESE students attend transition meetings to address their special needs when transferring to another educational program.

Registration

Upon successful enrollment and indication of commit to attend, parents are provided pertinent documents in the registration package to review and return. The registration package includes JGSOA Code of Conduct and a contract between the school and parents/guardians indicating the roles and responsibilities of each. Parents/guardians agree to commit themselves to be involved in their child's education by, among other things, having their children arrive to school on time and ready to learn, and by volunteering to participate with one of the school's various committees. Both parties execute the contract indicating their acknowledgement and acceptance of the terms.

JGSOA conduct periodic registration sessions to assist parents with the various forms contained in the registration package. In addition, staff will be available for one-on-one sessions to accommodate parents who are not able to attend the scheduled sessions or require special assistance. Final acceptance to JGSOA is subject to the students' return of documents, as requested in the registration package, pertaining to the provisions of applicable Florida law regarding health examinations, immunization, school attendance and exemptions.

The parent(s) or guardian(s) must complete and sign an application form which must include, but not be limited to the following:

1. The student's name, social security number, date of birth, place of birth, local and mailing address, telephone number, verification of birth, last school attended, Home Language Survey, health screening requests for vision, hearing, and fluoride;
2. The parent's or guardian's name(s), local and mailing address, and telephone number; and
3. Documentation of eligibility criteria as outlined in JGSOA.

JGSOA must maintain a record of all students who apply to JGSOA, whether or not they are eventually enrolled.

Parents of students with disabilities shall be afforded notice of procedural safeguards in their native language, as provided by the Florida Department of Education.

Enrollment is subject to compliance with the provisions regarding school-entry health examinations and immunizations against communicable diseases, school attendance requirements, and exemptions.

Student Transfers, Withdrawals, and Dismissals

1. Parents/Guardians may withdraw a student from JGSOA at any time. JGSOA may withdraw a student involuntarily for failure to maintain eligibility standards or for violation of the Student Conduct Code.

2. In the event that a student has been recommended to the Board for expulsion, JGSOA is responsible for providing academic and behavior intervention for the student while awaiting the Board's decision on the student's expulsion.

Funding and Financial Requirements

Financial records will be maintained by JGSOA as provided by in the manual, *Financial and Program Cost Accounting and Reporting for Florida Schools* and District Chart of Account.

Internal Financial Controls and Audit Process

1. In order to provide comparable financial information, JGSOA shall maintain all financial records in accordance with accounts and codes prescribed in the publication titled *Financial and Program Cost Accounting and Reporting for Florida Schools*. JGSOA will provide annual reports to all federal, state, county, city and private funders. The financial statements are to be prepared in accordance with *Generally Acceptance Accounting Principles* using governmental accounting, regardless of corporate structure.
2. JGSOA shall include all accounting and reporting policies, procedures and practices for maintaining complete records of all receipts and expenditures.
3. Unaudited year-end statements shall be submitted to all parties involved with financial allocations or contributions by July 31st of each year. These financial statements must be prepared in accordance with *Generally Acceptance Accounting Principle* using governmental accounting, regardless of corporate structure.
4. JGSOA agrees to submit to and pay for an annual financial audit in compliance with Federal, State, and School District regulations showing all revenue received, from all sources, and all expenditures for services rendered. The audit will be conducted by an independent certified public accountant selected by the Board of JGSOA.
5. All funders have the right to review and audit, upon request, all financial records of JGSOA to ensure accountability and sound financial management.

Method of Providing for Safety for Students and Employees in Case of Health Hazard, Fire, Natural Disaster, or Emergency

1. The safety of students and employees shall be a prime responsibility of JGSOA.
2. JGSOA shall develop and implement a Crisis Response Plan for each facility classroom. Safety and emergency procedures shall be posted in all facilities.

3. JGSOA will arrange for teachers and staff to receive in-service training on approved safety and emergency procedures. Drills should be held at unexpected times and various conditions.
4. JGSOA shall hold and document emergency evacuation drills at least ten (10) times per year with at least two (2) drills within the first ten (10) days of school. Two tornado drills are required annually. One drill should be scheduled during September and the second drill should coincide with the annual tornado drill. Such drill shall include preparations for fire, natural disaster, health hazard and other emergencies.
5. In the event of a fire, students and employees shall be evacuated from the building. Students and employees shall be evacuated to assigned location at least five hundred (500) feet from the building. The Fire Department and police shall be notified. JGSOA administrators shall notify students and employees when it is safe to return to the building. Parents shall be notified as soon as possible.
6. In the event of a natural disaster, portable buildings shall be evacuated and students and employees moved to a permanent building.
7. Parents shall be notified of the location and advised as to when their child may be transported to their residence and when parents could arrange for transportation of the student.
8. In the event of a health hazard, the County Health Department shall be notified.
9. In all emergency situations, JGSOA officials shall take all precautions necessary to protect the health and safety of the students and other employees.
10. JGSOA shall comply with all applicable Federal, State and local laws, rules and codes pertaining to this section.
11. JGSOA will have a designated clinic equipped with a minimum of one bed, one refrigerator, and a locked medicine cabinet.

Facilities

JGSOA is responsible for the initiation and provision of inspections and an occupational license as required. All facilities, including leased facilities, must be inspected annually by a certified Fire Marshall or inspection specialist and the Saint Lucie Health Department.

JGSOA shall present proof of the appropriate facility certification (including all certificates that are required by applicable building codes).

Food Service

JGSOA will provide the following Food Service Program to its students.

1. A school breakfast program for elementary, middle, and high school students.
2. A school lunch program for elementary, middle, and high school students.

The meal requirements, procedures and accountability must comply with the United States Department of Agriculture rules and dietary guidelines.

Indemnification and Insurance

1. General Liability insurance will be in the amount of one million dollars (\$1,000,000) per occurrence, combined single limit covering bodily injury, property damage, personal injury, premises operations, products, completed operations, consultants and independent contractors, insured vs. insured, and contractual liability.
2. Property insurance for special perils (all risks) with limits of less than one hundred percent (100%) replacement value of the facility and all contents therein which are owned by JGSOA.
3. School Leader's Errors and Omissions liability insurance having limits of one million dollars (1,000,000) per occurrence, including an employment practices endorsement, coverages for student liability, corporal punishment, and sexual misconduct.
4. Fidelity/Dishonesty/Liability coverage with limits of five hundred thousand dollars (\$500,000), insuring the Sponsor against dishonest acts of employees or volunteers of JGSOA resulting in loss to the Sponsor.
5. Workers compensation coverages for the employees as required by Florida Law. The insurance company issuing the worker's compensation may have a high rating to license to write this coverage by the State of Florida.

Part 5: Personnel

1. JGSOA shall select its own employees. The employees shall be private. JGSOA agrees that its employment practices shall be non-sectarian and that it shall not violate the anti-discrimination provisions of The Florida Equity Act. JGSOA agrees to develop and

implement personnel practices and procedures that are consistent with state statutes and rules.

2. JGSOA will not employ an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or license as an educator is suspended or revoked by this or any other state.
3. JGSOA may contract with skilled selected non-certified personnel to provide instructional services in the individuals' fields of specialty or to assist instructional staff members as paraprofessionals in the same manner, and as provided by the State Board of Education and governing boards. Substitute's teachers cannot provide instructional services for longer than forty-five (45) student attendance days for an identified regular position.
4. JGSOA shall designate in writing one individual to be the chief administrator on site and responsible for the operations and management of JGSOA whenever students are present. Each person so designated shall be a certified teacher or one with credentials, qualifications, background experience that is deem appropriate by the Governing Board of JGSOA. In the event the chief administrator is off campus, a certified/qualified person(s) should be designated to be in charge.

Fingerprints and Disclosure of Employee

1. JGSOA employees, contract employees, and governing board members shall be required to comply with fingerprinting requirements of Section 1012.32, F.S., relating to Criminal Background Checks. JGSOA shall require all employees to comply with the fingerprinting requirements. Members of the governing board of JGSOA shall also be fingerprinted in a manner similar. Furthermore, all individuals who have direct contact with children or any students in the School District, must be fingerprinted and background checked. No employee of JGSOA shall receive remuneration before background check; fingerprinting, and certification status is completed.
2. JGSOA agrees that a prospective or current employee may be disqualified or may be terminated from continued employment if the prospective or current employee has been convicted of a crime classified as a felony or first degree misdemeanor directly related to the position of employment sought or convicted of a crime involving moral turpitude.
3. Any employee of JGSOA found through a background check to have been convicted of a crime of moral turpitude shall not be employed in any position requiring direct contact with students.

4. JGSOA agrees to disclose to the parents of its students the qualifications of instructional personnel hired by JGSOA.

Student Records

1. JGSOA shall maintain both active and archival records for current/former students in accordance with Florida Statutes.
2. All permanent records of students leaving JGSOA whether by graduation, transfer to the public school system, or withdrawal to attend another school, shall be promptly transferred and delivered.

Joshua Generation School of the Arts

And

After School Enrichment Program

Projected Financials

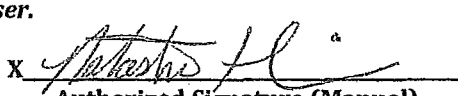
See Attachment B

References

Dr. Lynn M. Allen	5 Fold Bible Institute
Founder	561-623-8835

Gwen Mcleod	We Leap
Founder	772-940-1632

Pamela Hines	Roebuck Fellowship Outreach Ministries
Pastor	2306-B Okeechobee Rd.
772-501-7772	Ft Pierce, FL 34950

DELIVER TO: City of Fort Pierce 100 North U.S. #1 Fort Pierce, FL 34950 MAIL TO: City of Fort Pierce Procurement Dept. P.O. Box 1480 Fort Pierce, FL 34954-1480	REQUEST FOR PROPOSALS and PROPOSER ACKNOWLEDGMENT
Contact: Gelencia Carter, 772-467-3748	RFP No: 2016-013
Mandatory Pre-Bid Conference Date: N/A	RFP Title: SALE OR LEASE OF SURPLUS PROPERTY – 505 NORTH 7 TH STREET
Mandatory Pre-Bid Location: N/A	RFP Opening Location: City of Ft. Pierce Procurement Dept. 100 North U.S. #1, 1st Floor Ft. Pierce, Florida 34950
RFP Due Date & Time: 3:00 PM, TUESDAY, JANUARY 19, 2016	If you need any reasonable accommodation for any type of disability in order to participate in this procurement, please contact this department as soon as possible.
Proposer Name: Joshua Generation School OF THE ARTS Mailing Address: 2747 SE Morningside Boul, Port St. Lucie, FL 34952 -----	I hereby certify that this proposal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the same materials, supplies or equipment, and is in all respects fair and without collusion or fraud. I agree to abide by all conditions of this bid and certify that I am authorized to sign this proposal for the proposer. X  Authorized Signature (Manual)
City, State, Zip Code:	Typed or Printed Name: Natasha Hines
Type of Entity (Circle One): Corporation Partnership Proprietorship	Title: Owner
Incorporated in the State of: FL Year: 2016	Delivery in _____ days, ARO
Phone Number: 561-623-8835	Payment Terms: Net 30 Days
Fax Number: NA	FEIN or SS Number:
E-Mail Address: jshuaschoolofarts@gmail	Local Business: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N MWBE: <input type="checkbox"/> Y <input type="checkbox"/> N
Bid Security is attached, when required, in the amount of \$ _____ F.O.B. DESTINATION	If returning as a "No Bid" state reason: NA
THIS PAGE MUST BE COMPLETED AND RETURNED WITH YOUR BID	



CITY OF FORT PIERCE PROPOSER'S CHECKLIST

This checklist is provided to assist each Proposer in the preparation of their proposal response. Included in this checklist are important requirements, which is the responsibility of each Proposer to submit with their response in order to make their response fully compliant. This checklist is only a guideline~ it is the responsibility of each Proposer to read and comply with the Request for Proposal in its entirety.

Check "Yes" or "No" to each of the following:

YES

NO

Is Request for Proposal cover page (page 1) completed, signed and attached?

✓

All prices have been reviewed for mathematical accuracy, all price corrections initialed, and all price extensions and totals thoroughly checked.

NA

Include proof of proper licensing as stated in proposal documents.
(NOT APPLICABLE).

NA

Include proof of proper insurance and if we are selected, agree to meet the City's insurance requirements, as stated in proposal documents (NOT APPLICABLE).

NA

Proposal envelope is marked accordingly.

✓

Are three (3) complete proposal packages included (one original and two copies) and one electronic copy (PDF) on a USB Flash Drive of sealed proposals?

✓

Is each Addendum (when issued) signed and included?

NA

PLEASE SIGN AND RETURN WITH PROPOSAL

Statash H



ATTACHMENT A
PROPERTY NARRATIVE

PROPOSAL RESPONSE FORM

505 North 7th Street
Property Address

Joshua Generation School OF the ARTS

Print or Type Name of Buyer(s)

2747 SE Morningside Boulevard

Address (Street / City, State and Zip Code)

Port St. Lucie, FL 34952

561-623-8835

Area Code and Telephone Number

Proposed Use of Property:

Attachment "A"

(Use additional sheets, if necessary)

Proposed Property Improvements:

See attachment "A"

(Use additional sheets, if necessary)

Timetable for Making Improvements:

See attachment "A"

(Use additional sheets, if necessary)

PROPERTY NARRATIVE

505 North 7th Street
Property Address

Proposed Job Creation:

See attachment "A"

(Use additional sheets, if necessary)

Business Plan (attachment):

See attachment "A"

(Use additional sheets, if necessary)

Financial Plan (attachment):

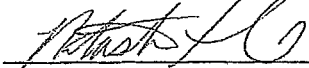
See attachment "B"

(Use additional sheets, if necessary)

Exceptions to Request for Proposal (attachment):

NA

(Use additional sheets, if necessary)


Signature of Buyer(s)

1/18/16
Date

OFFER TO PURCHASE/BID FORM
RFP NO. 2016-013



_____ herein called the Buyer(s), hereby offer(s) and agree(s) to purchase from the City of Fort Pierce, a Municipal Corporation, hereinafter called the City, at the price subject to the terms, conditions, reservations, restrictions, and covenants herein stated, (see attachment(s)), and easements, encumbrances and other matters of record, and to all zoning, building or other Laws or Ordinances, the following described property.

In order to constitute an acceptable offer to purchase (bid), all information requested below must be provided. The form must be submitted in triplicate in a sealed envelope bearing on the outside the name of the bidder, its address, and RFP No. 2016-013, Sale or Lease of Surplus Property – 505 North 7th Street.

Name of Bidder: Joshua Generation School of The Arts

Address of Bidder: 2747 SE Morningside Boulevard

City, State, Zip: Port St. Lucie, FL 34952

Telephone Number: 561-623-8835

Fax Number: NA Email Address: joshuaschoolofarts@gmail.com

ADDRESS	OFFERED BID AMOUNT	5% BID SECURITY AMOUNT
505 North 7 th Street	\$ _____	\$ _____

BIDDER'S ACKNOWLEDGEMENT

The Bidder understands that information contained in this Bid Form is to be relied upon by the City of Fort Pierce and Fort Pierce Development Agency in awarding the specified Bid, and such information is warranted by the Bidder to be true. Bidder understands that the City/Agency has the right to verify the information submitted and to seek any additional information relating to the Bidder's qualifications. The discovery of any misstatement, which, in the sole opinion of the City/Agency, materially affects the Bidder's qualifications to perform, shall cause the rejection of the Bid, and if after the award, to cancel the sale of agreement.

Natasha Hines
Bidder of Authorized Representative

Natasha Hines
Typed Name

1/18/16
Date

2016/2017 PROJECTED BUDGET
Joshua Generation School of the Arts

ATTACHMENT B

Month	Description/Detail	Start Up	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Year Total
Students*	based on 8% increase		40	43	47	50	54	60	63	69	75	81	87	94	101
Cost Per Child	based on \$145 wk		\$ 23,200.00	\$ 24,940.00	\$ 27,260.00	\$ 29,000.00	\$ 31,320.00	\$ 34,800.00	\$36,540.00	\$40,020.00	\$43,500.00	\$ 46,980.00	\$ 50,460.00	\$ 54,520.00	\$ 442,540.00
Registration Fee	\$50 charged 1x each child		\$ 2,000.00	\$ 150.00	\$ 200.00	\$ 150.00	\$ 200.00	\$ 300.00	\$ 150.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 350.00	\$ 4,700.00
Total Fees			\$ 25,200.00	\$ 25,090.00	\$ 27,460.00	\$ 29,150.00	\$ 31,520.00	\$ 35,100.00	\$36,690.00	\$40,320.00	\$43,800.00	\$ 47,280.00	\$ 50,760.00	\$ 54,870.00	\$ 447,240.00
Employees															
Director/ Teacher			\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 23,040.00
Asst. Director/ Teacher			\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 1,920.00	\$ 23,040.00
Dietian			\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00
Janitor			\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00
Teacher - preschool			\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 15,456.00
Teacher			\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 15,456.00
Teacher			\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 1,288.00	\$ 15,456.00
FICA tax	6.20%		\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 960.38	\$ 11,524.56
Medicare	1.45%		\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 238.53	\$ 2,862.36
Unemployment	1.5% of first \$8,000/employee		\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 14,400.00
Worker's Comp	5% of total salaries		\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 834.45	\$ 10,013.40
Total			\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 12,937.36	\$ 155,248.32
Expenses															
Rent		\$ -	\$ -	\$ -	\$ -	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 5,379.00	\$ 48,411.00
Utilities		\$ 600.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 900.00	\$ 900.00	\$ 900.00	\$ 800.00	\$ 9,700.00
Maintenance, Repair		\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Food		\$ 2,000.00	\$ 2,160.00	\$ 2,333.00	\$ 2,520.00	\$ 2,722.00	\$ 2,940.00	\$ 3,145.00	\$ 3,397.00	\$ 3,397.00	\$ 3,397.00	\$ 3,397.00	\$ 3,397.00	\$ 3,397.00	\$ 34,805.00
Office Supplies		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Classroom Supplies		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Food Supplies		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Licenses		\$ 1,000.00													\$ 1,000.00
Phone/Cable/Inter		\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Intult (Payroll)		\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 35.00	\$ 420.00
Professional Services	Accountant, lawyer, etc.	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Marketing Supplies		\$ 600.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,900.00
Miscellaneous		\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Total		\$ -	\$ 6,785.00	\$ 5,845.00	\$ 6,018.00	\$ 11,584.00	\$ 11,786.00	\$ 12,004.00	\$12,209.00	\$12,461.00	\$12,561.00	\$ 12,561.00	\$ 12,561.00	\$ 12,461.00	\$ 128,836.00
Profit			\$ 5,477.64	\$ 6,307.64	\$ 8,504.64	\$ 4,628.64	\$ 6,796.64	\$ 10,158.64	\$11,543.64	\$14,921.64	\$18,301.64	\$ 21,781.64	\$ 25,261.64	\$ 29,471.64	\$ 163,155.68