



FORZA Education Management, LLC

www.forzaedu.com

727-642-9319

FORZA is a full-service education management organization, providing to its schools an all-inclusive collection of management services focusing on a holistic educational approach in order to enhance each school's optimum level of success. Based upon the management agreement, we can turn an existing structure into a flourishing and prosperous charter school or create a new charter educational facility from the ground up. FORZA provides a full range of services including expertise in the areas of:

1. Budget and Finance,
2. Human Resources,
3. Academic support,
4. Compliance reporting,
5. Building acquisition,
6. Start-up assistance,
7. Communications and marketing,
8. Technology,
9. Special projects,
10. Risk Management.
11. An Educational Delivery System that enhances student learning gains, including:
 - a. curriculum development,
 - b. student assessment and monitoring,
 - c. effective and dynamic teaching methods,
 - d. effective classroom management techniques,
 - e. Exceptional Student Education (ESE) Plan,
 - f. English Language Learner (ELL) Plan,
 - g. Grant writing and implementation.

FORZA's co-founders and executive management team, includes: Mr. Charles Malatesta, M. Ed., Chief Executive Officer (CEO), and Mr. Pepar R. Anspaugh, Ed.D. abd, Chief Operating Officer (COO).

Charles (Chuck) Malatesta, FORZA's co-founder and CEO, is a lifelong educator who has worked to improve education throughout his entire career at every level of education as a Teacher, Coach, Dean of Students/Assistant Principal, University Professor, Principal, Regional Vice President of company operations, and has opened several charter schools in the State respectively. He also has experience in Private/Parochial, traditional public school, and charter school settings.

Mr. Malatesta's passion for education commenced when he was a high school student at the Salesianum School in Wilmington, Delaware. He distinguished himself as a scholar athlete. It was at Salesianum, that Mr. Malatesta began to exercise his abilities as a leader. He was elected captain of the swimming team, which he led to a third State Championship in four years as an All-State swimmer. After graduation, Mr. Malatesta pursued his education at Florida Atlantic University, where he was awarded a swimming scholarship and majored in history education. He later transferred to the University of Delaware where he earned his Bachelor of Science in Health and Exercise Science. Subsequently, he

began teaching and coaching at the Charter School of Wilmington where he was recognized in the year, "2000," as the State and National Coach of the Year. In 2003, he earned a Master's Degree from Wilmington University in Educational Leadership/Administration.

Mr. Malatesta served as Dean of Students at Bishop Verot High School, and a University administrator in the College of Education at Florida Gulf Coast University and St. Petersburg College. Over the past five years, he was the Principal of two charter schools which he opened in 2008 and 2010 respectively. He also assisted in the application process for an approved charter high school, which was scheduled to open in 2013. Mr. Malatesta was promoted in 2010 to Regional Vice President, and was responsible for establishing and enhancing relationships with district personnel, reviewing areas of need for potential new charter schools, building acquisitions, overseeing all schools in the region, which included the school's academic performance and financial stability. He brings value added and experience to FORZA LLC, and firmly believes that, "All Children Can Learn," when taught by a highly qualified caring staff in a quality learning environment.

Pepar R. Anspaugh, FORZA's other co-founder, and COO has over 30 years experience in educational administration and has been recognized world wide for his educational accomplishments. Because of his heritage, he is also known in many circles as the "Dream Catcher." Mr. Anspaugh earned his BA in Sociology/Psychology from the University of Miami, his BS in Secondary Social Studies Education from Florida International University, a MS in Educational Leadership, and finished all his Doctoral coursework in Educational Leadership, completed his Residency requirement, and Dissertation from the University of Florida. After teaching for three years, at the age of 24, he secured his first position as Principal in Miami, Florida. During the subsequent decades, Mr. Anspaugh was Principal/Headmaster in both the public and private school settings. During these two decades, he realized that his approach to educating children was unique and significantly effective, and dedicated himself to educational reform. He embraced the initiative, that "All Children Can Learn," irrespective of race, color, national origin, sex, religion, age, disability, gender, sexual orientation, or predisposing genetic characteristics, learning style, cognitive aptitude, exceptionalities, or other environmental influences such as socio economic status. In addition to being a Principal, Mr. Anspaugh was also a Professor of Psychology, Education, and Social Science for the State College of Florida and the University of South Florida. His work with these institutions provided the backdrop for creating an Educational Philosophy entitled, "The Holistic Approach to the Total Child." Via this philosophy, he established high-level educational opportunities and meaningful learning experiences to assist each child in reaching their optimum level of development in the cognitive, affective, and psychomotor domains.

Mr. Anspaugh has been employed in educational administration, encompassing Private/Parochial, Traditional Public, and Charter Public Schools for over thirty years. His first exposure to Charter Schools commenced when he was asked to review sections of a charter application that eventually became Sarasota School of Arts and Sciences, opening its doors in 1997. At the end of the first year of operation, all faculty and staff were replaced. Over the next three years there were 4 different Executive Directors and by the middle of the fourth year, the school, regrettably, had been notified by the District Superintendent, that its doors were going to be closed by the School District. Fortunately, that did not transpire. Mr. Anspaugh had just been hired at the time of this disastrous notification, however, under his leadership the school made a dramatic turn around! This charter school reached premier status and ranks 7th in the State of Florida. Mr. Anspaugh was credited with being directly responsible for this momentous transformation. After his tenure at Sarasota School of Arts & Sciences, Mr. Anspaugh became the owner and operator of "Anspaugh & Associates LLC," and preferred Consultant for the Florida Consortium of Charter Schools. Mr. Anspaugh has been honored for his work in education on four occasions, with an invitation that is extended to only a few educators in the U.S. each year, to attend and participate in the Oxford Round Table. The Oxford Round Table is a nonprofit educational organization chartered in England and Wales as a forum for discourse concerning matters of public importance. Each Round Table session engages a small interdisciplinary group of scholars to examine the various aspects of a given topic.

Two and ½ years ago, he began working with Mr. Malatesta as the Quality School Initiative Director, for charter schools throughout the State of Florida. Mr. Anspaugh has more than 13 years of experience working in, with, and for charter schools in the State of Florida. The end result of his work with Mr. Malatesta, led to him cofounding the FORZA Education Management, LLC, built on respect and accountability with a more integrated and democratic approach in working with participating schools. The authoritative and rigid approach by most management companies was not one that FORZA will embrace. FORZA's leadership style is foreign to most of the Management Companies in operation today, because it is based on effective and empathic listening skills, and has removed the authoritarian and cold autocratic leadership style and replaced it with a warm, democratic, and collaborative approach. Its decision making process, is based on listening and understanding what is important to School Leaders and their school's faculty and staff, as well as students and parents, moreover, FORZA embraces an ideology of, "People over Profit!"

The FORZA leadership team is sensitive to the educational needs of children and puts those needs first when making organizational decisions. FORZA is aware that a business must be financially secure; however, instead of following a rigid business design, it supports the faculty/staff of a school, with its primary mission being the welfare of the students.

Enhancing the educational experience and process is the driving force behind organizational decisions. FORZA operates with the bottom line of — whatever is in the best interest of the children, faculty and staff, as well as, the families that are served.

Chuck S. Malatesta and Pepar R. Anspaugh have been coworkers in the field of Charter Education for two and ½ years. They have united their efforts in forming FORZA Education Management, LLC, with the motto: “Giving parents a choice and students a chance.” Between the two of them, they have over 18 years of experience in Charter Education. Their joint efforts have culminated in the successful operation of four charter schools in three distinct counties. Moreover, Mr. Malatesta and Mr. Anspaugh have assisted, supported, or created additional schools in Broward, Dade, Collier, Flagler, Lee, and Duval Counties. In the fall, 2013, Gulf Coast Charter Academy South, a K-8 Charter, opened in Naples with FORZA as its Education Management Company. FORZA has plans to expand its services as a management company to various regions in the state.

FORZA’s Full Range of Education Management Services

FORZA’s Management Education Delivery

Although FORZA does not mandate a specific curriculum for its schools, it does, however, offer its schools, the “Holistic Approach to the Total Child,” Philosophy and thereby addresses the cognitive, affective, and psychomotor developmental needs of its students and focuses on the, “achievement gap,” that exists in today’s society. Dr. Labofsky’s research confirms that the more modalities we use to store knowledge or experiences, the more pathways we have available to access it later, thus, augmenting student mastery of the State Standards. This approach can assist in significantly reducing the “achievement gap,” that exists today. Moreover, FORZA encourages its schools to establish an Authentic Learning Community where the real world is brought into the classroom and applied to concepts that the student can identify with. Students will explore, discuss, analyze, and discover by exercising critical thinking skills, solutions to real-world problems and projects that are relevant to the learner. In addition, FORZA supports rigorous esteem building initiatives that address many of the problems that plague American classrooms today. The Authentic Learning component utilizes Service Learning as one of the vehicles in focusing on essential questions of the curriculum coupled with real life experiences and discovering solutions to current issues and the problems in today’s world. Authentic Learning coupled with Service Learning projects promotes immediate and long-term learning outcomes including increased attendance and successful academic performance, which in turn, produces contributing citizens of the 21st century.

FORZA encourages the faculty and staff, in each school, to maintain high expectations fostering pride in all students regarding academic achievement by promoting critical thinking for life. FORZA gladly assists schools in creating facilities where their students feel safe from outside intrusions coupled with an educational program where students feel secure in giving and receiving constructive feedback in the classroom setting. Furthermore, that meaningful learning will be achieved by adopting a collegiate and collaborative approach to learning, where assignments are rigorous yet relevant to a student’s everyday life coupled with physical fitness strategies and initiatives for creative expression. Finally, informational assessment strategies will be utilized. Formative, Interim, and Summative evaluations, will reveal levels of mastery as well as learning gaps at strategic periods during the year. The Curriculum and Lesson Plans will be driven by data secured by these assessments. Educational initiatives, programs, monitoring and teaching strategies presented by FORZA will promote significant student learning gains via critical thinking, ergo, promoting mastery of the Next Generation Sunshine State and Common Core Standards (2013-2014) and exclusively Common Core Standards (2014-2015) supporting student achievement when taking the FCAT 2.0 (2013-2014) and/or any new instrument that may be mandated by the state in the annual assessment for the 2014-2015 school year.

FORZA encourages teachers to identify their role in the 21st century classroom by becoming facilitators of learning, using an interdisciplinary approach to project-based learning, teamwork, collaboration, integration of technology, small group instruction, concurrently, with being involved in the needs of the community. FORZA is committed to ongoing professional development, assisting schools in designing rigorous and collegiate curriculum in order to produce college readiness and career-focused students that are very well prepared for the future here in the U.S. or abroad.

FORZA’s Education Management Delivery System Encompasses:

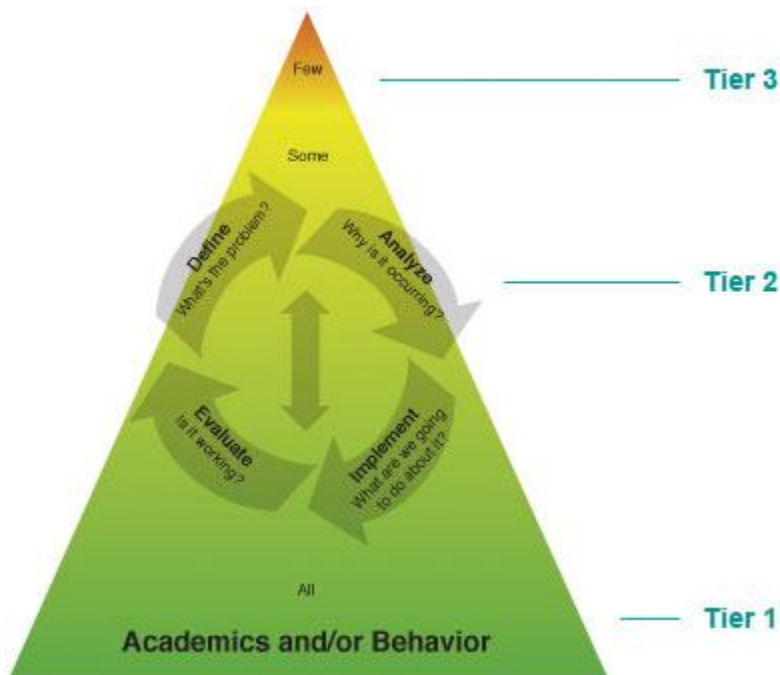
1. The **“Holistic Approach to the Total Child,”** as presented by Pepar R. Anspaugh;
2. **Curriculum Development and “Backwards Mapping,”** which incorporates Anchor Standards (the Big Ideas) that define what students should understand and be able to do by the end of each grade level;
3. **Textbook Selection:** State Adopted Textbooks;
4. **Data driven Curriculum, as well as, data driven daily lesson plans;**
5. **Effective Teaching Methods** as discussed by Robert Marzano; Danielson, and/or others as adopted by varying school districts.

6. **Professional Development in Classroom Instruction:** Whole Group, Small Group, and Individualized Instruction, focusing on the Depth of Knowledge Component, developed by Norman Webb, where standards and assessments must be deeply aligned in order to appropriately measure the range of cognitive complexity within, each content standard;
7. **Classroom Management Techniques** as presented by Harry Wong;
8. **The achievement of “Academic Accountability”** via the Proactive Monitoring of performance benchmarks through Formative, Interim, and Summative monitoring techniques, evaluations in conjunction with using short, medium, and long cycle assessments;
9. **Peer Observations and Reflections, coupled with Team Teaching;**
10. **Training in Response to Intervention (RTI)** is a multi-tiered approach to providing struggling learners with services and intervention at increasing levels of intensity. It works most effectively when students receive a high level of personalization, specifically on the concepts with which they are struggling and by understanding diverse learning strategies responded to by using differentiated instruction. In some Districts the title RTI has been replaced by MTSS: MTSS – Multi-Tiered System of Supports. Irrespective of the title used, Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.

Phase 1 of implementation for Problem-solving and Response to Instruction/Intervention, came to a close in 2011. Phase II of the statewide implementation of a MTSS has emerged.

Multi-Tiered Framework

This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.



Academics and/or Behavior

Define: What's the problem?

- Analyze: Why is it occurring?
- Implement: What are we going to do about it?
- Evaluate: Is it working?

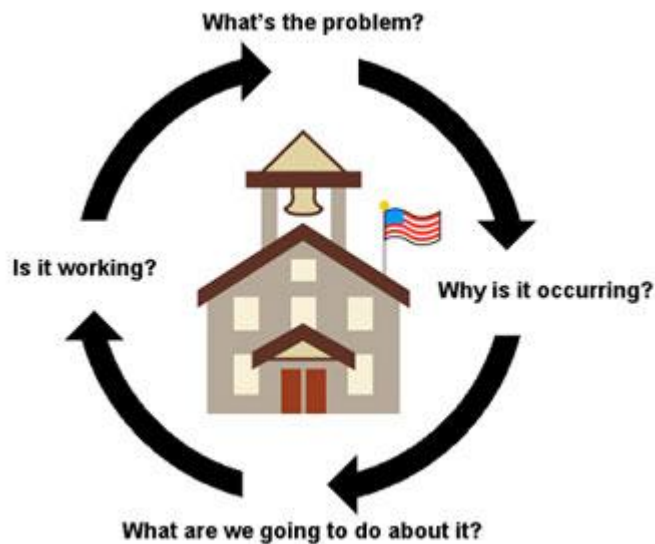
Tier 1: All students

Tier 2: Some students

Tier 3: Few students

Problem-Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement.



11. **ESE and ELL** following the District's Plan and support via accommodating strategies.

FORZA's Education Management Budget Oversight and Financial Reporting

The Charter School Board is encouraged to provide input regarding the budget development process, collaborating with FORZA and the school leader in fiscally supporting financial short, interim, and long-term goals and objectives. Although FORZA participates in the annual budget process, the Board retains final authority and approves the annual budget. FORZA will also provide monthly financials for the Board of Directors to review at scheduled meetings. FORZA manages all school financial systems including payroll, accounting, budgeting, purchasing, long-range planning and state and federal reporting. In addition to scheduled reports to the School Board, such as the proposed and revised budgets, monthly status reports, and the articulation and coordination with a selected independent auditor, FORZA provides recommendations and advises Board members on best-practices in financial operations, coupled with following pertinent, "Red Book," accounting procedures.

Monthly financial reports are provided to the Board at least five days prior to monthly Board meetings. If the Board meets after the 15th of the month, said reports will be provided at the subsequent monthly meeting. The information to be included in the standard school monthly report, consists of:

1. Treasurer's Memo — providing a summary of financial information for the Board's review.
2. Cash Forecast Statement — presenting an estimate of the school's actual usage of cash over the course of the year and the projected ending balance.
3. Budget Projections — providing a monthly report of the school's actual revenue and expense to date compared to the annual budget.
4. Actual Expenditures by Function — providing a breakdown of the school's actual expenses by function.

5. Budget Expenditures by Function — providing a breakdown of each school's budgeted expenses by function.
6. Combined Balance Sheet — providing a year-to-date report of assets and liabilities.
7. Historical Aged Trial Balance — provides a report of outstanding payables as of month-end.
8. Check Register — provides a monthly report of all bank transactions.

FORZA's reports are "best practices" of financial reporting. FORZA will also provide additional reports tailored to the Board's specific requests.

FORZA's Education Management Role in Creating a Charter School

FORZA will assist individuals, groups and organizations that desire to create a new charter school by conducting feasibility studies and a budget forecast, generate support from the community at large, assist in writing the charter application specific to identified needs, facilitate effort in the acquisition of a property and facilities, ensure compliance with fire and security standards, plan for future facilities, create the school design and its development. Moreover, FORZA will assist in generating a network of community supporters and stakeholders, which will provide a plethora of resources for the school.

FORZA's Education Management Compliance Reporting

FORZA provides school support in successfully operating according to the authorizer, state, and federal regulations. Moreover, assists its schools in accurate and timely compliance submissions, including producing and the timely filing of compliance reports, Audit and supporting documents.

FORZA's Education Management Curriculum Planning and Implementation

FORZA embraces and preserves the ambiance and unique qualities of each school's community, moreover, does not mandate a specific curriculum for participating schools. FORZA's on-site staff will collaborate in tandem with the school's administration concurrently the school's Board of Directors to generate a specific curriculum coupled with educational programs that best fits the needs of said school's student population. Curriculum development and its implementation, at the school level, are supported by FORZA's "Quality Schools Initiative" (QSI) personnel as one of the many services offered. Through this combination of site-based autonomy and collaboration with FORZA's support staff, innovative and cutting-edge curriculum designs are created, which will be tailored to the individual school's distinct student population and responsive to the needs of the community and will concurrently meet all state and federal standards.

FORZA is dedicated to assisting schools in developing a well-rounded educational program where the curriculum is precisely aligned with the NGSS/CC Standards through 2013-2014. Beginning in 2014-2015, the curriculum will be precisely aligned with the Common Core Standards exclusively. Schools are encouraged to follow their County's comprehensive program for student progression, which is based on an evaluation of each student's performance, including how well the student masters the performance standards approved by the State Board. The school, with FORZA's assistance, will provide students with a balanced academic program, emphasizing theme-based and interdisciplinary study via critical thinking skills, creativity, along with reading and writing across the curriculum, Character Education, and participation in cooperative learning projects, and Service Learning initiatives. Furthermore, FORZA will provide professional development for faculty, if the school chooses to enhance their academic achievement through the STEM or STEAM Models' (Science, Technology, (Arts), Engineering, and Mathematics) meaningful learning experiences, resulting in higher student learning outcomes, and mastery of the NGSS/CC Standards. There will be an ongoing focus on Authentic Learning techniques coupled with a variety of pertinent student assessments and monitoring instruments utilized to forecast student success on the summative evaluations such as FCAT 2.0 (2013–2014) and/or any new instrument that may be mandated by the state in the annual assessment for the 2014-2015 school year.

Developmentally appropriate practice is utilized as part of FORZA's strategy for engaging each child in meaningful learning experiences. The Developmental Domain Paradigm, is the basis for the "Holistic Approach to the Total Child," (Anspaugh; Revised 2005) focusing on the child's cognitive, affective, and psychomotor domains' growth via meaningful learning experiences. Dr. Labofsky's research confirms that the more modalities we use to store knowledge or experiences, the more pathways we have available to access it later, thus, augmenting student mastery of the State Standards. Developmentally appropriate practice recognizes the child as an active participant in the learning process; a participant who constructs meaning and knowledge through interaction with peers, friends and family, materials and environment. Based on Constructivism, the classroom teachers serve as active facilitators, who assist children, especially in small groups using differentiated instruction to derive meaning from the various activities and interactions encountered throughout the day. FORZA recognizes that every child learns uniquely and at different rates; therefore, every child in a FORZA educational environment, will receive the personalized attention and differentiated instruction needed to reach his

or her fullest potential. A full array of differentiated instructional strategies, accommodations, and modifications are utilized in classrooms to reach and teach every child. Students thrive with this tiered approach and positive results are realized.

FORZA purports that children acquire knowledge and intellectual refinement when they have real world materials that they can manipulate. Through direct sensory involvement with their environment, students learn about topics that are personally meaningful and interesting. FORZA students will receive an education through an encouraging learning atmosphere that offers content mastery through stimulating and engaging studies. Exemplary content mastery will be verified via the students' success on the FCAT 2.0 (2013–2014) and the pending future assessment that will be mandated by the State of Florida as the annual summative evaluation. Moreover, FORZA encourages the use of short, medium, and long cycle assessments, as well as, Formative (Pre-Test), Interim, and Summative Evaluations (Post-Test). All FORZA schools will monitor their student data, which will be reviewed on a daily basis, and in turn will drive the curriculum and even daily lesson plans. Student data will be collected, monitored, and analyzed via monitoring instruments and varying evaluations, including but not limited to the STAR, FAIR, and DRA's Assessments via short, medium, and long cycles. These will monitor program goals and student mastery of standards. Remediation programs such as Read 180 Labs, Math Labs, coupled with the teacher's daily assessments of students along with teacher observation, differentiated instruction, and student responses to higher order questions during small group and individualized instruction will guide curriculum adjustments, planning, and instructional techniques. Moreover, these techniques will assist in determining when to use the Response to Intervention (RTI) tool, along with counseling, and **after school free tutoring sessions**. The summative assessment for the school year 2013-2014, will measure student mastery levels via The **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)** based on the NGSS/CC Standards. Subsequently, in 2014-1015, the summative evaluation will be taken by all students, however, this evaluative tool has yet to be determined by the State.

FORZA embraces the belief that schools must be a place where students "DO" learning. This "DO" learning approach has its roots in Constructivism, which is based upon observation and scientific study, about how people learn. Constructivism (Brooks, 2005), based on the Modern Socratic Method, is one of the tenets of FORZA's approach to teaching and learning. "People construct their own understanding and knowledge of the world through experiencing things and reflecting on the experience." Students should experience the core subject areas in meaningful, transformative experiences that promote Authentic Learning and success. FORZA, irrespective of the basic Educational Philosophy or varying tenets utilized by their schools, envision schools that achieve mastery in the core subject areas by teaching in a context that develops civic literacy, promotes environmental stewardship, fosters global awareness, and integrates information and communication literacy. Our students' success will flow from and validate these high expectations embraced by the school. In all FORZA schools, the education of a child is an individual, family, school, and community responsibility.

FORZA's Education Management Grant Writing and Implementation of Grants Awarded

FORZA provides grant support for each of its schools. FORZA personnel are responsible for writing, submitting, and fully implementing all grants awarded to each of its schools. Funded grants will include Title I, Title II-A, Title II-D, Title III, Title IV, Title V, as well as, other federal and state grants, as applicable.

FORZA's Education Management Human Resource Department

FORZA provides its schools with effective Human Resource services. Moreover, it manages all recruiting, payroll, certification compliance, licensure and permitting, benefits and personnel matters for all school employees. In addition, assumes responsibility for the complex and technical regulatory issues germane to the human resources arena. This allows the school's Board of Directors to concentrate on governance issues and fundraising, moreover, for the administrative staff to concentrate on the day-to-day operations of the school.

FORZA works collaboratively with the Principal and Board of Directors to recruit, hire, and provide a thorough orientation program for all new faculty and staff, including a mentoring program that assists the new employee with an easy transition into their new role and new educational setting. FORZA posits various recruiting mechanisms including referrals, job fairs, strategic college and university career expos, Web-based advertising and job postings. FORZA also maintains a Web - based recruitment site that allows potential candidates to review open positions nationwide and submit resumes for consideration. FORZA reviews employee qualifications and ensures that incoming faculty and staff will secure appropriate documents in order to meet certification or licensure requirements. Criminal background checks, pre-employment drug screening, unprofessional conduct reviews are completed prior to offering any candidate a contract.

FORZA's Education Management Marketing Activities

FORZA assists its schools in the creation and implementation of a strategic marketing plan which is personalized specifically to each school. This approach attracts parents and students alike to the school, fostering a consistent

enrollment that is at capacity with a significant waiting list at all grade levels. Effective and ongoing communication with parents, community leaders and other stakeholders is consistently provided. FORZA Services include a vigorous marketing plan which includes implementation, graphic design, open houses, school Web-site design, and creation of intent to enroll forms, targeted mail delivery, and school-wide Climate Surveys. Brochures, television and or radio marketing, signs, fliers, social media and any type of newspaper or billboard advertising are just a few of our advertising components.

FORZA Education Management, is Dedicated to Students with Special Needs: ELL and ESE Students

ELL Students

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the NGSS/CCS Standards. This includes students who are English Language Learners (ELLs). These students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

FORZA makes it clear to its schools, that ELLs are a heterogeneous group with differences in ethnic background, home language, perhaps socioeconomic status, quality of prior schooling, and varying levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisites to the educational tasks at hand.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that can be celebrated and enrich our schools and society.

The goal of FORZA's, ELL Program, is to ensure that all students, with varying levels of limited English proficiency, will receive comparable and comprehensive instruction. The instruction, disseminated by FORZA schools, will assist these students in developing communicative and academic skills necessary for meeting district, state, and national educational standards. Moreover, FORZA is adamant about making sure that its ELL population is served appropriately while also celebrating its diversity. FORZA's ELL students will receive services based on each School District's ELL Plan and will ensure that all faculty members follow said District's ELL Plan, moreover, will comply with state and federal requirements for serving English Language Learners, including the procedures that will be utilized for identifying said students and providing support services.

ELL and ESE Students

FORZA embraces the philosophy of full inclusion, believing all children are best educated in the regular classroom. However, FORZA will follow each District's Plan for all ELL students. Children who are learning the English language, including those who have exceptionalities and the gifted and talented, all benefit from each District's model of inclusion that uses individualized instruction, differentiated instruction, accommodations and modifications, as outlined by each District's ESE Plan, in order to teach to all abilities within the same classroom. Classroom teachers and collaborative teachers accept responsibility for all students and modify, accommodate and adjust teaching techniques and class activities to meet the learning abilities of all children. FORZA's personnel work in partnership with each County, and support the regular classroom teacher in this process, and provide ongoing professional training, counsel and development.

ESE Students

FORZA in concert with each County adheres to its ESE students with disabilities being placed in the Least Restrictive Environment (LRE) and will have access to a general education curriculum and setting. FORZA encourages each of its schools to follow the District's ESE Plan. FORZA guides their schools in meeting the needs of their exceptional students by participating in the inclusion model and believes this model will:

1. Assist ESE students to make learning gains in accordance with its Charter Application;
2. Promote an atmosphere with a sense of belonging, equality, acceptance and individual worth;
3. Collaborate about the integrated services generated by the education team;

4. Provide support and adaptations within the general curriculum and setting;
5. Provide highly effective, research-based instruction and assessment.

The students with a disability will access the general education curriculum through:

1. Differentiated instruction and Response to Intervention (RTI/MTSS) techniques;
2. Unique accommodations as listed in each student's IEP, and support will be administered to enhance learning and ensure participation in statewide assessments;
3. Curriculum modifications as needed;
4. Service Learning Projects and Activities;
5. Alternative Assessments as needed.

Furthermore, each student's Individual Education Plan (IEP) provides a detailed report concerning the support and services that the student receives and indicates necessary and helpful accommodations or modifications. Each FORZA School will plan accordingly, once the school receives the student's IEP, base-line data, and other pertinent information.

FORZA schools will serve students with disabilities. A "regular," classroom, is defined as a group of students who spend 80% or more of their school week with non-disabled peers. Each school will serve and enhance the learning of these students with appropriate and agreed upon accommodations and modifications articulated in the student's IEP. Moreover, these accommodations and modifications will enhance their efforts while in a mainstreamed classroom, or, when visiting the ESE resource room (if applicable).

Philosophy

1. FORZA students with a disability are entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the optimum level possible.
2. Exceptional Student Education (ESE) refers to a dedicated designed instruction based on the NGSS/CCSS standards (2013-2014) and CCSS (2014-2015), concurrently with related services and modifications. This support is provided to assist in meeting the unique needs of the student. In addition, said approach will assist in preparing the student for their future educational opportunities, their future employment, as well as preparing them for independent living.
3. A unique designed instruction means providing the appropriate learning environment, via accommodations, modifications, and adapting the curriculum and instruction to promote meaningful learning. Learning gains can be achieved in all content areas through effective teaching methods when delivering instruction.
4. Specially designed instruction may employ a universal design for learning, assistive technology, accommodations, and/or modifications.

FORZA's Gifted Students

Classroom teachers are the primary agent for identifying and serving gifted and talented students. It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction or be referred for further assessment and services. Teachers in specialized programs for gifted learners or those who coordinate gifted and talented programs and services should be familiar with the theory, research, curriculum strategies, and educational practices necessary to developing and sustaining classroom-based opportunities for advanced student learning.

Whether previously identified, or identified once a student enters a FORZA School an (EP) educational plan will be generated, accommodations and goals specified, and followed by all parties involved with the student. As with learning disabled students under the direction of the ESE Liaison, gifted students will be serviced to the benefit of their furthered appropriate advancement as pursuant to the laws of the State of Florida and each District's ESE Plan. The contents of the EP (Educational Plan) will provide detailed information that is useful to school personnel and to the parents. An EP will provide a clear picture of the student, how the student is gifted, and the student's special needs related to the giftedness in order to enhance the student's learning gains.

Appropriate Grade-Level Strategies will be focused on in the classroom, with the following being an example:

1. Gifted students will be able to think creatively and critically to identify and solve real-world problems.
2. Identify and investigate a problem, generate supportive arguments from multiple perspectives of a complex issue.

3. Analyze the relevance, reliability, and usefulness of data to draw conclusions and forecast effective problem solving solutions.
4. Use and evaluate various problem-solving methods to determine effectiveness in ameliorating real-world problems.
5. Gifted students will be able to create, adapt, and assess multifaceted questions in a variety of fields and disciplines.
6. Identify significant questions within and across disciplines.
7. Generate significant questions within and across disciplines.
8. Evaluate and refine significant questions within and across disciplines.
9. Manifest significant leadership skills and organize group(s) to achieve project goals.

FORZA's Education Management Instructional Support

1. Students will receive instructional support through a unique designed delivery system and related services that were generated through the Individual Educational Plan (IEP) process.
2. Teachers are trained by FORZA and/or Each County School District's personnel, regarding support in professional development to design and implement individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size/workload, with adequate funds for materials, and professional development as needed.
4. Teachers instruct students in the unique skills necessary, to access and benefit from the blended curriculum of the NGSS/CC Standards. These skills may include, but are not limited to, creative curriculum and learning strategies, compensatory skills, independent functioning, social/emotional behavior, the use of assistive technology, and effective communication.
5. Each School District's Guidelines and County/FORZA personnel, will provide professional development for teachers, via teacher observations coupled with pre and post discussions with the teachers regarding their classroom management techniques, higher order probing questions, along with a plethora of teaching methods, etc. Said observations will be based on Marzano's, Danielson's, The Florida Consortium's, or other preferences stipulated by the District regarding research relating to teacher effectiveness, coupled with Wong's effective classroom management techniques.

FORZA's Education Management Support for Special Projects

FORZA assists its schools with special projects and work in collaboration with each County School District, the Principal, and Board of Directors. FORZA provides additional operational support in the following areas:

1. Insurance and inspections.
2. Financing.
3. Facility management and oversight.
4. School Law.
5. School Improvement Plans.
6. Charter Renewal.
7. Capital Outlay plans.
8. Accountability reports.
9. Compliance reporting for all grants.

FORZA's Education Management Student Assessment and Evaluation Support:

FORZA will mandate that each of its schools follow the District's Student Progression Plan as it pertains to satisfying student requirements for graduation, including taking the FCAT 2.0 (2013-2014), and the forthcoming summative evaluative instrument yet to be determined (2014-2015) along with requirements for graduation.

Formative, Indicator, Interim, and Summative Assessments coupled with ongoing monitoring will occur each school year to assist in FORZA's Accountability efforts do demonstrate that students will have achieved a year's worth of learning. Moreover, District required assessments will also be mandated for FORZA schools to follow, participating in pre and post testing to measure annual gains. Reports from previous school records will be collected as baseline data to measure progress during the first three years. This will be an important part of the planning for instructional strategies. Baseline data will include:

1. Standardized test scores
2. Report Cards Grades
3. Attendance Reports

4. Behavior Records
5. IEP / EP
6. ELL Plans
7. Baseline Benchmarking Assessments: FCAT 2.0 (2013-2014), and State instrument which is yet to be determined (2014-2015).
8. Portfolio assessments (when applicable)
9. District Pre-Tests and EOC's if applicable
10. Formative and Summative Evaluations
11. Short, medium, and long cycle testing
12. Special programs to assist in gathering baseline data, such as FAIR Achievement and Performance Series, STAR Accelerated Reading and Math, DRA's Diagnostic Reading Assessment, Read 180, Kindergarten Readiness, or other District and State recommended assessments.

FORZA will mandate that the data (state and district requirements, report cards, testing scores, past performance) will be compared to current data at the end of each school year. Ongoing internal monitoring will take place via interim reports, report cards, FAIR Achievement and Performance Series results, STAR Accelerated Reading and Math evaluations, DRA's Diagnostic Reading Assessment, and Read 180. Moreover, these assessments, pre/post and any other end of year assessments, will be utilized as reflective and as a guide for placement, coupled with an ongoing review of the curriculum offered. The data will be collected and used through the Florida's Progress Monitoring and Reporting Network (PMRN) and Edusoft. These tools are reliable forms that provide information about student progress in making learning gains.

FORZA's Education Management Strategic Planning and Implementation Support

The Education Strategic Plan offers a framework to create long-term, intergenerational change for students in education today. The purpose of the Education Strategic Plan is to improve educational outcomes for greater numbers of children. The Education Strategic Plan advances the School's mission to create educational opportunities in perpetuity to improve the capability and wellbeing of students and families in Florida.

FORZA's Education Management Technology Support

FORZA schools receive full support for all aspects of technology. FORZA is responsible for network management, troubleshooting, and additional support for office and staff operations, moreover, and ensures the school is compliant with the Children's Internet Protection Act (CIPA). FORZA assists in acquiring appropriate hardware and software for educational and business purposes for all of its schools. FORZA Technology also includes: Email hosting, Licensing of Proprietary, SIS, LAN/WAN installation, purchasing, design and development of technology, labs and student stations, remote access and software integration, and "Help Desk" support with onsite technicians.

FORZA will assist each school in determining their needs for technology, resulting in, and constructing a comprehensive technology plan that supports all aspects of technology in each school setting. Moreover, FORZA will provide technological training in all areas being purchased and implemented. As funding is available, FORZA will acquire appropriate hardware and software, coupled with acquiring access to resource web sites. FORZA, as funding permits, will provide computers in the form of laptops or tablets for student use, One Boards, wifi access, along with securing subscriptions to electronic textbooks, Discovery School for videos, and other sites with educational electronic books. Finally, in the science classrooms, FORZA will add scientific probes and the tools to use with this technology.

FORZA's Education Management Risk Management Approach

FORZA charters are held to a high level of accountability based on their initial application to their Authorizer, moreover, by the rigors of FORZA expectations. FORZA charter schools are opened and attended by choice, and though they provide an alternative to other public schools, they are still part of the public education system and thus not allowed to charge tuition. FORZA's Motto states: **"GIVING PARENTS A CHOICE AND CHILDREN A CHANCE!"** FORZA's charters are free to create their own curriculum that specializes in a certain fields, such as STEM, STE(A)M, physical fitness, while others attempt to provide a better and more efficient general education program than other public schools.

Charters are so very diverse and with so many variables, it's crucial for a charter school to be well managed in all areas including, but not limited to, the areas of curriculum, facilities, student morale, faculty esprit de corps and liability. Moreover, there are students, activities, and charter obligations that need to be managed as well. Mitigating risk exposure is critical to staying financially solvent. Though charter schools are a part of the public system, they are typically held accountable on an individual basis for mismanagement. As charter schools are non-compulsory, they can be closed when something goes awry. Finding a high-quality charter school insurance program is imperative to maintaining smooth and

consistent operation year after year. Pertinent coverage often includes sexual abuse charges, Director's & Officer's liability (D&O insurance), professional liability (PLI), worker's compensation, crime, general liability, automobile liability, accident coverage, employment practices liability (EPLI), and an umbrella insurance (which includes abuse and professional liability).

FORZA handles all property, liability and vehicle insurance, as well as safety and loss control measures for FORZA managed schools. FORZA handles all insurance claims, requests for proof of insurance, (certificates of insurance) and policy renewals. FORZA takes care of any theft, vandalism, or accident claims, as well as the acquisition or termination of vehicle insurance, provides proof of insurance for field trips, or anything else insurance-related for school property and operations.

Why FORZA? It is Easy to Understand!

A number of features distinguish FORZA from its contemporaries. **FORZA firmly believes in, "Giving parents a choice and children a chance!"** Moreover, **FORZA embraces the ideology of, "People over Profit!"** In addition, differentiating features and core values of FORZA schools include:

1. Mr. Malatesta, Co-founder and CEO, and Mr. Pepar R. Anspaugh, Co-founder and COO of FORZA are dedicated to a relationship with each school and its membership via trust, support, collaboration, coupled with a professional working relationship based on FORZA's democratic leadership style, and its ability and willingness to "LISTEN," to the needs of each school. FORZA realizes and postulates, that, "One size does not fit all!" Moreover, FORZA is an empathic institution, focused on the needs of the stakeholders that populate each school. Many Education Management Companies are still in the mindset of the "Corporate Bully," ruling with an "iron fist," and dictatorial leadership style that espouses intimidation, and abuse, based on the principle of, "Profit over People." The co-founders of FORZA are dedicated to the opposite approach with its tenet and principle of "People over Profit."
2. Founding philosophy that parents should have a choice for their child's education and children should be given a chance to be successful in a quality learning environment.
3. The educational needs of children is the driving force behind FORZA's operational decisions coupled with a data driven curriculum as well as, data driven lesson plans.
4. A Quality Schools Initiative that supports intensive academic growth, academic achievement, and significant learning gains.
5. Considerable site-based autonomy at each school level, with FORZA realizing that it is a supportive organization, 100% dedicated to the overall academic success of each child, coupled with optimum levels of learning by all students in the cognitive, affective and psychomotor domains as presented in the Developmental Domain Paradigm.
6. An appreciation of Organizational, faculty, and student diversity resulting in a truly multicultural school setting.
7. Competitive employee salaries and a thorough benefits program, along with a professional, innovative, and positive work environment, which leads to a positive esprit de corps by all stakeholders.
8. Comprehensive human resource services focused on the faculty and staff, enabling them to have the ability to maintain a very positive outlook that in turns promote dynamic instruction and instructional methods in each and every classroom.
9. Special needs students are educated in the general education classroom via inclusion, keeping with and supporting the Districts ESE and ELL students, with appropriate support, modifications and accommodations as presented in their IEP's, EP's, and ELL Plan.
10. Each FORZA school reaches out to the community, via Service Learning Programs, as an integral component of the learning experience, developing ongoing and collegial relationships and partnerships that enhance the school's depth and provides rich experiences to students that go well beyond daily classroom instruction.
11. Family participation is warmly encouraged and facilitated through a rich variety of programs, opportunities, no cost tutoring after school program for children, VPK Program for 4 year olds, and whenever possible, offering Adult education classes at night, the creation and operation of a "food pantry," and other services such as, the loaning or giving of computers to families in need, adult basketball and soccer sports programs, as well as providing a variety of other community meetings to hear local leaders that can present topics of support to the families that reside in the area, and/or disseminate critical information, as needs arise.
12. Whenever possible, FORZA strives for smaller class sizes and low student-teacher ratios that help facilitate one-on-one and small group instruction, fostering a more personalized attention for every child, all within in a safe & orderly small-school environment.
13. Considerable site-based autonomy is another significant distinguishing feature of FORZA managed schools. Day-to-day operations of each school, including decisions relative to curriculum and instruction, the hiring of staff and the effective management of the school's budget is made by FORZA in concert with the District, each leadership team, and the school leader, all in collaboration with the Board's vision. This allows each school to be most

responsive to the unique needs of their community, and the students and parents that it serves, resulting in making effective and efficient decisions that are in the best interest of all.

14. Individualized and small group methods of instruction, coupled with high expectations in each school by the faculty and staff regarding student behavior, within a safe, nurturing environment, with a strong and dedicated focus via parent participation are also key attributes of every FORZA managed schools. Students exit these schools with a solid foundation for learning, taking their first steps toward a lifetime of success, and realizing the, "joys of learning." We strive to have all of our students thrive as educated individuals and contributing members of their families, community, and society at large.
15. FORZA realizes and embraces the knowledge, that high-quality professionals are the key to any organization's success. Moreover, FORZA employees come from all types of professional backgrounds, including education, public service, blue and white-collar experiences, small nonprofits and large corporations, offering a vast array of cultural, ethnic, and racial backgrounds, concurrently with diverse professional and life experiences that give depth to our organization.
16. Our ultimate success in educating children hinges on the commitment, passion, empathy, and the innovation abilities of our team. FORZA offers competitive salaries and benefits along with a professional and innovative working environment that attracts and retains outstanding, positive, and dedicated employees. Moreover, encourages individual School Boards' support through the budgeting process, strong salaries, and bonus opportunities that are conducive to appropriately rewarding its employees for their work through commensurate merit pay and bonuses.
17. FORZA offers an attractive benefits package and 401(k) plan. Employees receive healthcare benefits for themselves and their dependents, including dental and vision coverage.