



# Feasibility Draft Report for Key Biscayne Charter High School

A Report by Fielding Nair International  
and EdVisions  
for the Village of Key Biscayne

January 13, 2009



## Acknowledgements

FNI would like to acknowledge all of the parents and community members of Key Biscayne that participated in the October and November Workshops. Your contribution was invaluable in the creation of this report. We would also like to acknowledge the key officials of the Island, many of whom were able to meet one-on-one with Prakash Nair:

### **Village Council**

Robert L. Vernon, Mayor  
Michael W. Davey, Vice Mayor  
Enrique Garcia  
Robert Gusman  
Michael E. Kelly  
Jorge E. Mendoza  
Thomas Thornton

### **Village Attorney**

Weiss, Serota, Helfman, Pastoriza, Cole & Boniske, P.A.

### **Administration**

Genaro "Chip" Iglesias, Village Manager  
Jud Kurlancheek, AICP, Building, Zoning, and Planning Director

### **Office of the Village Clerk**

Conchita H. Alvarez, CMC

We graciously thank everyone involved for their time, interest and commitment in this process.



*Innovative  
Learning  
Communities*

Florida Studio  
16605 Windsor Park Drive  
Lutz, Florida 33549  
Tel: 718-520-7318  
Fax: 813-909-2509  
Mobile: 917-406-3120  
Email:  
Prakash@FieldingNair.com

Minneapolis Studio  
4937 Morgan Ave. South  
Minneapolis, MN 55419  
Tel: 612-925-6897  
Fax: 612-922-6631  
Mobile: 612-735-1221  
Email:  
Randy@FieldingNair.com

Websites:

[www.FieldingNair.com](http://www.FieldingNair.com)  
[www.DesignShare.com](http://www.DesignShare.com)

December 31, 2008

**Re: Key Biscayne Charter High School Feasibility Report**

Dear Mayor Vernon and Members of the Key Biscayne Village Council

Thank you for giving us this opportunity to analyze and respond to Key Biscayne's interest and need for a charter high school feasibility study. FNI and EdVisions have provided this joint Feasibility Report to the Village of Key Biscayne as requested, with the hope that it will guide further planning for a charter high school on the Island.

Our team is extremely appreciative of the warm hospitality and cooperation from all of the residents and Village Officials we have met with in Key Biscayne. It has been a pleasure to work with your community.

If you have any further questions regarding the Feasibility Report or need information or research that will assist with the project, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Prakash Nair".

Prakash Nair, REFP  
President

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## SECTION 1: INTRODUCTION

This report was commissioned by the Village of Key Biscayne for the purpose of determining the feasibility of establishing and operating a Municipal Charter High School in Key Biscayne. Fielding Nair International and its sub-consultant EdVisions have been charged with the responsibility of collecting, analyzing and making recommendations with regard to several basic "threshold" questions about feasibility. Among them:



**Why?** Given the demographic makeup of the Island, is there a strong rationale for the establishment of a Charter School? Is there strong community support for a charter high school?

**Who?** Do the potential enrollment numbers of students suggested by the demographic analysis justify the creation of a school and if a Charter School were created, what is the likelihood that eligible students would attend?

**To What End?** What is the main purpose of the school? For Key Biscayne as a community to control their own educational destiny? To reduce commuting time for those who have to go off the Island to attend high school? To provide a less expensive option for those who may otherwise have to send their children to private school? To serve as a community asset? To increase property values? To spur economic development within the Island? To raise Key Biscayne's profile and prestige? All or some of the above?

**What Kind?** What kind of school should the Village pursue? Should it be based on a traditional academic program or should it be based on a program derived from educational research and best practices supporting 21st century skills development? What are the ramifications of either of these choices on budget and space needs?

**Where?** If there appears to be sufficient justification to proceed with a Charter School, where should it be located? And what is the rationale for the recommended site? What are the pros and cons of locating the school there?

**How?** How should Key Biscayne approach the process of establishing the school? Is the Municipal Charter School route the most preferred option and if so, why? What is the likelihood that an application for a Municipal Charter School filed by the Village of Key Biscayne will be approved by the Miami-Dade School Board?

**How Much?** How much money would the school be entitled to receive from Miami-Dade County School District? Beyond the amounts received from the County, how much would a preferred solution cost the Village in operating expenditures and in the expenditure of other resources such as capital construction money? Would these expenses be amortized over the short term or long term? If the school is able to support itself, how long would it take for it to become self-sustaining? Would it need to do fundraising? If so, would these additional funds be needed for basic programs or for enhanced programs?

**Next Steps and Timetable:** If the basic requirements related to feasibility are met by virtue of answering the above questions, what are the next steps needed to bring the project into fruition? What is a realistic timetable for designing, constructing, and opening the school?

In order to answer these questions and prepare suitable recommendations, the Consultants have studied hundreds of pages of existing documents, met individually with various members of the community including several Council members, conducted a series of surveys and community workshops, toured the Village extensively to look at potential sites, and examined the various rules and regulations pertaining to the establishment of a Municipal Charter School. This report contains the results of the Consultant's findings and recommendations to answer all the threshold feasibility questions raised above.

The issue of charter schools was undoubtedly a hot topic in the 2008 Presidential campaign. In fact, the single issue that Senators John McCain and Barack Obama agreed upon was the issue of charter schools. Obama stated in debates, "Sen. McCain and I actually agree on charter schools. I doubled the number of charter schools in Illinois despite some reservations from teachers unions. I think it's important to foster competition inside the public schools." McCain concurred, "Charter schools aren't the only answer, but they're providing competition. They are providing the kind of competitions that have upgraded both types of schools."



## SECTION 2: EXECUTIVE SUMMARY

The Village of Key Biscayne has a rare opportunity to create its own high school from the ground up. Most community high schools have been in place for decades (if not centuries) and have an established culture and educational program, making it difficult to change and innovate. Key Biscayne is a thriving community with an abundance of resources and a rich knowledge base to create an excellent school, taking the best of traditional schooling and adding the most innovative learning strategies and technology. The result: a truly unique and 21st century learning center that schools around the world will emulate. It is potentially one of the most exciting school development efforts going forward in the country.

Our initial scan of the Key Biscayne situation told us three things. First, it is rare to find a community the size of Key Biscayne that doesn't already have a high school, meaning there are most likely enough students to support a strong enough enrollment base. Second, there is ample community interest and involvement to set this effort apart from other charter school development efforts. Finally, because of the strong involvement possibilities and the lack of an entrenched existing school culture, this was a special opportunity to overcome the institutional inertia that keeps K-12 education from innovating.

**Why?** We found in Key Biscayne an active and interested base of parents and community members who truly want to create a terrific community-based learning program, one that reflects the expectations and outcomes of local citizens, as well as produce graduates who can be successful at any college or work level. As you can see in the list of program recommendations, there is a strong sense of place and support for activities that have local implications as well as worldly results.

**Who?** Key Biscayne children will have top priority for enrolling at KBHS. Based on extrapolated data from the 2000 census, we estimate that there are potentially 3,000 children under the age of 18 on the Island. It would make sense to open the school with 9th and 10th graders, adding a grade yearly to reach a total of 400 students. The revenue and expense projections indicate the first and second years will be critical and may require some additional fundraising to provide for a full academic and extra-curricular program. Estimates are for 400 children to be enrolled in the community learning center at its 6th year of operation.



**To What End?** Without question, the local creation and support of its own high school would add value to the entire island, both economically by potentially increasing property values on the Island by as much as 10% and in terms of additional quality of life value (See Appendix v). Most importantly it enhances the issue of autonomy in terms of local management and community input. The school will also significantly reduce commuting and traffic flow required by students attending off-Island middle and high schools.

**What Kind?** We envision a world-class 21st century high school that focuses on educating the whole child. The school would facilitate instruction that will prepare students to succeed and prosper in life, in school and in their careers. The school would likely offer a rigorous hybrid program delivered through Project-Based Learning and the Advanced Placement or International Baccalaureate Program, recognized high academic level options. Furthermore, we envision the school as a major focal center of the community, building inter-generational connections and providing for life-long learning, cultural and recreational opportunities for residents of all ages. Families attending schools off the Island will also benefit from after-school programs at the community learning center. This community learning center would require far less square footage as it would inhabit existing spaces such as the Village Hall and Community Center. In turn, this would significantly reduce costs for the new school.

**Where?** The new school would need a facility of approximately 25,000 sf to accommodate up to 400 students, whereas a traditionally designed school uses approximately 150 sq. ft. per student, requiring about 60,000 sf. This dramatic reduction in space needs for a new High School can be achieved by 1) Innovative Architectural Design that maximizes available space for teaching and learning and, 2) by taking advantage of existing community resources and facilities that are under-utilized during the day. A number of sites were investigated and analyzed in June 2008 and rejected due to prohibitive costs, architectural opportunities, unavailability and a variety of other reasons.

The most suitable site option on Key Biscayne is 530 Crandon. The site would offer a prime location on Key Biscayne's main boulevard and offer the opportunity to build a world-class school from the ground-up, meeting all of the community's specifications. The creative possibilities are endless, and there is potential to make a personalized statement about the community's commitment to 21st century education within the architecture of the new school. We understand that the Village is undergoing a formal planning process to determine the eventual use of the Village Green. That said, we believe that if developed with sensitivity towards sustainability and open space, the school would provide the community with even more green space than it would take away. A number of ideas are presented in the Facilities Feasibility section, such as developing the McIntyre Street as an active community center and preserving Monaco Fountains and utilizing them as an instructive tool for art appreciation. Creating a green roof on the new building could be used for garden space, while a green amphitheater space would be enjoyed by the whole Key Biscayne community. A combination of both, as well as relocating Village's administration, or part of it, to a commercial building is another possibility.

Another suitable location for the new school is Village Hall. The location is ideal due to its close proximity to the Community Center and Village Green. It would require certain modifications to the building in order to add the required square footage needed to accommodate the school and the existing administrative users. One option would entail relocating some existing administrative functions which could be done by in-filling the first floor courtyard. The Police Department could have an exclusive entrance through the back parking lot or a new entrance be built on the east side of the building. The building has the potential for creating a 21st century state-of-the-art facility that would achieve the standard of excellence that the Key Biscayne community expects. Village Hall could also be ready within a relatively short time frame.

**How will the school be operated?** Currently, there are no issues that are insurmountable, or that we fear will not be approved by the Miami-Dade School Board. A best-case scenario is the option of authorization by a municipal government. In the case of Key Biscayne, it seems to be an even more desirable option as Key Biscayne has the resources, potentially the community support and the community facilities to be very successful. Municipal chartering is the best-case scenario in terms of community ownership and acquiring learning program resources, and would likely equate to better access to resources, even broader community support, and the requirement of local management and an operations plan.

Operations can be flexible and it is recommended that the community further explore governance models most appropriate for Key Biscayne.

**How Much?** The projections for start-up expenses, not including facilities, are in the range of \$375,000. This amount will be off-set by the federal start-up grant of \$325,000 (year 1 and 2). Additional funds will have to come from private donations, local public funds, some in-kind community services and other grants from private sources. We do not believe the start-up costs will be a deterrent to the chartering process for Key Biscayne. No tax increase will be needed.

The facility costs are estimated to be in the vicinity of \$5,024,579 and \$7,579,579 range, depending on the site. It would take an additional revenue of between \$450 and \$750 per year per child, depending on site selection, to cover these expenses. Costs required to relocate Village Hall administration are not included in this report, but would need to be taken into consideration should this option be selected. Additional funding would be expected to be obtained from a combination of parents, private donations, and after-school programs run in the facilities. Assuming full enrollment, the school should be fully self-sustaining after year 6 and require no subsidy from the Village of Key Biscayne. We assume the debt service coverage for construction will be picked up by the Village, using a similar model as was used for the Community Center.

**Next Steps and Timetable:** Two upcoming phases will occur between January and July 2009, and January and August 2010. The first phase will involve planning for the application to Miami-Dade and developing a world class concept design for the school at the selected site. The second will involve planning for the school start-up. This first phase is critical, as the community will need to come up with the most detailed and definitive plan to both create a successful school and planning process and to gain the support of the Miami-Dade Public Schools charter office. We will not be proposing a traditional school so it will be critical to establish a clear educational model and have a very complete and understandable application. Based on demand and resources available, the school's first freshman class should be able to enroll in August 2010.



## SECTION 3: PROJECT FEASIBILITY STUDY

Consultants from FNI and EdVisions have examined the following feasibility components for a charter high school in Key Biscayne. The needs, goals and purpose of the project were broadly identified in the October workshops (surveys, results, and feedback can be found in the Appendix). We concentrated on a specific zone of focus when considering the feasibility of a charter high school for Key Biscayne. This zone of focus was identified between workshops, based on survey responses, conversations and workshop activities. Five primary areas of concern arose in terms of feasibility, labeled as:

- educational model
- financial
- facility
- social
- cultural

In addition, we consider factors such as green space preservation, traffic concerns and community signature. If any of these areas are found to be not feasible, then the project as a whole would also be deemed not feasible.



### Is a Traditional High School Feasible on Key Biscayne?

Various alternatives for the charter high school project were briefly analyzed in order to address or mitigate concerns about a public, non-traditional school on the Island. The first option examined for Key Biscayne was a traditional high school for 400 students. The square footage needed for such a school ranged between 60,000 and 65,000 square feet. This includes other ancillary buildings such as a gymnasium, cafeteria, auditorium, and other spaces dedicated to circulation, sports and extracurriculars. In total, five to six acres of space would be needed to accommodate this type of high school building, which was clearly not readily available in Key Biscayne. Traditional schools have also not proven to be optimal for today's educational needs. For this reason, we began examining non-traditional options for the Island. Not only did we find that a non-traditional high school would be more in keeping with 21st century learning skills, but this type of facility would be far less expensive than its traditional counterpart. This report explains in detail the rationale of the project and attempts to outline for the community what must be completed before the approval stages.

The final section of the Feasibility Report provides recommendations for next steps and provides conceptual design ideas for the facility itself, as well as a plan for operational phasing options.

#### Project Feasibility Summary:

Currently, there are no issues that are insurmountable, or that we fear will not pass the threshold of feasibility.

## a. EDUCATIONAL MODEL FEASIBILITY

This list of recommendations came about through a series of workshop and feedback sessions in October and November, in addition to small group and individual conversations from early summer through early fall. We presented information that spanned both the 21st century and the traditional school programs. Key Biscayne residents who participated were quick to point out that they want outcomes that are both rigorous and engage their young people in new and different ways. Therefore, you see in the list a cross-section of personalization, technology, active learning and value-added content programs. The design of the school program for Key Biscayne will ultimately include a strong emphasis on all four areas.

### What might that look like?

**Personalization** will most likely come in the form of: 1) small advisory groupings to address the interests and planning for more focused learning; 2) personal learning and post-secondary plans for all students; 3) small learning communities such as academies of 100-150 students.

**Technology** will be enhanced by: 1) personal technology for every student with full time use and access; 2) electronic personal learning management tools; 3) outcomes centered around students' ability to use current communication and presentation technology; 4) research, computation and analysis skills related to technology.

**Active learning** will take many forms but will likely be seen most often in: 1) learning beyond the walls of the school facility; 2) formal and informal periodic presentation/demonstration of learning (including the arts); 3) service learning to help the community in numerous ways; 4) real world work with various agencies and businesses; 5) focused interactive projects within seminars or courses; 6) interactive technology-based programs; 7) national and international travel opportunities.

**Value-added programming** will be provided through: 1) selective learning enhancement, high-standard programs such as International Baccalaureate and Advanced Placement; 2) dual enrollment collaboration with colleges; 3) self-directed project-based learning; 4) on-line learning opportunities.

These features will require an active and informed community prepared to contribute their expertise, involvement and resources to help create a truly responsive learning model. First and foremost, the community will need to supply a facility that will serve as the gathering place for young people in the most open and interactive fashion; a place that is as inviting to the community as it is interesting and stimulating to students. Second, the community will have to be prepared to step up and into the learning process as active participants, mentors and facilitators of learning activities. Key Biscayne has a talented resident and retired population that could be tapped as community experts and mentors. And third, there may be a need for some additional resources beyond the funds that will be provided by Miami-Dade County to support value-added and extra-curricular activities. Partnerships with University of Miami and Florida International University should be explored.

Today's learning involves a complex web of accountability, funding, community and parent involvement, and teaching. Our summary concludes that Key Biscayne is clearly capable of creating and maintaining a quality charter school. The type, size and place of this school will depend upon the interest, involvement and support of the Key Biscayne community. We sincerely acknowledge the community effort so far and look for even greater future support. We encourage the planners and Village Council to continue moving forward with this charter school and recommend a planned opening in fall, 2010.

The recommendations are in no particular order and are meant to be a working list requiring further study and local decisions to place in the larger plan.

## Personalized Learning



The hallmark of top high school education programs is the degree to which a school can be personalized or customized, giving both students and parents a variety of options from which to choose. This personalization can come from the curriculum, pedagogy, technology, physical space, even the daily schedule and amount of time allowed for personal interaction with staff and other students. Examples of personalized learning include having a student advisory program, Personal Learning Program (PLP) for each student, personal work space, one-to-one tutoring and parent-student-advisor communication.

Clearly, the participants in the Key Biscayne workshops see personalization as a high priority and want their high school to feature components compatible with individualized learning, interest-based programming and future focus. We feel confident this can be achieved in the design of a new Key Biscayne High School if personalized learning is integrated with other features (cost per student less). This will not be a feasible option however if it is placed in a conventional program.

## Community-Based Learning Programs

Key Biscayne is blessed with many resources and there is a definite interest in making those resources available to the new high school. The expectation is that the world is a place to learn and if the program is designed as such, students will be using community amenities as a part of their learning program. In addition, the greatest resource in Key Biscayne is the talent and knowledge of its residents. An extensive volunteer and mentor program could also be a part of the learning program. The school could forge several valuable partnerships with both private and public entities to also enhance learning opportunities for students. Depending on the design of the learning program, this could be a distinguishing feature of Key Biscayne High School, one that becomes a true value-added feature. Various partnerships, real world learning experiences and use of community organizations, facilities, businesses and parks would be entirely feasible at little extra cost, if only they are integrated with other features.



## **Emphasis on 21st Century Skills**

What does it truly mean to become an educated person? The emphasis on 21st century skills is a must if students are going to be able to navigate in this new age of technology and communication. Key Biscayne High School would be remiss if it did not pay close attention to these skills and develop programs that allow students to learn these skills - decision making, learning responsibility, networking, communication, technology, critical thinking. We heard from many attendees at the workshops that intentionality toward these practices must be part of the plan for the new school. We agree and for starters, we think community members should read William Cronon's piece called "Only Connect" at: [http://www.williamcronon.net/writing/Cronon\\_Only\\_Connect.pdf](http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf). This emphasis on 21st century skills is not only feasible, it is a natural outcome of other innovative practices.

## **Shared Facilities**

The most feasible facility plan would be one that includes a central school but also allows for flexible use of other community facilities, such as government agencies, the Village Hall and spaces dedicated to other organizations. The wisest choice would be to integrate such facilities as the new community center into the learning program of the school. Other facilities that might be useful are the public library, state park, village athletic fields and any natural resource sanctuaries nearby.



It is also important to note that some facilities can be used on a very temporary basis, for example a week long seminar may be held off campus. Sharing facilities does not mean full time use or lease and one should be cautious not to over-use available facilities. In the long run, the multi-flexi-facility idea should be an important part of the learning program and learning space plan. This notion of shared facilities would compliment the learning program and community involvement. Students in Key Biscayne need not be isolated (see information about School of Environmental Studies' travel program in Section e).

## **Extra/Intra-Curricular Activities**

Many people also reported a strong interest in extra-curricular programs for students (sports, arts, drama, academic teams such as speech, etc.), although not all felt it necessary to fully compete in the traditional high school leagues. We recommend a combination of activities both competitive with other schools and the 'club' varieties. The key is the level of involvement by students (one of the best predictors of post-high school success). Some of these activities should be for credit toward graduation as well (intra-curricular), especially those that involve interdisciplinary learning and leadership development. Such activities may be community-based with a focus on small teams and individual activities. KBHS might also pair with other schools for larger group activities. The level and type of activities chosen will come with a price and this may require raising additional funds, especially for large team sports. Most traditional high school programs cost from 5-7% of the general fund budget so this will have to be well thought out before implementing.



## Project-Based Learning (At least part-time)

Project-based learning (PBL) is a pedagogy that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting. In the

school and beyond, PBL also provides opportunities for teachers to build relationships with each other and with those in the larger community.

PBL has developed to an extent that it is now feasible in terms of meeting standard outcomes and financial integrity. At the core of innovation, the cost per student can be 10-20% less than in traditional settings. PBL allows students to follow their interests and excel at their own pace. It also means more personalization and customization and supports service learning, which benefits the entire community. There are several professional development providers and models that are successful and well recognized around the country. The most flexible and personalized schools are using some form of PBL in their learning program. We think Key Biscayne should include PBL in their program and recruit and train staff to implement the best features of PBL. Depending upon the size of Key Biscayne enrollment, it might also be the most economically feasible model.

## Enhanced Learning Programs (IB, AP, Dual Enrollment, etc.)

It was clear from our feedback from various meeting attendees that some Key Biscayne residents desire to have a value-added feature in their new high school. We recommend that such programs as Advanced Placement, International Baccalaureate and Dual Enrollment be considered to some degree. All have advantages and disadvantages but all carry some post secondary attraction and esteem. Done right, the programs will lead to greater individualization, higher expectations, a focus on college preparation, online learning opportunities and potential accreditation benefits.

The difficulty here will be financial feasibility as there may be an addition or change to the program that would make it less efficient. Dual enrollment seems to be entirely feasible, while IB may depend on school size, IB cost and acceptance, and AP may depend on program design. In any case we think they should all be considered for inclusion in the program design.



## **Parent and Community Involvement**

There is no substitute for quality parent involvement. Due to the level of education of its citizens and their economic status, Key Biscayne has a definite advantage here. It is not only a high priority but also weighs in on the school design priorities. Parents want a school where they can be highly involved and influential in the learning program of their children, as well as helpful to the school overall. This in itself will make Key Biscayne High School more successful than many other schools. The high level of involvement will also have a positive influence on the young people in general, limiting harmful behaviors, creating greater community pride and supporting activities that enhance community-building across generations. This type of involvement is feasible and will enhance local resources and contribute to overall support and success, with definite potential for additional resources.



## **Technology-Infused Program**

Schools without ample technology today are like schools without pencils a hundred years ago. The tools of the age are absolutely necessary. Key Biscayne should be a model for 21st century technology. This will enhance the personalization and customization of the learning program and create a greater efficiency in overall operation. We anticipate some online learning, an individual learning management system (including personal learning plans and post-high school plans), readily accessible computers for all students, and greater communication between home and school. All three of these components are still relatively new to high school education. Depending upon the program design and use of technology, this may require some additional funding. However, it was clear from our study that technology is a priority.



## Interest and Career Based Academies



Many of the questions during our visits were related to various models and the degree to which the models would integrate innovation and tradition. Our summation of those conversations and surveys led us to recommend possible ‘academies’ that would essentially be small learning communities (of no more than 125 students) with varying degrees of traditional teaching and innovative activities. This will depend on the number of students who enroll during the first 3-5 years of the school and the level of interest by students, parents and the community. We

anticipate that KBHS will evolve into possibly three or four academies with distinctive features (from traditional to full interest-based, self-directed project-based learning), innovations and characteristics. Academies will allow for greater thematic focus for staff and community (such as environment, business, art, world culture, language) and will allow students to follow their interests. For example, one might be a math/science/IB/dual enrollment academy and another, a project-based/hands-on/arts-focused/community-based program. The feasibility of these academies will depend greatly upon good planning, enrollment levels and program design.

### Educational Model Feasibility Summary:

The Key Biscayne community identified ten priorities for a new educational model and operations plan for KBHS: Personalized Learning, Community-Based Learning Programs, Emphasis on 21st Century Skills, Shared Facilities, Extra/Intra-Curricular Activities, Project-Based Learning, Enhanced Learning Programs, Parent and Community Involvement, Technology-Infused Program, and Interest and Career Based Academies.

## b. FINANCIAL FEASIBILITY

After considerable study of Florida's financial support for charter schools and related local factors such as enrollment projections, facilities, district nuances and programmatic recommendations, we find that a charter high school for the Island community of Key Biscayne is a viable effort and financially feasible. Charter schools in Florida are for the most part funded much like traditional district schools. Per pupil and compensatory revenue are both at or near full funding assuming proper applications and reporting are completed. In addition, there is startup funding to support planning, initial personnel and fixed asset (equipment and furnishings) acquisition.

To make the case for feasibility we think it is best to approach this summary from several important key factors and assumptions: (Note: for the purpose of this summary analysis we used the conservative draft budget prepared earlier this fall. This budget is part of the addendums to this report.)

**1. Start-up costs.** The projections for start-up expenses, not including facilities, are in the range of \$375,000. This amount will be off-set by the federal start-up grant of \$325,000 (year 1 and 2). Additional funds will have to come from private donations, local public funds, some in-kind community services and other grants from private sources. We do not believe the start-up costs will be a deterrent to the chartering process for Key Biscayne.

**2. Enrollment.** In the analysis of projected students that may attend Key Biscayne High School, we think it makes the most sense (as previously planned) to start the school with 9th and 10th graders and add a grade yearly to a total of approximately 400 students. Based on the student population available and some open enrollment, we also think it is reasonable to expect from 100-150 students to enroll in the first year with subsequent growth of 100-125 in the following 2-3 years. Revenue and expense projections (using the M-DCPS school calculator) indicate the first and second years will be critical and may require some additional fundraising to provide for a full academic and extra-curricular program. Assuming full enrollment, the ensuing years should be sustainable. This is consistent with other charter development in Florida and other states.

**3. Revenue and expense integrity.** We have looked at several budget drafts and find the revenue and expense calculations to be correct and appropriate, leading to a sustainable education program with reasonable reserves for contingencies and value-added programming. Totals show reserves building to approximately \$550,000 after year five. This is a commendable goal and represents a 20% fund balance, consistent with other quality managed charter schools. These figures are based on a conservative average weighted per pupil revenue amount of approximately \$6,350. Other key factors include the number of special education students (10%-based on current local averages), use of start-up grants during the first two years and a possible limited extra-curricular program for years 1-3. In addition, it is important to note the school will attempt to maintain an adult to student ratio of 1:13.

**4. Capital outlay.** This feasibility finding does not include estimates for essential facilities outlay. Budgets do include expense estimates for utilities, maintenance and insurance. The school will have access to state facilities funding after three years of operation. The facilities issue is addressed in another section of this final report.

**5. Program definition.** As stated in the program summary, the educational program has much to do with the feasibility of a high school for Key Biscayne. It is unlikely (and presumed unwanted) that a purely traditional program is feasible as with most small schools. Costs per student in a school of under 500 students rise considerably (10-20%) when a pure course and class program is adopted due to low enrollment class offerings deemed 'necessary'. As indicated in the program summary, the most effective model recommended for KBHS would be an 'academy' model with varying degrees of 'classes' and value-added programming. Using the draft budget cited above we recommend a hybrid model of project-based learning with seminars for the first two years, moving to the academy model as enrollment grows and a full student body of 9th-12th graders are enrolled.

**6. Community support.** As with most start-up programs, this effort will take a significant contribution from the community of Key Biscayne. From students to senior citizens, everyone will have to pitch in to make this school successful, both programmatically and financially. Much can be contributed in-kind but a significant fundraising effort should be expected and necessary to 'value-add' the school. Our estimates are that the community should attempt to raise about \$94,000 in the first year and increase annual contributions to around \$300,000 from a variety of private sources and foundations by the fifth year of operation to ensure a school of utmost quality and breadth. This would virtually guarantee a complete curricular and extra-curricular program as well as enhance the community ownership of the new school.

All of the above factors will contribute to making Key Biscayne High School a school of first choice for many young people. It should also be mentioned that without first rate management little can be accomplished. We highly recommend that the Village of Key Biscayne and school officials team up to provide quality oversight and financial management of the new school. As a municipal charter it seems logical that the Village should play a significant role in this area, including possibly provided such services.

### **Substantial Gains in Property Values Likely**

In addition, although not directly related to the financial feasibility, KBHS should be viewed as an investment by the Village citizens. A preliminary study of property values shows that due to the presence of a high school, real estate values should gain at least 10% (Refer to the addendum in Appendix v). Communities with a full slate of public school offerings (K-12) tend to have a higher overall value, both residential and commercial. Also, merchants can expect to increase sales as students, parents and others attending school and school functions will bring significant spending to the area adjacent to the school.

All of these factors contribute to the big picture feasibility of a high school in Key Biscayne. Although not often described as such, starting a new school in a community should be viewed in the truest sense as community development. It brings new money into a community, enriches the fiscal life of both residents and businesses, and contributes to the economic investment, both long and short term. Ultimately it creates a sense of place for students and encourages them to stay or come back to the community where they are more likely to continue to invest their time and resources. We see it as a win-win for the community and highly encourage involvement by everyone in the effort to bring a new charter high school to the Island.

## Financial Feasibility Summary:

Ultimately, the financial feasibility is dependent on a complex set of factors but the most important is the support and involvement of the community. We have determined that the project is financially feasible.

## C. FACILITIES FEASIBILITY

On June 18th 2008, FNI consultants had the opportunity to explore 24 potential location options for a new charter high school. What became especially apparent on this tour was the abundance of resources that the small Island of Key Biscayne has in their own backyard. We see a real potential to have a school in which there is no physical school, one where the whole Island becomes the school campus. However, we recognize that it is unlikely that the community is ready accept such a radical "no walls" approach. Nevertheless, the community is looking for a dramatic change in their educational ideologies, and must be prepared to take full advantage of their rich resources by forming partnerships with other forward-thinking organizations. Through these valuable partnerships, students can have unique learning experiences throughout the Island and the school becomes their "home base", a facility out of which the school operates and administrates. Some of the resources that FNI identified that could complement the education within the main school were the following:

- Community Center (gymnasium, pool)
- Village Center
- Key Biscayne Beach Club
- Rowing Club
- Rosentiel School of Atmospheric & Marine Sciences
- Village Green
- Crandon Park Visitors & Nature Center
- Calusa Park
- Tennis Center
- NOAA



- Local Hotels & Restaurants
- Rosentiel School of Marine and Atmospheric Science
- Yacht Club
- Golf at Crandon Park
- Bill Baggs Cape Florida State Park
- Key Biscayne K-8 Center

There are two options that seem most appropriate for the new school facility location: 530 Crandon and Village Hall. We discuss here the advantages and disadvantages for each location and the determined feasibility of both.



## **OPTION 1: 530 CRANDON**

The best choice for the school is 530 Crandon. The site would offer a prime location on Key Biscayne's main boulevard and offer the opportunity to build a world-class school from the ground-up, meeting all of the community's specifications. The creative possibilities are endless, and there is potential to make a personalized statement about the community's commitment to 21st century education within the architecture of the new school.

One potential problem with 530 Crandon is the green space requirement for the Village. We recognize that the Village seeks to preserve as much open green space as possible. However, we recommend that this site be developed with a sensitivity to this green space issue and would in turn provide the community with even more green space than it would take away. For example, green space can be returned to the Village by providing a green roof which would provide the same amount of green space as the allowable building footprint.



Another plan of action is to capitalize on the amenities that are located in this area with which to enhance the Civic Center - the Community Center, Village Hall/Police Station, Fire Rescue Station, and the Charter High School. The Civic Center would be complemented by the Village Green to the north. During the school day, West McIntyre Street could be closed to allow for more usable green space that is inviting and welcoming to all in the community, with the Sarah Morris Monaco

Fountains serving as a signature element. This active Civic Center could boast a coffee shop with student-run kiosk businesses throughout offering various services, while providing unique entrepreneurial learning opportunities. Every week a Farmer's Market could be open to the public selling produce that the students grow and harvest. Music, dance, and theatrical performances could even be accommodated here.

One way to preserve green space on the site is to develop an amphitheater or some type of public "green" amenity on the site which would provide usable space to the community rather than just a piece of open land making the green spaces more utilitarian and functional.

In the end, the Village may end up with more open usable green space because they are reclaiming and making West McIntyre Street more accessible to pedestrians (including opening up the area surrounding Monaco Fountains which presently is not being used due to traffic), developing an amphitheater or some type of public outdoor meeting space, and creating a green roof on the new building which can be used for gardening and learning while at the same time providing beautiful vistas to the surrounding waterways. Therefore, when all of these areas are added up, a great deal of green space would be reclaimed and restored to the Village in spite of the development. In addition, we would suggest placing the building footprint on the east side of the site, with the open green space on the west side. This placement allows for passers-by to feel more welcome to the space and provides an opportunity to showcase the Civic Center, including the green space, and all of its amenities.

When the high school meets the threshold capacity of 400 students, an additional 8,000 sf of classroom spaces would be potentially needed to meet the ideal square footage allotment of 25,000 sf. We believe that this would be easily rectified by reclaiming under-utilized space in both the Village Hall and the Community Center, such as portions of conference rooms for short-term use during the day. Ideally, the school should have approximately 25,000 sf and this could be met by using the other resources throughout the Island.

A facility (or facilities) containing approximately 25,000 sf would support 400 students in a best-practice, 21st century educational environment, including a state-of-the-art facility and all of the resources that currently exist on Key Biscayne. Traditionally, a school facility would provide, on average, 150 sf per student, which would amount to a 60,000 sf facility. Of that 60,000 sf, 40% would be made up of academic facilities (labs and classrooms) and 60% would be made up of other facilities, such as a cafeteria, auditorium, gym and other athletic facilities. Of that 40% reserved for academic facilities, typically 40% is allocated for circulation, utilities, and egresses (9,600 sf), leaving only 14,400 sf for classrooms.

### **And What Do Traditional Classrooms Usually Look Like?**



## Our Proposal

We propose that Key Biscayne can and deserves to do better than that by making greater use of each square foot to be more effective and sustainable. One of the key strategies is to reduce the 40% requirement for circulation and utilities down to 20% by eliminating hallways and instead creating active social commons so that learning happens throughout the whole school facility. This active commons can be transformed on a daily basis so that it can be used as a cafe, study area, small group project workspace, and even a place for large gatherings around a small portable stage.

Since 530 Crandon only allows for about 17,000 sf to be built on site based on existing zoning codes, the school would need to find additional space in the Community Center or Village Hall. One idea is to create a Lifelong Learning Center on the second floor of the Village Hall which could be a wonderful resource not only for the school but also for the entire community. The Lifelong Learning Center would serve as the new public library for the Island and would be open to the public while also serving the students. In addition, it would be an active library that incorporates study areas, classrooms, galleries, a cafe, and meeting rooms. Development of this Global Learning Center on the second floor of the Village Hall could potentially happen in Phase II of the project since we do not expect the school to reach 400 student capacity until at least the third year after its opening. During Phase I, the second floor of the Village Hall and the spaces in the Community Center could temporarily house the students while their school is being constructed. Although, a potential alternative option is to amend local zoning regulations and the Master Plan to provide sufficient square footage allowances for a 25,000 sf building. This way, all school functions are under one roof.

In summary, we propose that 530 Crandon would be the ideal location for the school with the following contingencies:

- 1) Build a school on a part of the site not to exceed a third of the site's footprint.
- 2) Keep the remainder available for use as an amphitheater and other outdoor uses as space allows.
- 3) During the school day, close off the adjacent under-utilized street during school hours. This will make the area of the street as well as the adjacent island with its reflecting pond available for use by the school and by the community during the day. This restoration of public open space for community purposes far exceeds the small portion of 530 Crandon that will be developed for the school footprint.
- 4) Build a green roof on the school with after hours community access -- thus restoring the small footprint back to public usable open space. With activities, gardening clubs, and public sittable space, this could become a heavily used portion of the facility.
- 5) Student entrepreneurship projects such as retail booths and a cafe can service the newly created amphitheater and adjacent open space.
- 6) In the end, our proposal will more than double the available usable open space while at the same time, providing valuable assets the community currently lacks.

Our proposal addresses the concerns of all the individual interest groups in a way that creates true synergies. In a community with diverse opinions and priorities such as Key Biscayne, this is much preferred to a "winner-take-all" approach that may satisfy the needs of only one interest group while jeopardizing the interest of the community at large.

## **OPTION 2: VILLAGE HALL**

If in the event that 530 Crandon is not a viable location for the school, the next best option is to renovate the Village Hall to accommodate the new high school. By in-filling the existing courtyard, thereby increasing the square footage on the ground floor, some of the existing second floor administrative functions can be relocated to the ground floor. The existing second floor space, the space created by in-filling the courtyard on the second floor, and the potential addition of a third floor would more than meet the school's 25,000 sf space needs. We recognize from an

operations standpoint some of the administrative functions currently located at Village Hall may need to be relocated. Our budget estimates include the cost for renovating Village Hall to accommodate both the school and the administration but not for an actual relocation of administrative facilities to another site. In other words some of the budget currently allocated to renovating Village Hall could be applied towards the relocation costs of administrative functions.



When the high school meets the threshold capacity of 400 students, an additional 8,000 sf of learning spaces would be potentially needed. Building another floor on top of this building would garner another 13,000 SF as part of a phase two project. If the atrium was enclosed, an additional 3,500 sf could be available to house some of the Village offices relocated from the second floor to make room for the new school. For at least the first three years of operation, the school could function without a third floor, decreasing costs significantly. Eventually, the top floor could be enclosed with a glass dome or a double or half-double-height space to allow maximum natural light to filter through.

The Village Hall location is not as favorable a site as it does not offer the fresh palette for building a state-of-the-art school that 530 Crandon does. However, with suitable modifications there is every reason to believe that the existing building can be reconfigured to function as a 21st century school.

### **Facility Feasibility Summary:**

We recommend the development of 530 Crandon as the most suitable location for the new school. We believe that this site offers the best potential to create a world-class school in Key Biscayne. If this site is unavailable, our second recommendation is to renovate and make use of Village Hall which also has a potential to be designed as a 21st century school.

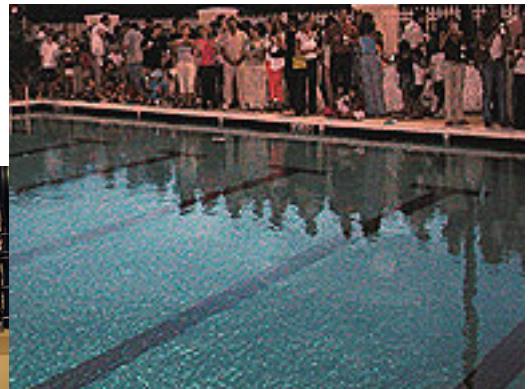


## d. SOCIAL FEASIBILITY

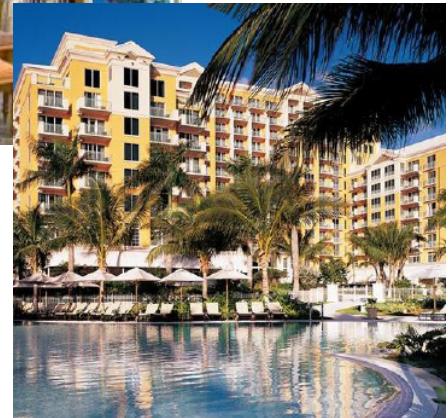
FNI and EdVisions are confident that the Key Biscayne Charter High School will receive sufficient, if not overwhelming support from all of the interest groups, age groups, and constituencies involved.

The Key Biscayne Community Center is a prime example of a once controversial facility that is now accepted and heavily used by community members of all ages and backgrounds. Activity rooms, fitness studios, the large gymnasium and outdoor lap pool are populated with adults while school is in session. But the center truly comes to life in late afternoon when youth head to the center to catch up with friends and play sports. Just outside the Community Center, the Village Green beckons soccer players and lively audiences alike to enjoy the large outdoor recreation area. These are just two examples of spaces that have improved the quality of life for Key Biscayne residents. A charter high school on the Island could further increase the number of services and activities available to all.

When thought of as a shared facility, rather than strictly a high school, the possibilities for student and non-student involvement are endless. With an array of interests in the community, this shared facility could serve as a home base for student-run businesses – imagine a pedestrian-friendly café run by high school students. It could also host a weekly farmer's market, a dinner theater guild or intergenerational programming. Life skills courses might offer computer training, sewing, gardening or ceramics. Such scenarios allow the entire Village to benefit.



Contrary to some beliefs, having students on the Island strengthens the community, rather than weakens. A community-based school will keep students, and guardians, from driving off the Island and could offer previously unavailable, local extracurriculars and community service projects. The community-based school will become an asset in many respects. By having a pedestrian-friendly environment surrounding the school, community will be more possible than ever. Less car traffic will reduce driving-related safety concerns. The project-based educational model proposed will engage students in their own community in ways traditional schools have failed to do, reducing the likelihood of drug use and other negative behaviors often associated with disengaged teenagers. Finally, the issue of economic development could perhaps benefit most from a community-based school in Key Biscayne. By having fewer students and parents leave the Island each day, business for local shops and restaurants would be boosted significantly.



## Social Feasibility Summary:

Allowing high school students to remain on the Island for their four years will enrich the community of Key Biscayne in a number of ways. An increase in available activities will benefit whomever from the village that chooses to take advantage - art, music, fitness, and technology courses are among the endless possibilities. Opportunities to engage students with the diverse, multi-generational population on the Island will boost moral, local economics and quality of life.

## e. CULTURAL FEASIBILITY

In addition to financial, facilities and social viability, the culture of Key Biscayne has been analyzed in order to make appropriate recommendations for a new Charter High School on the Island. Because of the cultural factors that exist in Key Biscayne, there is a fear that a public charter school won't be as prestigious as a private school. However, a well-designed charter school with 21st century learning components could actually be more prestigious. Over time, we expect the stigma associated with public schooling to be erased in the community. It is not anticipated that the school will reach full occupation in its first years.

A prestigious example of a new paradigm public school that has received a tremendous amount of positive press is **School of Environmental Studies** (SES) in Apple Valley, Minnesota. SES is known for its innovative, interdisciplinary, and experiential curriculum. Thematic Studies, also referred to as "House", combines English, environmental science, and social studies into a three-hour long daily class which is team-taught. These courses are connected by broad themes related to essential understanding of the environment and related issues. As students work to gain understanding of the themes, they complete projects and assignments that lead to relevant, real world assessment of their progress. SES also offers many strong elective courses including chemistry, physics, art, photography, video/multi media, Spanish, French, German, and mathematics.

Every trimester each student enrolls in an Intensive Theme course. During the seven-day intensive theme time period all other courses are discontinued allowing SES students to study one subject in-depth. Some Intensive Theme course are also Field Experiences to such locales as South Africa, New Zealand, Boundary Waters of Minnesota, Costa Rica, France, Spain, Yucatan Peninsula, Curacao, Belize, Scotland, France, Florida, Alaska, Iceland, Australia, Glacier Park, and the American South West.

Once at SES, some students may take a small number of courses at their home high school (usually music). Although SES has many activities, students may also elect to participate in athletics and activities at their home high school. SES maintains strong partnerships with many private and non-profit organizations. Many joint projects exist throughout the year between SES and the Minnesota Zoo whose campus is adjacent to the school. Zoo staff help teach some SES courses. SES partners often provide excellent volunteer, research, and internship opportunities for our students.



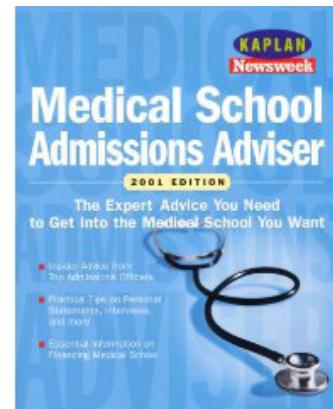
In 1999 SES received, in a ceremony at the White House, the U.S. Department of Education's prestigious "New American High School Award." The award recognized SES's outstanding work in preparing students for college, its high graduation rate, its many successful partnerships, and its community oriented focus.

The participatory nature of the school creates many opportunities for community members to understand each other. Opportunities include the all-school Socratic Seminars, overnight camping in the fall, winter and spring, and an annual Earth Day celebration.

From the feedback we received at the workshops, we understand the Key Biscayne community is concerned about the relationship between 21st century learning skills and college acceptance. The model we're recommending does not preclude high scores; it is not an either/or situation. A reality is that there exists an increasing move in the higher education community to find more well-rounded students.

## What Are Colleges and Universities Looking For?

A recent article in Newsweek identified a number of reasons why top medical schools value students with more diverse backgrounds. "Even as breakthroughs in science and advances in technology make the practice of medicine increasingly complex, medical educators are looking beyond biology and chemistry majors in the search for more well-rounded students who can be molded into caring and analytic doctors. "More humanities students have been applying in recent years, and medical schools like them," says Gwen Garrison, assistant vice president for medical-school services and studies at the Association of American Medical Colleges. "The schools are looking for a kind of compassion and potential doctoring ability. This makes many social-science and humanities students particularly well qualified."



The number of science majors applying to medical school has been steady for the past decade—about 65 percent of applicants major in biology or another physical science. What's changing is who gets in. When Gail Morrison, who runs admissions at the University of Pennsylvania School of Medicine, sorts through the school's 6,500 yearly applicants, she is not looking for students who spent their undergraduate years hunched over biology and physics textbooks. "It doesn't make you a better doctor to know how fast a mass falls from a tree," she says. Approximately 40 percent of the students that U-Penn accepts to its medical school now come from non-science backgrounds. That number has been rising steadily over the past 20 years. "They've got to be happy and have a life outside of medicine," says Morrison, "otherwise they'll get overwhelmed. We need whole people."

In 1999, a national survey of first-year medical students found that 58 percent took a social-science class for personal interest. In last year's entering class, the number was more than 70 percent. Humanities students also fare better on the MCAT, the standardized test for medical-school admissions. Among the 2006 applicants to medical school, humanities majors outscored biology majors in all categories."

## Cultural Feasibility Summary:

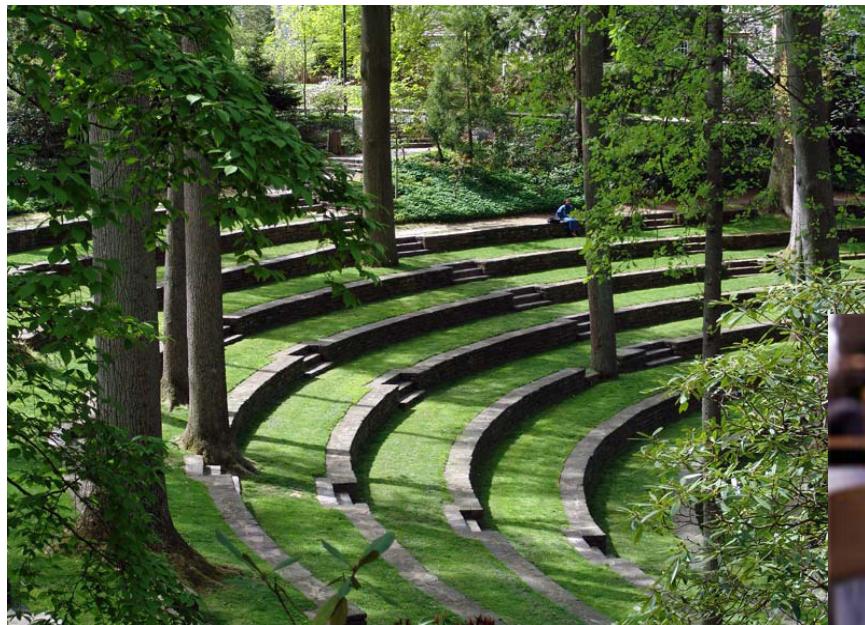
KBHS will become a world-renowned model of 21st century learning. Innovative teaching and community-based learning techniques will add to the vitality that Key Biscayne already displays. Not only this, the students from KBHS will be more engaged with their peers and courses on the Island, subsequently raising interest and test scores, leading to top choice university entrances for all graduates.

## f. ADDITIONAL FEASIBILITY CONCERNS

### Preservation of Green Space

Acknowledging the fact that concerns exist over developing precious space in Key Biscayne, FNI's proposal to ideally develop 530 Crandon will more than double the available usable open space while at the same time, providing valuable assets the community currently lacks. There is concern that placing the school on the 530 Crandon site will rob the Village of the much-needed functional open space. We believe, however, that the operative word is "functional." We propose that the school be constructed within the confines of the allowable maximum 8,000 sf footprint on the west side of the site allowing for the majority of the site on the east side to remain as open space. In addition, we propose a green amenity be developed on this east side, such as an amphitheater, providing a valuable asset to the community that does not currently exist on the Island today. The amphitheater could work in conjunction with the school, but will also serve as a community facility. Designing a green roof on the school with after hours community access would also restore green open space for the Island. Additionally, by developing the area surrounding Monaco Fountains on McIntyre Street as part of an active community center so that it is pedestrian-friendly during the day, the school can actually give back more green space than it would occupy. This restoration of public open space for community purposes far exceeds the small portion of the site that will be taken up by the school footprint.

The perhaps more feasible option of developing Village Hall will also allow for sustainable architectural techniques to be employed, such as the green roof and development of McIntyre Street as a community center.



In both settings, student entrepreneurship projects such as retail booths and a cafe can service the newly created amphitheater and adjacent open space.



## Traffic concerns

The issue of increased traffic on Key Biscayne from teenage drivers is one that could be alleviated dramatically with a community-based high school. Currently the main thoroughfare on the Island (Crandon) is bottle necked with off-Island student and professional commuters in the morning and early evening, with steady traffic throughout the day as well. By having a community-based school for students in a 3-mile radius, a number of safe, less expensive and greener solutions are possible.



Walking and biking to school will be the most viable, positive option. With plentiful bike parking, and potential incentives for non-motorized transport to and from the school, this option could benefit the entire community by reducing automobile traffic, decreasing family energy costs, promoting health and fitness, and assuaging parking congestion in the Village center.



A bus, trolley or shuttle system is an alternative mode of transportation that the community may need to consider. The costs required to run such a program could be substantial, though beneficial in the long run. A deterrent may be that the incentive to walk or bike would be curbed.

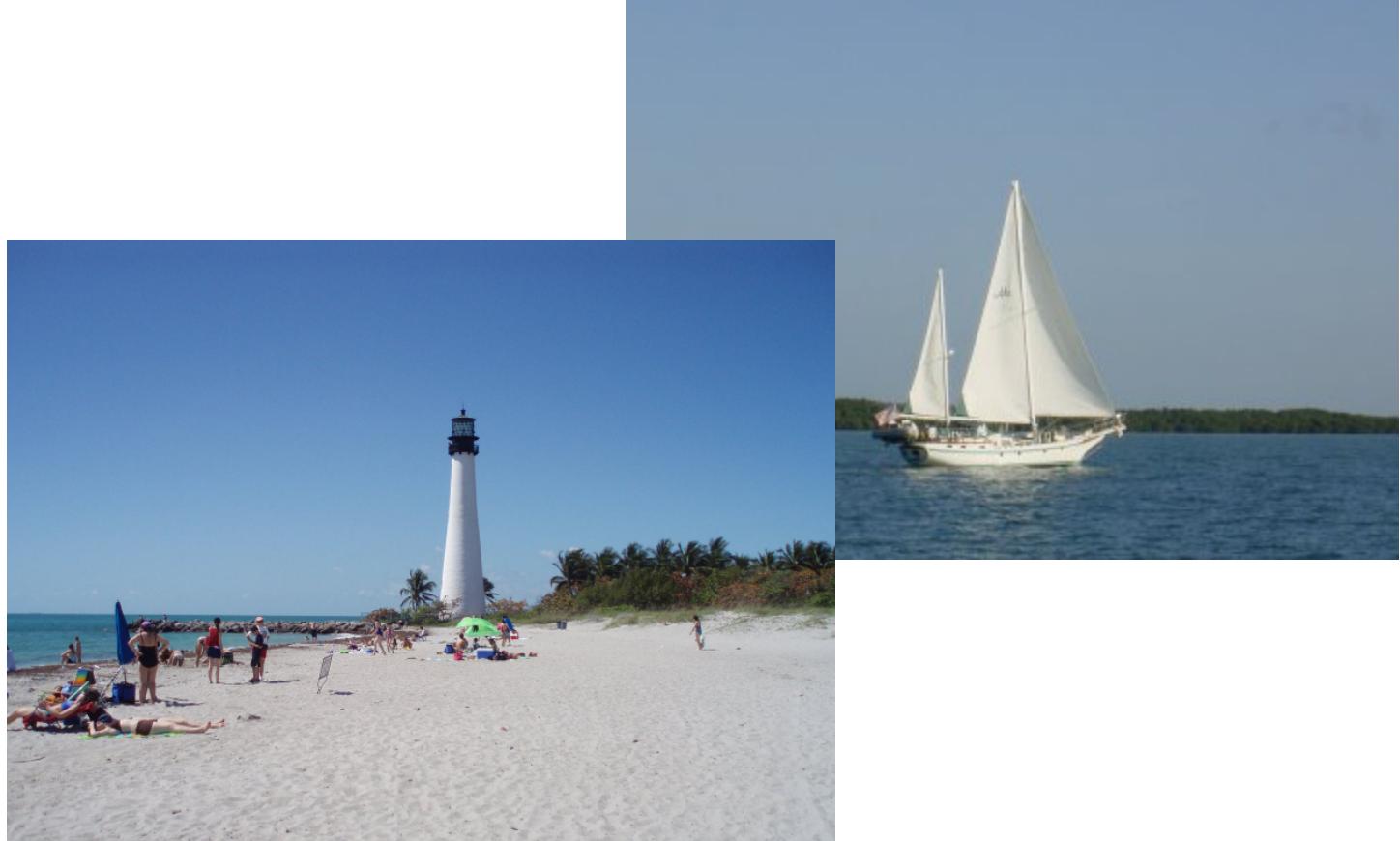
Finally, the issue of car parking will need to be considered by the community. There is no reason the school would be required to provide more than 30-40 additional parking spots for teachers and administrative staff over the next 5 years as building and occupation phases progress. Parking for school's staff, of concern with any proposal, could be easily resolved by utilizing the parking spaces at Calusa Park, Crandon Park, Bill Baggs or the Tennis Center, with a shuttle system to school.

## Community Signature

Key Biscayne is a nationally recognized paradise for residents and tourists alike. Its signature qualities – the lighthouse, beautiful stretches of beach, and marine life – make this one of the most breathtaking locations in the country. Yet, even with the expanding number of families taking up residence here, there is no public high school on the Island, forcing many to go off the Island to nearby Coral Gables High School, or to attend a private high school.

The question exists whether a public high school would have a negative impact on the Island for the images associated with such an institution. We see just the opposite effect taking place in Key Biscayne however. Built sensitively and in an architecturally appropriate manner, an innovative, world-class school would provide the community with a stronger, more positive ethos. It could become a more meaningful and powerful signature for the community, that would have a deeper, more visceral connection to the residents as a basis with which people would choose to live here.

Finally, based on the survey and activity responses we received in October and November, Key Biscayne is both forward-thinking in terms of education and willing to take a more innovative path for their children's future. The Planning Preference Survey by EdVisions (see all Signature Workshop results in Appendix iii) indicated that Key Biscayne is far more prepared for 21st century educational models compared to communities with similar cultural and socioeconomic demographics. Likewise, the Ideal vs. Actual surveys by FNI measured the satisfaction of parents and the innovation level of current schools versus the types of learning environments they would prefer (see survey results in Appendix iii).



## SECTION 4: NEXT STEPS AND TIMETABLES

FNI and EdVisions offer a number of recommendations to the Village of Key Biscayne to accompany this Feasibility Report. Firstly, we believe that the Feasibility Report will serve the community best through a presentation by FNI to the Village Council and key community members.

The best way to describe the effort thus far with Key Biscayne is as if we were designing and building a new automobile. After a false start last summer, hastily putting a bunch of parts together and calling it a car, we re-started the process, guiding the community towards the "car" of their dreams in terms of performance, appearance, size, cost, etc. Now that it is ready to be built, we need a step-by-step process to transform the community's dreams into a reality. All of the recommendations presented in this study need to be reviewed in detail. From there, a plan needs to be established to move the process forward by submitting a new application with Miami-Dade, establishing a budget, and selecting a site on which the school will be located.

This next phase will be most critical, coming up with the most detailed and definitive plan to both create a successful school and planning process and to gain the support of the Miami-Dade Public Schools charter office. We will not be proposing a traditional school so it will be very important to get the model right and have a very complete and understandable application. The second phase of this project will entail several important features. From EdVisions standpoint, we think this will involve 60 work days between January 15th and July 31st, culminating with the writing of the application to Miami-Dade.

The following are timelines and action plans for implementing the facilities planning and 'planning for application' phases:



## Facilities Timetable:

\* FNI would be available to do the Schematic Design and would provide ample amount of information for the chosen architect-of-record to carry forth the community's vision.

\*\* The school has the option of opening in August 2010 to serve a maximum of 125 students in temporary classrooms at the Village Hall and the Community Center while construction of their new school is under way, assuming a 9-month construction schedule. This timetable assumes such a schedule, but could be delayed.

Should the Village choose to delay the design/construction process until after the school is approved by Miami-Dade County, then temporary facilities to accommodate students who begin in August 2010 would need to be selected and approved by the county and the construction of the school would start at a later date. Temporary facilities that would be approved by the county could house students, should the Village decide to delay hiring an architect until after the school is approved.

<b>Jan</b>	1	FNI submits Feasibility Report
	15	Convene 20-30 member workgroup and create work plan
	30	Research and complete design elements/working model
<b>Feb</b>	1	Meet with workgroup, present design elements and draft plan
	15	Meet with Miami-Dade charter officials, Meet with workgroup
	30	Meet with Village officials to update, Meet with workgroup
<b>Mar</b>	1	Write first draft of plan design
	15	Public presentations of plan design
	30	Meet with Miami-Dade charter officials, Meet with workgroup
<b>Apr</b>	1	Assist with public information meetings
<b>Year 2009</b>	30	
<b>May</b>	1	Application writing
	15	
	30	
<b>Jun</b>	1	Meet with Miami-Dade charter officials, Presentation of draft application to workgroup
	15	Additions and re-writes to application
	30	
<b>Jul</b>	1	Formal presentation of plan and application, Meet with workgroup
	15	Final application writing
	30	
	1	Final meeting and delivery of application

## Operations Timetable:

The time table is further illustrated on the following page, including details as to EdVisions involvement.

Assuming these action steps are self-explanatory at this point, we can detail this plan even further upon request but suffice to say we will break down each recommended components and provide, with the help of the 20-30 member workgroup and in conjunction with Fielding Nair International, a concise integrated plan for implementation of all the program design components and how they will work in KBHS. We will also work with Miami-Dade officials and KBHS planners to supply budget and financial plans, an accountability/assessment framework and a marketing/recruitment plan.

This proposed effort would take on all responsibility for preparing the learning and operational/management plan for KBHS and writing the complete application to Miami-Dade Public Schools. We would take no active role in the facilities approval and financing process.

Action Service	App. Dates	Days of EdV.
		(On-site)
Convene 20-30 member workgroup and create the work plan	Mid-January	2 X
Research and complete design elements/working model (based on recommendations)	Late January	5
Meet with workgroup and present design elements and draft plan	Early February	3 X
Meet with Miami-Dade charter officials Meet with workgroup	Mid-February	2 X
Meet with Village officials to update Meet with workgroup	Late February	2 X
Write first draft of plan design	Late Feb/early March	8
Public presentations of plan design	Early/mid-March	2 X
Meet with Miami-Dade charter officials Meet with workgroup	Mid-March	2 X
Assist with public information meetings	Mid-March to Mid-April	6 X
Application writing	Late April to Mid-May	15
Meet with Miami-Dade charter officials Presentation of draft application to workgroup	Late May-early June	2 X
Additions and re-writes to application	Early/mid-June	3
Formal presentation of plan and application/meet with workgroup	Early July	2 X
Final application writing	Mid/late July	4
Final meeting and delivery of application	Late July	2 X

It is crucial that the educational vision outlined in this report be interpreted by an architect who has experience developing 21st century spaces in both new and renovated buildings. Square foot calculations assume a new model for laying out small learning communities that is more efficient than the traditional “cells and bells” plan.

# **APPENDIX**

- i. Key Biscayne Overview
- ii. Workshop Process
- iii. Findings
- iv. Budget
- v. Property Value Research
- vi. Recommended Book List
- vii. Miami-Dade Response to Application for Approval of Key Biscayne Charter High School

# I. KEY BISCAYNE OVERVIEW

## The Island

The Island itself is seven miles long and two miles wide. Incorporated as a Village in 1991, the Village of Key Biscayne covers 1.25 square miles bordered by Bill Baggs Cape Florida State Park to the south and Crandon Park to the north. Key Biscayne offers a wide variety of outdoor recreational activities, from golf and tennis to windsurfing and sailing. In addition, the unsurpassed safety of this island paradise and the people of the community, make Key Biscayne not only a popular vacation destination, but also a beautiful place to live. The Village Green is adjacent to the brand new multi-million dollar Key Biscayne Community Center which has meeting rooms and classrooms, a gym, indoor basketball, a heated pool and more. The lighthouse, newly restored, stands watch on the southern end of the island as it has for over 170 years.



Key Biscayne offers a small-town, island culture. The Village's Master Plan states that by 2020 they hope to have maintained this character by managing the scale and density of development on a neighborhood-by-neighborhood basis. Other goals include enhancing the Islands streetscapes, parks, civic realm and open spaces with a well-maintained subtropical plant palette suited to the Island, and practicing responsible stewardship of natural environment by protecting the tree canopy, natural habitats, beaches, dunes, and near shore water quality. They wish to expand the array of parks, open spaces and recreation facilities, cultural facilities, activities, special events

and historic preservation efforts. Of great importance is to enhance local high-quality education from early childhood programs to lifelong learning for adults, in close coordination with public and private schools.

The 2000 U.S. Census describes the racial makeup of the Village as 95.46% White, 0.46% African American, 0.01% Pacific Islander, 0.14% Native American, 0.92% Asian, 1.49% from other races, and 1.52% from two or more races. In the year 2000, 49.79% of the Village's population was classified as "of Hispanic origin of any race." This represents an increase of 38%, or 1,441 persons of Hispanic or Latino origin, since 1990.

Based on Census 2000, and conservative growth calculations, it is estimated that Key Biscayne has potentially 3,000 children under the age of 18 in our community - 640 of them in high school age. This segment of the population had a 55% growth from the 1990 Census to the 2000 Census. About 100 Key Biscayne children graduate from 8th grade at our KB K-8 Center, or about 56% of their age population. Another 30 children graduate from middle school at St. Agnes each year. An additional 40 to 50 children graduate from out of the Island private middle schools each year. The great majority of children attending KB K-8 Center and their families are estimated to seriously consider attending the proposed charter high school. In addition, many families sending their children out of the Island to attend middle school, and secure a spot for high school days, will seriously consider proposed school. Estimates are for 375 children to be enrolled in the school at its 5th year of operation.

## Inventory of Local Schools in 2008

There is a total of five public and private schools in the immediate vicinity of Key Biscayne.

1. Key Biscayne K-8 Center (Public, K-8th grade)
2. Key Biscayne Presbyterian Church School (Private, Pre-K through Kindergarten)
3. St. Agnes Academy (Private, Catholic, Pre-K through 8th grade)
4. St. Christopher's By-the-Sea Montessori School (Private, Pre-School through 6th grade)
5. MAST Academy (Public magnet school focused on marine science and technology; not physically in Village, but rather in Virginia Key; 9-12th grade)

All high school students commute to schools outside of the Village boundaries by public school bus, private vehicle, or private van service. Coral Gables Senior High is the feeder pattern (default) public high school for the Village. Students may apply for magnet public high schools where admissions are merit-based and lottery. Applications are made in the 8th grade for 9th grade admission. MAST Academy, located on nearby Virginia Key, is a desirable magnet school whose combined merit-based and lottery admissions process does not give preference to Key Biscayne residents. Many students attend private high schools located in Miami-Dade County.



## Changes in School Demand

Key Biscayne's demand on the public school system at large is growing. According to Census figures, the proportion of young children in Key Biscayne is increasing: in 1990, five to thirteen year-olds comprised 9.0 percent of the population, while in 2000 they made up 13.1 percent. Enrollment figures from Key Biscayne K-8 Center reflect this trend. Total school enrollment for the 2005 through

2006 school year is 1,028, up from 981 students during 2004-2005 and 976 during 2003-2004. To address deficient capacity (enrollment was at 155% of capacity during the 2004-2005 school year and at 122% of capacity between 2003-2004), the facility was expanded.

The Village has initiated a planning process to determine the feasibility of establishing a municipal charter high school in Key Biscayne.

## ii. WORKSHOP PROCESS

The October Visioning Workshops conducted by FNI and EdVisions were both repeated twice to insure maximum exposure and flexibility for community members. The sessions focused on an exploration of what charter schools.

### October 29-30: Visioning Workshop

The Visioning Workshop was initiated with a quick presentation about charter schools - what they are and are not - as well as some of the benefits of chartering. This was followed with an informal question and answer session between FNI and EdVisions consultants and Key Biscayne community members. Essentially, a charter school is an independent public school with a new and different mission and purpose, accountable to a sponsor and community but operated by its own board. Chartering is not a type of school, nor is it completely exempt from regulations. It is not subject to district authority or run by an outside entity. Most importantly, chartering is **not** meant to destroy the public system but rather serves to provide competition in the public and private sector.

#### So why charter?

- More independence
- Create a local school for students and families
- Give teachers more flexibility and accountability
- Create more local control of governance, hiring, etc.
- Get a better handle on finances- control and incentives
- Better use of facilities

With this knowledge on the table, the consultants aimed at understanding why the community of Key Biscayne desires a new high school, as well as what they hope to accomplish and what their aspirations for a new school are. The group analyzed two over arching questions throughout the sessions: What is education? And what is 21st century education?



## Intersecting Community & Schools

### 1. School as Community Center

- Offering adult education classes
- Sharing facilities with the community: dance studio, gym, pool, learning studios
- School is open after-hours for events, lectures, meetings
- Students partner with local agencies or businesses and offer supplemental services
- Recreational Activities
- Internet access
- Community events
- Day care
- Summer Camp
- Facilities for community and student group

### 2. Community as Classroom

### 3. School-based Enterprise (Local business partnerships & student initiative)

### 5 Case Studies were shared:



#### ***North Central Shared Facility, Regina, Saskatchewan, Canada***

A 300,000 square foot campus is planned for North Central Regina, connecting a high school to dozens of services, including a health care center, police station, childcare center and library. Rather than simply offer such joint-use facilities however, the community seeks to offer more

meaningful integration of services. The campus will feature state-of-the-art safety and security measures in keeping with Crime Prevention Through Environmental Design (CPTED) principles.



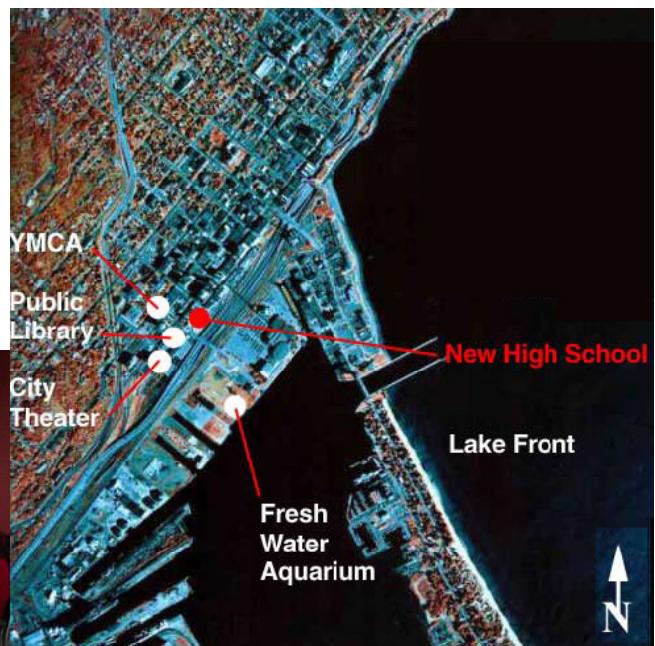
#### ***Reece High School, Tasmania, Australia***

The redesigned community school has become a powerful model of school / civic engagement that enhances educational opportunities for every resident while serving as a symbol for what can be achieved when communities work together to realize a shared vision. This building can house 500 guests and a distance learning program but can also be used for dance and music and catering and sewing and various other programs on a daily basis. The building also has strong outdoor connections.



### **Harbor City, Duluth, MN**

Collaboration and project-based learning were identified as key objectives in the planning of this learning environment; these methods foster creative connections and synthesis, skills that students need to succeed. The school utilized surrounding community buildings as part of its campus.



### **School of Environmental Studies, Apple Valley, MN**

With a focus on mentorship/internship programs developed through the Zoo and the community, the building incorporates environmental products, energy efficient systems and with the surrounding site serves as both an interpretive center and living laboratory for students and visitors alike.

### **Minnesota New Country School, Henderson, MN**

Unconventional in almost every regard, MNCS is a teacher-owned, public charter school, part of EdVisions. Approximately 110 students, grades 7 - 12, travel as many as 100 miles round trip to attend this modern, one-room, 17,000-square-foot "schoolhouse." Students keep a daily log of how they spend their time and complete detailed self-assessment rubrics. They also clean the school every day.



Doug Thomas of EdVisions presented principle differences between traditional and more innovative, 21st century learning environments:

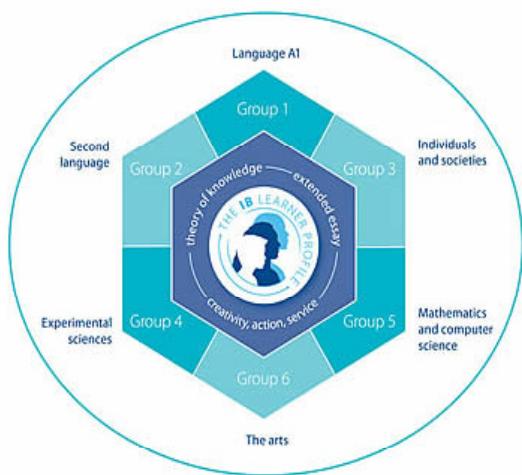
### Traditional Schools:

- rigid schedules
- adversarial relationships
- compartmentalization
- classes and bells
- forward planning
- disciplinary boundaries
- one way communication
- surface connections
- group learning
- technology labs
- desks and rows

### Innovative Schools:

- flexible scheduling
- cooperative relationships
- interdisciplinary
- scheduled work time
- backwards planning
- interdisciplinary
- networking
- deep connections
- personalized learning
- immersion of technology
- individual workspace

Programs of interest in Key Biscayne were further defined:



**The International Baccalaureate** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**The AP Program** is a collaboration between motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school.

**EdVisions Schools** use student-centered teaching and learning strategies. A democratic governance system helps manage schools more efficiently, especially small, decentralized schools. They use new teacher preparation partnerships, leadership opportunities, exemplary practices and research based models.

## November 19-20: Signature & Feasibility Workshops

In November, FNI and EdVisions consultants returned to Key Biscayne to report back with feasibility study results and recommendations based on data collected and conversations had in October. The two workshops, both repeated twice to insure maximum exposure and flexibility for community members, focused on site and facility recommendations and educational model recommendations. The facilities recommendations are also based in part on an **analysis of possible sites** that was conducted in June 2008 by FNI.



### Signature Workshop:

FNI conducted a Signature Workshop as a means of delving deeper into the community ethos to begin to create a school signature, regardless of where the facility goes. The site and facility recommendations were then discussed based upon the community's responses to the October workshop. Responses were drawn from the various activities and surveys, including the Blink exercise, the Ideal vs. Actual surveys, and recorded comments related to the facility.

FNI used the morning and evening sessions to present recommendations and field questions from the community. The session was concluded with **The Six Thinking Hats** activity, which is typically used for large participatory groups to explore a problem through the lens of different emotions and viewpoints. The Key Biscayne participants were given the following definitions for each of the six hats:

#### **White Hat:** The facts & figures hat

With this thinking hat, you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.

#### **Red Hat:** The emotional hat

Wearing the red hat, you look at the decision using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally, and try to understand the intuitive responses of people who do not fully know your reasoning.

#### **Black Hat:** The pessimistic hat

When using black hat thinking, look at things pessimistically, cautiously and defensively. Try to see why ideas and approaches might not work. This is important because it highlights the weak points in a plan or course of action. It allows you to eliminate them, alter your approach, or prepare contingency plans to counter problems that arise.

### **Yellow Hat:** The positive hat

The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it, and spot the opportunities that arise from it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

### **Green Hat:** The creative hat

The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.

### **Blue Hat:** The big picture hat

The Blue Hat brings everything together and helps us realize what we have discovered. The Blue Hat stands for process control – when running into difficulties because ideas are running dry, you direct activity to Green Hat thinking. When contingency plans are needed, Black Hat thinking is used.

## **Feasibility Workshop:** Creating A Successful Model For Your Community



Doug Thomas of EdVisions reported back to the group with survey results, responses and comments related to a new school model for the Key Biscayne Charter High School. The session was used primarily to present his educational model recommendations (see Section 3).

Following the presentation, each table of participants was given a large sheet of paper with one recommendation. They were asked to jot down ideas and concerns for their particular recommendation, then circulate the room writing down more

of their ideas. When everyone was finished, the ideas were once again voted on using green stickers. Each participant was to vote for their top three most preferred recommendations (see Section 5 for workshop findings).



### iii. FINDINGS

A variety of methods were used to assess the community of Key Biscayne in the October and November workshops. This was often referred to as "taking the group's temperature" or gaining perspective as to the community ethos. The data collected in October was processed and presented at the November workshops. Here the findings are consolidated and explained accordingly.

#### October Workshop Data:

In October, FNI used two surveys to gauge the community's preferences. The **Blink exercise** survey consisted of 65 slides, each presented for roughly 3 seconds. Participants were asked to rate each of the slides in a 0-10 rank order based on their instinctual reaction to the images. A rank of "0" indicated lowest preference and "10" indicated highest preference. The images included classroom scenes, indoor and outdoor learning, lighting techniques, teacher and student participation and a variety of other school scenes.

The top scoring images for Key Biscayne participants were:



#1

#1 Social/Emotional Learning



#2

#2 Hands-On Learning

#3a Modern Physical Fitness (tie)

#3b Social Commons (tie)



#5b

#4 Modern Use of ICT

#5a Outdoor Learning Spaces (tie)



#5a

#5b Hands-on Project Based Learning (tie)



#3a



#3b



#4

The lowest scoring images for Key Biscayne participants were:



#1

#1 Traditional Classroom



#2

#2 Traditional Classroom

#3 Hallways

#4 Traditional Cafeteria

#5a Traditional Cafeteria (tie)



#3

#5b Hallways (tie)



#4



#5a



#5b

The workshop also included two score card surveys, one of which was labeled **Actual**, the other **Ideal**. The Ideal and Actual surveys were identical other than their titles. The Actual survey was used to assess a school that each community member currently had a child attending, or recently had a child attending, or would soon be sending a child to attend. The score for each question ranged from 0-3 (3 = true; 2 = mostly true; 1 = partially true, 0 = not true) The final score measured whether the school was a “21st century school” or not. The Ideal survey used the same measurement system but was instead gauging preferences for a school that community members would like to send their children to. The scores for both surveys were tabulated and showed a stark contrast in scored. **The Actual survey score was 11.8%. The Ideal survey score was 79.95%**. These scores are based on a scale of -50 to 100, as the thinking is that if a school is so low-performing (with regards to 21st century skills), the numbers could actually be negative.



The EdVisions workshop included a **Planning Preference Survey** that was taken and returned by 56 community members. The participants rated characteristics of a preferred school environment from 1-10, with 10 being most preferred. The results of the Planning Preference Survey were as follows:

<b>Personalized, interest-based learning plan</b>	<b>9.13</b>
<b>Strong student advisory program</b>	<b>9.11</b>
<b>Project-based learning (at least part time)</b>	<b>9.06</b>
<b>Community based learning &amp; involvement</b>	<b>9.05</b>
<b>Outdoor &amp; environmental education program</b>	<b>9.00</b>
<b>Student business internship &amp; mentorships</b>	<b>9.00</b>
<b>Strong community connections for both students</b>	<b>9.00</b>
<b>Service learning/community service programs</b>	<b>8.96</b>
<b>Interdisciplinary learning or classes</b>	<b>8.91</b>
<b>Flexible multi-use facility</b>	<b>8.45</b>
<b>Multiple assessments of student work</b>	<b>8.41</b>
<b>Personalized technology for every student</b>	<b>8.40</b>
<b>Student opportunities to take college classes</b>	<b>8.34</b>
<b>Enhanced academic programs (i.e. IB, AP)</b>	<b>8.27</b>
<b>Demonstrated senior project before graduation</b>	<b>8.07</b>
<b>Student involvement in governance</b>	<b>7.66</b>
<b>Grades and GPA</b>	<b>5.98</b>
<b>Full traditional extracurricular program</b>	<b>5.38</b>
<b>Extended day or year</b>	<b>4.76</b>
<b>Traditional course and class system</b>	<b>3.76</b>

The scores indicated that the communities highly values student-centered learning, with the top three scores being personalized interest-based learning plans, strong student advisory programs and project-based learning (at least part time). That seven of the twenty questions ranked 9 or above shows that the community is both forward-thinking and willing to take a more innovative path for their children's education. In comparison to other communities with similar demographics as Key Biscayne, the scores were quite high, and offered FNI and EdVisions consultants a sense of confidence in recommending a charter high school for the Island.

During the course of the FNI and EdVisions workshops, **questions and comments** from the community were both audio-recorded and written on large presentation boards to later be transcribed. The most commonly asked questions from the workshop sessions were:

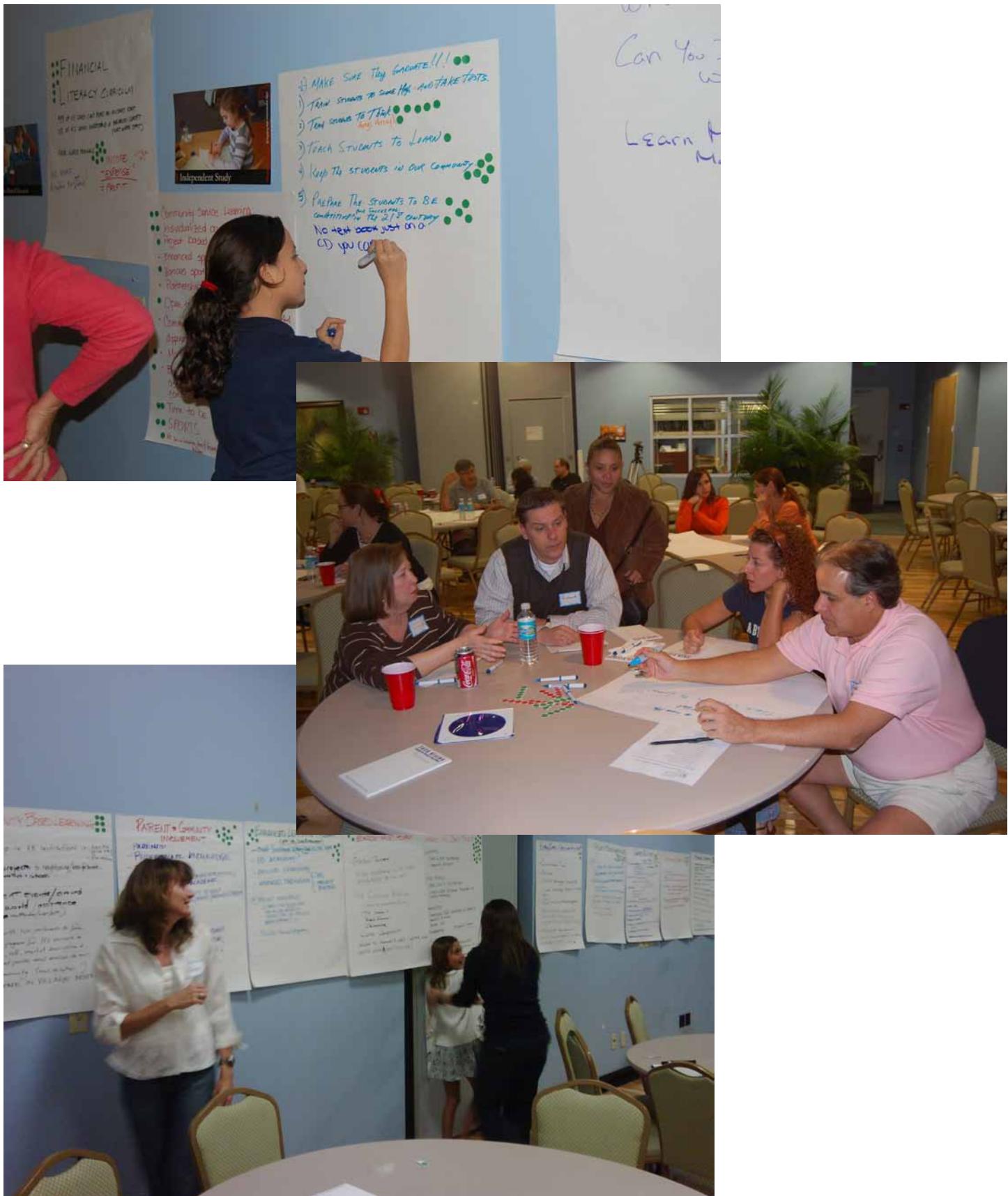
- For college entrance, is an academy too narrowly focused?
- Does this mean traditional thinking goes out the window?
- Can we get outside funding? Can we levy taxes?
- Could a charter school offer IB and AP programs and do you need minimum numbers of students?
- What are colleges looking for, such as Big 10 schools and Ivy League?
- Explain how various modalities of learning could fall into place here?
- How do you hold teachers accountable?
- Is it evolutionary or do we jump right into something?
- How will the adult community be affected by a high school building, and how will interactions between kids and adults come to play out in such a model?
- Why do charter schools get a bad rep and why might they fail?

Highlighted comments from the workshops were:

- We have a great resource – the community – on the Island but we are stuck in a box.
- There is fear of tossing out tradition.
- Test-taking is a reality we can't forget. Philosophically we can be in favor of a holistic education but we can't forget we have benchmarks and somehow must insert that into a portfolio.
- It's all about cost so if you put the money in, you can offer these programs like IB and AP to compete with the private schools (otherwise what's the point?).
- The audience should not be dissuaded by their own personal experiences in schools.
- I want to see my kids get up in the morning excited about a day at school, a day of learning. Right now that isn't happening.
- The biggest problem now is getting teachers who can work in these innovative schools and can think outside the box.
- We can't just be advocates, we really have to go out and make it happen.



Additionally, comments and suggestions for **21st century learning** in Key Biscayne were written down and voted on by the community using red and green stickers. The red stickers indicated disfavor while the green stickers indicated popular favor. These contributed greatly to the EdVisions recommendations at the November workshop.



## **November Workshop Data:**

The community contributed the following pieces of data, emotions, concerns and hopes for a charter high school on the Island in the **6 Hats Activity**:

### **White Hat:**

How many high school students we have on the Island  
How many go to public system versus private system in Key Biscayne  
How many are in home schooling that could use these facilities  
Resources that are available that the school could use  
The \$50 million + in taxes that we already send out to the school district  
Physical resources we have  
Distance between each of the facilities  
Growth trends and population trends to determine enrollment  
Commute time to private schools and Coral Gables  
Financial resources  
Economic trade-off and impact on families  
What does the labor department want in employees – what skills  
Island's diversity – the makeup of the community as it exists now  
Budget per student  
The professional human resources on the Island  
Information about other schools that have developed similar programs

### **Red Hat:**

Like concept of having best school in the US  
My kids will be excited about learning  
I feel totally happy about this and feel others that aren't here are fearful of steering away from tradition  
I feel we haven't built enough community support  
I feel adults aren't supporting this because they don't feel the school supports them  
I think we need to hire teachers who really know how this can work  
I feel my kids will have a sense of community  
I feel this will be a great success from day one  
I feel both kids and parents will be happier  
I feel privileged that we can decide our children's futures  
I feel very enthusiastic  
I feel passionate and excited about giving our kids these opportunities

### **Black Hat:**

When we review the numbers, I'm not confident we'll have enough money per student to create a 21st century school  
I think Miami-Dade won't be happy about KBHS  
My fear is adults and elderly won't see that it offers them anything  
I fear people won't contribute enough towards fundraising  
I fear that the beginning period of adjustment is going to be rocky

### **Black Hat Cont'.**

I fear that people think the good students will continue to go off the Island and the discipline problems will become our problem – drugs, loitering, etc. will all increase. The leftovers  
I fear sabotage from the status quo  
I'm concerned about finding the right teachers

### **Yellow Hat:**

We have a lot of feasible partnerships – U-Miami, Rosenthal School, etc.  
I feel good that my students will adjust and be happier  
I feel I won't have to send my kids off the Key and feel good that I'll have four more years to instill positive values in them  
I feel if we have happy families that will attract good teachers and a better environment  
I feel good that we have an affluent community that can help if we have a dollar problem building a 21st century school  
I feel good that we can also help the retail businesses on the Island  
I feel parental involvement will be much higher here when parents don't have to travel to get involved  
I feel good that we'll be developing whole children, critical thinkers  
I will feel great that my kids don't need to go through a lottery. I'm not a gambler with education.  
I feel that this is what I've been waiting for for years.

### **Green Hat:**

Kids can use bikes – no buses  
We have talented parents that can serve as guest speakers  
A lot of time is wasted commuting and can be instead used on community service projects and community engagement  
I have an idea that kids' community service learning can benefit the whole community  
We should tap into existing foundations  
I think we can get involved with a healthier lunch program  
Maybe there's a naming opportunity to help sponsor the school  
Maybe we can get more federal funding once Obama is in office  
I think kids will have more stake in their learning because right now they're unengaged and this is what causes problems, boredom, etc.  
I feel by adopting a non-traditional system we stretch the kids' horizons  
I think we should invite teachers to react to these non-traditional systems and see how they feel  
We could bring in teachers from international destinations for a period of time

### **Blue Hat:**

What is the decision point for why families choose the schools they do  
I think if we had a high-quality education where we knew students would be prepared, yes we would not want to pay as much for private education and KB has all the resources to make that happen  
We're all here for a reason but we need to go out and recruit for these workshops so we're not just preaching to the choir

During the course of the FNI and EdVisions workshops in November, **questions and comments** from the community were both audio-recorded and written on large presentation boards to later be transcribed. The most commonly asked questions from the workshop sessions contributed to our list, called **Taking the Community's Temperature**:

- One woman is concerned about teachers and the accountability system.
- Another asks about the assumption that we'd be able to reduce the square footage in the KBHS.
- Another asks if he and others can visit a model school and tour and ask questions of the teachers and students.
- A mother asks could the schools be used after hours? Can hours be extended all day so all community members can use the building?
- We still need to meet the state and federal requirements. How do you meet these requirements when the program is student-driven?
- As far as security and transferring students back and forth, aren't there requirements by law that you have certain things in place with transportation?
- If we're using certain facilities off-campus, are these considered field trips? Or is this labeled part of the campus? How do you get around the issue of what's part of the learning environment?

Lastly, participants were asked to complete a **5-question survey**. Questions and representative responses were as follows:

### **1. How do you imagine a new school on Key Biscayne will affect you?**

- It will give my son a public school he can attend and I would like to teach there and be able to teach in Florida as a constructionist educator in an innovative, non-traditional 21st c. school.
- The charter high school will allow us to continue to live here. We are considering moving to NJ to enroll our 3 girls in the public school system since we cannot afford 60k (total) per year for private schools here.
- Having my kids close by will make it easier to relate and to manage their path. If people in the community know who they are they can help guide them and keep them safe.
- It will bring my children back to the Key, give them a sense of community and get them excited about school and learning
- My children will be taught in an environment encouraging life long learning and focusing on the whole community, creating productive and happy citizens.
- My kids will stay in the community, close to home, time will not be wasted in commute and will learn to "think" not memorize data.
- Educating my children in a community-school family context. Not having to move to another community for my children to obtain this education.
- Kids will be apart of the community. Less commute and more family time.

**2. Can you think of any specific ways you personally can become more actively involved in the new school?**

- Offering participation to students in my professional activities
- Curriculum Development; Marketing towards the community; Student workshops; Community organizer
- Fund raise, Network, Mentor, Create opportunities to create and improve the school.
- I would love to teach, volunteer, I can help with the lunches, planning them, nutritionally analyzing them, and proposing new ideas.

**3. After attending EdVisions and FNI's workshops in October and/or November, do you have any new hopes or concerns for a new school on Key Biscayne?**

- Education and access to education in Florida is sub-standard and the refusal to acknowledge our deficiencies in this affluent community is distressing.
- Education and knowledge is the base for a better future.
- Let's create a world-class school that other communities want to emulate!
- Concern about if it will happen and that the community will bend more towards outdated traditional models. Hope is it will happen in the next 2 years and will be innovative, based on project based learning and be the best in the US and world. It will bind the community together and help make happier families through happier kids and parents.
- I have high hopes of a wonderful "open horizons" school becoming a reality, where youngsters will enjoy learning and exceed theirs and ours expectations. My concerns are that we will miss this opportunity.
- I hope this project goes forward. My concern would be where to find the high caliber teachers needed for this endeavor.

**4. Is there anything else you'd like to share with EdVisions and FNI team members that you were unable to express during any of the workshops?**

- Coming from a Montessori pre-school/elementary school setting at St. Christopher's, I know that all of the concepts for learning, structure of the classroom setting and the ability to attract teachers is all there.
- My hope is there will be diversity from outside the community including students from different races (African American especially) and socio-economic backgrounds.
- I'm enthusiastic and excited about the new direction "school education" is going!

## iv. BUDGET

### KBCHS - Draft Budget Summary

	Year 1	Year 2	Year 3	Year 4	Year 5	5 Years
<b>Students</b>	125	200	300	350	375	
<b>Revenue</b>	\$ 794,783	\$ 1,303,444	\$ 2,004,045	\$ 2,396,504	\$ 2,631,875	\$ 9,130,652
<b>Total Expenses (excl. facil.)</b>	<b>\$ 860,854</b>	<b>\$ 1,209,064</b>	<b>\$ 1,840,249</b>	<b>\$ 2,232,313</b>	<b>\$ 2,456,981</b>	<b>\$ 8,599,462</b>
<b>P&amp;L Operations</b>	<b>\$ (66,071)</b>	<b>\$ 94,380</b>	<b>\$ 163,796</b>	<b>\$ 164,191</b>	<b>\$ 174,894</b>	<b>\$ 531,190</b>
<b>Other Potential revenue</b>						
PTSA / Parents (\$500/stu.)	\$ 62,500	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	\$ 718,015
Foundation(s) (\$250/stud.)	\$ 31,250	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	\$ 359,007
State Grants	\$ 250,000	\$ 75,000	\$ -	\$ 300,000	\$ -	\$ 625,000
<b>Total Other Potential Revenue</b>	<b>\$ 343,750</b>	<b>\$ 228,750</b>	<b>\$ 236,391</b>	<b>\$ 582,684</b>	<b>\$ 310,447</b>	<b>\$ 1,702,022</b>
<b>P&amp;L + Other Potential Revenue</b>	<b>\$ 277,679</b>	<b>\$ 323,130</b>	<b>\$ 400,187</b>	<b>\$ 746,875</b>	<b>\$ 485,342</b>	<b>\$ 2,233,212</b>
<b>Facilities. Village Hall Option</b>						
<b>\$ 4,324,579</b>						
Building amortization (30 y/4%)	\$ 273,535	\$ 273,535	\$ 273,535	\$ 273,535	\$ 273,535	\$ 1,367,674
Maintenance	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 157,690
<b>Total Facilities</b>	<b>\$ 303,535</b>	<b>\$ 304,285</b>	<b>\$ 305,054</b>	<b>\$ 305,842</b>	<b>\$ 306,649</b>	<b>\$ 1,525,364</b>
<b>Operating results Village Hall</b>	<b>\$ (25,856)</b>	<b>\$ 18,845</b>	<b>\$ 95,133</b>	<b>\$ 441,033</b>	<b>\$ 178,692</b>	<b>\$ 707,848</b>
<b>Facilities. 530 Crandon Option</b>						
<b>\$ 8,479,579</b>						
Building amortization (30 y/4%)	\$ 485,794	\$ 485,794	\$ 485,794	\$ 485,794	\$ 485,794	\$ 2,428,968
Maintenance	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 157,690
<b>Total Facilities</b>	<b>\$ 515,794</b>	<b>\$ 516,544</b>	<b>\$ 517,312</b>	<b>\$ 518,100</b>	<b>\$ 518,908</b>	<b>\$ 2,586,658</b>
<b>Operating results 530 Crandon</b>	<b>\$ (238,115)</b>	<b>\$ (193,414)</b>	<b>\$ (117,126)</b>	<b>\$ 228,774</b>	<b>\$ (33,566)</b>	<b>\$ (353,447)</b>

#### Cash Flow (using Village Hall)

FTE Revenue	\$ 794,783	\$ 1,303,444	\$ 2,004,045	\$ 2,396,504	\$ 2,631,875	\$ 9,130,652
Other revenue	\$ 343,750	\$ 228,750	\$ 236,391	\$ 582,684	\$ 310,447	\$ 1,702,022
Adjustment depreciation	\$ 79,365	\$ 94,260	\$ 152,670	\$ 188,970	\$ 202,995	\$ 718,258
Operating Expenses	\$ (860,854)	\$ (1,209,064)	\$ (1,840,249)	\$ (2,232,313)	\$ (2,456,981)	\$ (8,599,462)
Building amortization & maintenance	\$ (303,535)	\$ (304,285)	\$ (305,054)	\$ (305,842)	\$ (306,649)	\$ (1,525,364)
<b>Net Cash Flow</b>	<b>\$ 53,509</b>	<b>\$ 113,105</b>	<b>\$ 247,803</b>	<b>\$ 630,003</b>	<b>\$ 381,687</b>	<b>\$ 1,426,106</b>

#### 530 Crandon Blvd. Option

Sq. ft.	25,000
\$ / sq. ft.	300
<b>Construction</b>	<b>\$ 7,500,000</b>
<b>School Planning</b>	<b>\$ 300,000</b>
<b>Const. drawings</b>	<b>\$ 300,000</b>
<b>Start up</b>	<b>\$ 379,579</b>
<b>Total</b>	<b>\$ 8,479,579</b>
<b>P&amp;I 30 years</b>	<b>\$ 485,794</b>
<b>P&amp;I 15 years</b>	<b>752,669</b>

#### Village Hall Option

3rd floor Sq. ft.	8,500	<b>School Planning</b>	\$ 300,000
\$ / sq. ft.	250	<b>Const. drawings</b>	\$ 300,000
<b>3rd floor</b>	<b>\$ 2,125,000</b>	<b>Start up</b>	<b>\$ 379,579</b>
1st floor sq. ft.	3,500		
\$ / sq. ft.	200		
<b>1st floor</b>	<b>\$ 700,000</b>	<b>P&amp;I 30 years</b>	<b>\$ 273,535</b>
2nd floor sq. ft.	13,000	<b>P&amp;I 15 years</b>	<b>\$ 423,804</b>
\$ / sq. ft.	40		
<b>2nd floor</b>	<b>\$ 520,000</b>		
<b>Total Construction</b>	<b>3,345,000</b>		

# Key Biscayne Charter High School - DRAFT Budget

KBHS enrollment targets:						
	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
<b>Grade</b>	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
9	75	75	100	100	100	
10	50	75	75	100	100	
11		50	75	75	100	
12			50	75	75	\$ / student
<b>Total</b>	<b>125</b>	<b>200</b>	<b>300</b>	<b>350</b>	<b>375</b>	\$ 6,358
<b>Principal</b>	1	1	1	1	1	
<b>Teachers</b>	5	8	13	16	18	
<b>Assist Teacher</b>	2	3	4	5	5	
<b>ESE Teachers</b>	2	2	3	3	3	
<b>ESE Assistants</b>	0	1	2	3	3	
<b>Total faculty</b>	10	15	23	28	30	
<b>Students/Faculty ratio</b>	13	13	13	13	13	
<b>Students / Cert. Teach</b>	18	18	18	17	16	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1 - 5
<b>FTE Revenue</b>	<b>\$ 794,783</b>	<b>\$ 1,303,444</b>	<b>\$ 2,004,045</b>	<b>\$ 2,396,504</b>	<b>\$ 2,631,875</b>	<b>\$ 9,130,652</b>
<b>Expenses</b>	Year 1	Year 2	Year 3	Year 4	Year 5	2.5%
M-DCPS Admin. Fee	\$ 39,739	\$ 65,172	\$ 100,202	\$ 119,825	\$ 131,594	5%
Teachers	\$ 235,000	\$ 385,400	\$ 641,932	\$ 809,822	\$ 933,826	\$ 47,000
ESE Teacher	\$ 104,000	\$ 106,600	\$ 163,898	\$ 167,995	\$ 172,195	\$ 52,000
ESE Teacher Assist	\$ -	\$ 25,625	\$ 52,531	\$ 80,767	\$ 82,786	\$ 25,000
Principal	\$ 95,000	\$ 97,375	\$ 99,809	\$ 102,305	\$ 104,862	\$ 95,000
Admin. Assistant	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307	\$ 33,114	\$ 30,000
Teaching Assist.	\$ 50,000	\$ 76,875	\$ 105,063	\$ 134,611	\$ 137,977	\$ 25,000
Fringe Benefits	\$ 116,000	\$ 161,438	\$ 247,422	\$ 298,299	\$ 331,696	25%
Professional Devlp.	\$ 10,000	\$ 16,000	\$ 26,000	\$ 32,000	\$ 36,000	\$ 2,000
Contract Serv. Counsel	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Subst. Teachers	\$ 11,750	\$ 19,270	\$ 32,097	\$ 40,491	\$ 46,691	5%
Capital / Tech. Amort.	\$ 79,365	\$ 94,260	\$ 152,670	\$ 188,970	\$ 202,995	33%
Books	\$ 6,500	\$ 14,000	\$ 24,000	\$ 35,000	\$ 37,500	\$ 100
Class & Office Supplies	\$ 14,000	\$ 20,000	\$ 32,000	\$ 38,000	\$ 42,000	\$ 2,000
Phone / Comm.	\$ 5,000	\$ 6,000	\$ 7,500	\$ 10,000	\$ 11,000	
Utilities	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Insurance (prop. & Liab.)	\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	
Ind. Fin. Audit	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000	
Other	\$ 12,500	\$ 20,000	\$ 30,000	\$ 35,000	\$ 37,500	\$ 100
Parking Shuttle	\$ 12,000	\$ 12,300	\$ 12,608	\$ 12,923	\$ 13,246	
<b>Total Expenses</b>	<b>\$ 860,854</b>	<b>\$ 1,209,064</b>	<b>\$ 1,840,249</b>	<b>\$ 2,232,313</b>	<b>\$ 2,456,981</b>	<b>\$ 8,599,462</b>
<b>P&amp;L</b>	<b>\$ (66,071)</b>	<b>\$ 94,380</b>	<b>\$ 163,796</b>	<b>\$ 164,191</b>	<b>\$ 174,894</b>	<b>\$ 531,190</b>
<b>Other Potential revenue</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1 - 5
<b>PTSA</b>	\$ 62,500	\$ 102,500	\$ 157,594	\$ 188,456	\$ 206,965	\$ 718,015
<b>Fundraising Foundations</b>	\$ 31,250	\$ 51,250	\$ 78,797	\$ 94,228	\$ 103,482	\$ 359,007
<b>Plan. &amp; Prog. Design</b>	\$ 25,000					\$ 25,000
<b>1st year impl. Grant</b>	\$ 225,000					\$ 225,000
<b>2nd year impl. Grant</b>		\$ 75,000				\$ 75,000
<b>Construction Grant</b>				\$ 300,000		\$ 300,000
<b>Total Other Potential. Rev.</b>	<b>\$ 343,750</b>	<b>\$ 228,750</b>	<b>\$ 236,391</b>	<b>\$ 582,684</b>	<b>\$ 310,447</b>	<b>\$ 1,702,022</b>
<b>P&amp;L + Other Potential Revenue</b>	<b>\$ 277,679</b>	<b>\$ 323,130</b>	<b>\$ 400,187</b>	<b>\$ 746,875</b>	<b>\$ 485,342</b>	<b>\$ 2,233,212</b>

<b>Accumulated P&amp;L + Other Potential Revenue</b>	<b>\$ 277,679</b>	<b>\$ 600,809</b>	<b>\$ 1,000,995</b>	<b>\$ 1,747,870</b>	<b>\$ 2,233,212</b>	
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\* Administration Services such as Payroll, H&R, etc. will be supported by Village's existing administrative personnel

#### **Capital equipment**

<b>Startup</b>	<b>\$ 240,500</b>										
Class equip. / technol.	\$ -	\$ 112,500	\$ 150,000	\$ 75,000	\$ 37,500	\$ 1,500					
Science labs	\$ -	\$ 10,000	\$ 25,000	\$ 25,000							
Office Equipment	\$ -	\$ 2,000	\$ 2,000	\$ 10,000	\$ 5,000						
<b>New Capital equipment</b>	<b>\$ 240,500</b>	<b>\$ 124,500</b>	<b>\$ 177,000</b>	<b>\$ 110,000</b>	<b>\$ 42,500</b>						
<b>Value of Capital equipment</b>	<b>\$ 161,135</b>	<b>\$ 285,635</b>	<b>\$ 462,635</b>	<b>\$ 572,635</b>	<b>\$ 615,135</b>						
<b>Accumulated - Deprec.</b>	<b>\$ 79,365</b>	<b>\$ 173,625</b>	<b>\$ 326,294</b>	<b>\$ 515,264</b>	<b>\$ 718,258</b>						

#### **Budget assumptions:**

Revenue: FTE calculations are based on minimum revenue with 10% ESE

#### **Start up expenses:**

##### **Pre-opening operating**

Start up coordinator 6 months	\$ 26,664	Feb - July
Principal - 6 months	\$ 57,950	Feb - July
Teachers - 1 month	\$ 34,465	
Recruitment / Advertisement	\$ 15,000	
Office supplies	\$ 5,000	

**Sub-Total operating \$ 139,079**

#### **Capital equipment**

Class equip. / technol.	\$ 187,500	1500
Science labs	\$ 15,000	15000
Office Equipment	\$ 20,000	
Books	\$ 18,000	

**Sub-Total Cap. Equip. \$ 240,500**

**Total start up expenses \$ 379,579**

## v. PROPERTY VALUE RESEARCH

### How would the school impact real estate property values in our community?

Based on scientific data produced by many research projects in communities across our country confirm what most people sense: good schools command higher real estate property premiums, and excellent schools much higher prices. Proposed High School - Community Learning Center would increase real estate property values by an estimated 5% to 10% in a short time frame. Additional upside potential would be expected as school initiates operation.

Property Value Research Resources:

**The Impact of School Quality on Real House Prices.** By David Brasington. Department of Economics. Ohio State University. A scientific study of 134 communities concludes that schools quality is the most important cause of the variation in property prices.

**School Quality and Property Values In Greenville, South Carolina.** Kwame Owusu-Edusei and Molly Espey. Clemson University Public Service Activities. This study of Greenville, South Carolina, concludes high-ranked schools have values capitalized into single-family house prices. Further, greater distance to assigned K-12 schools has a negative impact on the value of the property.

**Neighborhood School Characteristics: What Signals Quality to Homebuyers?** By Kathy J. Hayes, Federal Reserve Bank of Dallas and Professor of Economics, Southern Methodist University, and Lori L. Taylor, Senior Economist and Policy Advisor, Federal Reserve Bank of Dallas. This study suggests that this premium for school quality can be among the most important determinants of housing prices.

An exclusive USA TODAY study finds that in city after city, it's customary for a house to be worth at least 10% more than a comparable house across the street if that street is the boundary line between a highly rated school district and a laggard. In some cases, houses in the best school districts cost almost twice as much as those nearby. (See article in the following pages.)

## **Location, location, location Better schools mean higher property values Home buyers go shopping for schools**

USA TODAY (pre-1997 Fulltext) - McLean, Va. Author: Del Jones Date: May 15, 1996 Section: MONEY

### **Abstract (Document Summary)**

An exclusive USA TODAY study finds that in city after city, it's customary for a house to be worth at least 10% more than a comparable house across the street if that street is the boundary line between a highly rated school district and a laggard. In some cases, houses in the best school districts cost almost twice as much as those nearby.

Tremendous upheaval is the result. More people are house shopping almost exclusively for the right schools, putting proximity to schools ahead of proximity to work -- even ahead of taxes. That leads to overcrowding at schools with the best reputations, while the halls of others echo half-empty.

Throughout the country, homes take weeks or months longer to sell just for being on the wrong side of the boundary. Home builders say they rarely bother breaking ground these days where schools aren't good.

Childless house hunters are increasingly asking for houses in quality school districts because of greater appreciation and pride in ownership. Only one-third of households have school-age children. Yet, 80% of house hunters strongly consider schools vs. 50% 20 years ago, according to Weichert Realtors.

### **Location, location, location Better schools mean higher property values Home buyers go shopping for schools**

The three rules of real estate remain in stone: Location, location, location. But real estate agents, appraisers, home builders and tax authorities overwhelmingly agree that proximity to high-quality schools is now the No. 1 factor in determining what a home is worth in any given market.

For instance, two comparable houses in the same Dallas neighborhood were sold five months apart. One went for \$155,000, the other for \$276,000. The difference? The more expensive house was in the Highland Park public school district where college entrance test scores rank in the top 1% in the country.

An exclusive USA TODAY study finds that in city after city, it's customary for a house to be worth at least 10% more than a comparable house across the street if that street is the boundary line between a highly rated school district and a laggard. In some cases, houses in the best school districts cost almost twice as much as those nearby.

Tremendous upheaval is the result. More people are house shopping almost exclusively for the right schools, putting proximity to schools ahead of proximity to work -- even ahead of taxes. That leads to overcrowding at schools with the best reputations, while the halls of others echo half-empty.

Throughout the country, homes take weeks or months longer to sell just for being on the wrong side of the boundary. Home builders say they rarely bother breaking ground these days where schools aren't good.

The great migration puts school boards under constant fire to redraw school district boundaries. And, that makes board members more vulnerable to coercion from real estate developers, builders and angry homeowners with a stake in property.

School board meetings have become a ``community bloodletting played out in the public arena," says E.E. "Gene" Davis, a former school superintendent in Alaska and Virginia, who now prepares boards for the mire of controversy that awaits those attempting boundary changes.

Childless house hunters are increasingly asking for houses in quality school districts because of greater appreciation and pride in ownership. Only one-third of households have school-age children. Yet, 80% of house hunters strongly consider schools vs. 50% 20 years ago, according to Weichert Realtors.

Obviously, schools have long been important. What's changed is that, to many well-educated baby boom parents, little else matters more than finding the best school to prepare their children for college. Fifteen years ago, the average college graduate earned 50% more than those with high school educations. Today they earn almost twice as much.

Baby boomers have lived through a decade of downsizing and want every possible advantage for their children. Many parents are willing to live in high-priced cracker boxes with no closet space to be near good schools, as they do in the 80-year-old neighborhood of Whitefish Bay on the east side of Milwaukee.

Where parents used to rely on real estate agents and word-of-mouth to find good schools, now more are demanding hard data: test scores, per-student spending, teacher-student ratios, the percentage of high school graduates to go on to college. Moore Data Management Services, which sells such information to real estate agencies, says demand is up more than 500% in five years.

More than 350 large companies, including Allstate Insurance, Honda of America and Johnson & Johnson supply detailed comparative information about schools as part of their relocation packages, Moore says.

The information serves to narrow the choices for house hunters to a handful of schools in every city. House hunting winds up tightly focused on neighborhoods surrounding the best public schools, driving up prices in those areas and creating a growing chasm in home values.

It also creates tremendous pressure on schools to get test scores up. Employees of prize-winning Stratfield Elementary School in Fairfield, Conn., are being accused of changing test answers to enhance the school's reputation. There's controversy in Milwaukee, where the school board is accused of releasing good news about improvements, while suppressing bad news.

The most dedicated house hunters go beyond test data. They sit in on school classes and interview principals and teachers. Police departments get calls from house hunters looking for the schools with the fewest drug busts.

"I want to see the curriculum, the books and computers," says Tracy Migliozi of Pittsburgh, who is visiting schools while plotting a move to a better district. She has a 5-year-old daughter about to enter kindergarten and an 8-year-old son who will be switching from parochial school.

### **Good-school premium**

USA TODAY conducted a survey in April, enlisting the help of SchoolMatch, a Westerville, Ohio, company that sells information about the USA's 16,665 public school systems to house hunters and real estate agencies.

SchoolMatch suggested cities where a school district with high college entrance test scores and other measures of quality bordered districts with worse performance. USA TODAY then asked real estate agents in those cities to find houses that recently sold along the boundaries. They were told to find houses that were in all other ways comparable, except that they were in different school districts.

In Milwaukee, Remax Lakeside Realtor David Delahunt found 16 houses that sold since November 1993 within an area of two square blocks. All had eight rooms, four bedrooms and between 1 1/2 and 2 1/2 bathrooms. The eight in Milwaukee School District, where performance on college entrance tests is in the bottom 20% in the nation, sold for an average \$170,625.

The eight in the Shorewood School District, where performance is in the best 1%, sold for an average \$240,563 -- 41% more.

``Visually, in most cases, you won't see a difference (between houses)," says Steve Lauenstein, a Milwaukee appraiser, ``which really proves that it has to do with schools."

The value gap might be greater if Milwaukee quit requiring its 8,346 city employees to live in the Milwaukee School District.

``There would be a huge sucking sound when all those people sold at depressed prices," Delahunt says.

``I have a brother-in-law who teaches in Milwaukee. His kids went to parochial school. He'd love to live in the outlying area."

Near Atlanta, 88 new ranch-style homes between 1,500 and 2,000 square feet sold since January in Rockdale County for a median \$115,000, or \$64.16 per square foot, says Brian Stafford, co-owner of Peachtree Appraisal. In neighboring Newton County, fewer than half that many homes sold for a median \$92,450, or \$55.95 per square foot. Rockdale SAT scores average 60 points higher.

In San Diego, the Poway Unified district has a big word-of-mouth advantage over San Diego Unified district among military transferees. In particular, they shun San Diego's Mira Mesa High School, says Remax agent Ken Davis.

The districts are separated by a canyon, but Davis found two 2,000-square-foot houses on either side, both built in 1993 with four bedrooms, 2 1/2 bathrooms, nice yards and a view of the hills. The one on the Poway side sold in February for \$227,000. The one on the San Diego side sold in December for \$197,000.

In Baltimore, a 67-year-old house on Pinehurst Road just sold for \$209,900. But it sits within the Baltimore City Public School System, where college entrance scores are in the bottom 20% nationwide. A 65-year-old house, also on Pinehurst Road, sold for \$280,000. Despite the proximity, it's in the Baltimore County Public School district, where scores are in the top 21%.

``They are very similar, less than a block away," says Dawn Covahey, corporate sales manager with Coldwell Banker Grempler.

Recent academic studies support USA TODAY's findings. Enrollment (kindergarten through 8th grade) in Massachusetts public schools that rank in the state's top 10% by test scores swelled 14% between 1990 and 1994, says Wellesley College real estate economist Karl Case. Based on 1990 census data of children then between the ages of 1 and 9, enrollment at those schools should have gone up just 4%. Meanwhile, enrollment fell 2% at schools testing in the bottom 10%, when it should have risen 13%.

``It's people moving, there's no question," Case says.

In Ohio, students must pass a proficiency test to graduate high school. Cleveland State University finance professor Michael Bond found that houses sold in 1994 fetched \$471 more for every percentage point increase in passing rates at the schools near them. More than 90% of students passed the test at some Cleveland high schools, while barely 20% passed at others. The difference of 70 percentage points, multiplied by \$471, means as much as a \$33,000 difference in home values.

Although test scores strongly mirror parents' income, property values are influenced by test scores even in poorer districts, Bond says. ``We had to use fairly sophisticated techniques to weed out the influence of income," he says. ``The evidence is overwhelming. Independent of income, better schools mean higher property values."

Home buyers, at least those with children, aren't being irrational. Each extra \$20,000 paid for a house and financed over 30 years at 8.35% interest adds \$1,820 a year to a mortgage payment. Private school can easily cost three times that much -- per child -- and is not tax deductible.

For childless households, the right financial decision is less clear. Kathleen Niesen would have had to pay about \$255,000 for a comparable house in the Shorewood district bordering Milwaukee. She paid \$226,000 in the Milwaukee school district and is happy with her decision.

Schools also drive rental rates. Milwaukee landlord Gerald Sobczak says he rents two- and three-bedroom apartments in the Shorewood School District for \$500 a month. Similar apartments two blocks away in the Milwaukee district rent for \$350 to \$400. El Paso Realtor Ed Kot says he could get another \$150 a month for a house that he rents for \$1,250 if it were a block over in the Polk Elementary district. That rental premium materialized suddenly in 1994 when Polk Elementary won a Texas award for high test scores that was well-publicized locally.

When El Paso was building Franklin High School three years ago, Kot says he warned house buyers in writing that school boundaries were subject to change. "I didn't want to get sued," he says.

### **The great migration**

Parents say they have no regrets about paying more for less house as long as they wind up in the right school district.

Schools were the top priority for Alice Li when her family moved to Wayne, N.J., from Pennsylvania 10 years ago. Her daughter Winnie "was very little, but we knew the district had a talented and gifted program." Winnie has scored perfectly three straight years on the national Latin exam, is editor of the school newspaper, will graduate Wayne Valley High with a 4.0 grade point average and will attend Harvard.

Victoria and Gerald Sobczak say their deaf son Chris wasn't getting adequate attention in the Milwaukee district. Three years ago they moved a few blocks to a much smaller house in the Shorewood district where the school provides an interpreter, who accompanies Chris to every class. "We decided we wanted more out of life than just a house," Victoria Sobczak says.

When Debbie and John Roesner moved from Chicago to Milwaukee, they could have spent \$30,000 less on a comparable house three blocks away. But they have two children now reaching school age and willingly paid the difference.

Some parents admit that they just stumbled upon good schools. David and Pat Marin had no plans to have children when they were house hunting in the San Francisco area in 1975. They found more house for the money in the Los Altos High School district because it had a worse reputation than others nearby.

Then, David Jr. came along, the high school improved markedly and became the public school of choice among Japanese immigrants to the area. The baby grew up to score perfectly on his SATs. The house has appreciated nearly 1,000%, more than area houses near other schools.

Meanwhile, special property tax laws sharply limit tax increases on some California homes. That acts to limit the supply of houses for sale in the face of higher demand for the school. The result: It's hard to find a modest three-bedroom house for less than \$500,000. "We were really very, very lucky," Pat Marin says.

**Potential impact on Village's real property tax revenue with the implementation of a Community Learning Center / High School**

Estimated Village's New revenue roll out	Project Approved	Construction underway	1st year operation
Value	Y 0	Y 1	Y 2
Taxable real real property	\$6,434,727,418	\$6,479,127,037	\$6,523,970,653
Homestead Property Value (5)	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
Non-Homesteaded Value (5)	\$4,439,961,918	\$4,484,361,538	\$4,529,205,153
Total Taxable Value	\$6,434,727,418	\$6,479,127,037	\$6,523,970,653
Property Appreciation Non-Homest.	0%	1%	1%
Homesteaded tax Rev. (3)	3.2	\$6,383,250	\$6,383,250
Non-Homesteaded Tax Rev. (3)	3.2	\$14,207,878	\$14,349,957
Total Tax Revenue	\$20,591,128	\$20,733,207	\$20,876,706
New tax revenue	\$0	\$142,079	\$285,578

Y 6	Y 7	Y 8	Y 9	Y 10
\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098
\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
\$4,666,444,598	\$4,666,444,598	\$4,666,444,598	\$4,666,444,598	\$4,666,444,598
\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098
0%	0%	0%	0%	0%
\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250
\$14,932,623	\$14,932,623	\$14,932,623	\$14,932,623	\$14,932,623
\$21,315,872	\$21,315,872	\$21,315,872	\$21,315,872	\$21,315,872
\$724,745	\$724,745	\$724,745	\$724,745	\$724,745

Y 11	Y 12	Y 13	Y 14	Y 15	Y 1 - 5 NPV
\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098
\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
\$4,666,444,598	\$4,666,444,598	\$4,666,444,598	\$4,666,444,598	\$4,666,444,598	\$4,666,444,598
\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098	\$6,661,210,098
0%	0%	0%	0%	0%	0%
\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250
\$14,932,623	\$14,932,623	\$14,932,623	\$14,932,623	\$14,932,623	\$14,932,623
\$21,315,872	\$21,315,872	\$21,315,872	\$21,315,872	\$21,315,872	\$21,315,872
\$724,745	\$724,745	\$724,745	\$724,745	\$724,745	\$724,745

**Potential impact on Village's real property tax revenue with the implementation of a Community Learning Center / High School**

Estimated Village's New revenue roll out	Project Approved	Construction underway	1st year operation
Value	Y 0	Y 1	Y 2
Taxable real real property	\$6,434,727,418	\$6,523,526,656	\$6,614,101,880
Homestead Property Value (5)	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
Non-Homesteaded Value (5)	\$4,439,961,918	\$4,528,761,157	\$4,619,336,380
Total Taxable Value	\$6,434,727,418	\$6,523,526,656	\$6,614,101,880
Property Appreciation Non-Homest.	0%	2%	2%
Homesteaded tax Rev. (3)	3.2	\$6,383,250	\$6,383,250
Non-Homesteaded Tax Rev. (3)	3.2	\$14,207,878	\$14,492,036
Total Tax Revenue	\$20,591,128	\$20,875,285	\$21,165,126
New tax revenue	\$0	\$284,158	\$573,998

Y 6	Y 7	Y 8	Y 9	Y 10
\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221
\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
\$4,902,076,721	\$4,902,076,721	\$4,902,076,721	\$4,902,076,721	\$4,902,076,721
\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221
0%	0%	0%	0%	0%
\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250
\$15,686,646	\$15,686,646	\$15,686,646	\$15,686,646	\$15,686,646
\$22,069,895	\$22,069,895	\$22,069,895	\$22,069,895	\$22,069,895
\$1,478,767	\$1,478,767	\$1,478,767	\$1,478,767	\$1,478,767
Y 11	Y 12	Y 13	Y 14	Y 15
\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221
\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
\$4,902,076,721	\$4,902,076,721	\$4,902,076,721	\$4,902,076,721	\$4,902,076,721
\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221	\$6,896,842,221
0%	0%	0%	0%	0%
\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250
\$15,686,646	\$15,686,646	\$15,686,646	\$15,686,646	\$15,686,646
\$22,069,895	\$22,069,895	\$22,069,895	\$22,069,895	\$22,069,895
\$1,478,767	\$1,478,767	\$1,478,767	\$1,478,767	\$1,478,767
Y 1 - 5 NPV				
\$13,651,898				

## Potential impact on Village's real property tax revenue with the implementation of a Community Learning Center / High School

Estimated Village's New revenue roll out	Project Approved		Construction underway		1st year operation	
	Value	Y 0	Y 1	Y 2	Y 3	Y 4
Taxable real real property	\$6,434,727,418	\$6,567,926,276	\$6,705,121,099	\$6,846,431,767	\$6,991,981,755	\$7,141,898,242
Homestead Property Value (5)	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
Non-Homesteaded Value (5)	\$4,439,961,918	\$4,573,160,776	\$4,710,355,599	\$4,851,666,267	\$4,997,216,255	\$5,147,132,743
Total Taxable Value	\$6,434,727,418	\$6,567,926,276	\$6,705,121,099	\$6,846,431,767	\$6,991,981,755	\$7,141,898,242
Property Appreciation Non-Honest.	0%	3%	3%	3%	3%	3%
Homesteaded tax Rev. (3)	3.2	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250
	\$14,207,878	\$14,634,114	\$15,073,138	\$15,525,332	\$15,991,092	\$16,470,825
Non-Homesteaded Tax Rev. (3)	\$20,591,128	\$21,017,364	\$21,456,388	\$21,908,582	\$22,374,342	\$22,854,074
Total Tax Revenue	\$0	\$426,236	\$865,260	\$1,317,454	\$1,783,214	\$2,262,947
New tax revenue						

Y 6	Y 7		Y 8		Y 9		Y 10				
	Y 6	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13	Y 14	Y 15	Y 1 - 5 NPV
\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242
\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500	\$1,994,765,500
\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743	\$5,147,132,743
\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242	\$7,141,898,242
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250	\$6,383,250
\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825	\$16,470,825
\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074	\$22,854,074
\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947	\$2,262,947

## vi. RECOMMENDED BOOK LIST:



**An Ethic of Excellence: Building a Culture of Craftsmanship with Students**  
Berger, Ron (2003)

**Mindshifts**

Caine, Renate, et al. (1999)

**The Innovators Dilemma**

Christenson, Clayton (2001)

**The Schools Our Children Deserve**

Kohn, Alfie

**Passion for Learning: How a Project-Based System Develops Students for the 21st Century**  
Newell, Ronald J. (2002)

**A Whole New Mind**

Pink, Daniel

**Horace's Compromise**

Sizer, Ted

**Horace's School: Redesigning the American High School**  
Sizer, Theodore (1992)

**The Coolest School in America: How Small Learning Communities are Changing Everything**  
Thomas, D., W. Enloe & R. Newell, eds. (2005)

**Making the Grade: Reinventing America's Schools**

Wagner, T. (2003)

**One Kid at a Time**

Washor, Elliot & Litky, Dennis

**Future Search: An Action guide to Finding Common Ground in Organizations and Communities**  
Weisbord, Marvin & Janoff, Sandra (1995)

vii.

**MIAMI-DADE RESPONSE  
TO APPLICATION FOR APPROVAL OF  
KEY BISCAYNE CHARTER HIGH SCHOOL**

## Instructions for the Applicants

### REVISIONS DUE: Thursday, September 11, 2008

The role of the Technical Assistance Team (TAT) is to perform an initial review of the charter school application, provide technical assistance to the applicant, and make a recommendation to be considered by the District Review Committee (DRC). Using this evaluation instrument, the DRC will vote to approve or deny the charter application and make a recommendation to the Superintendent of Schools. As required by s. 1002.33, F.S., final consideration for approval or denial will be made by the School Board.

For your convenience, the TAT has provided feedback based on the initial review of the charter school application. The applicant has the opportunity to respond to any feedback provided by the TAT, prior to submission of the charter application to the DRC for consideration. All feedback must be received by the Charter School Operations department by the deadline specified in order to be considered. To respond to the feedback, please do so in the spaces provided in this instrument. Additionally, should your response require revisions to the original application, please do so by utilizing the “track changes” options in MS Word (e.g. strikethroughs and underlines for deleted and added information). All revised applications shall be submitted electronically via email (To: [tpauline@dadeschools.net](mailto:tpauline@dadeschools.net) and CC: [elgarciai@dadeschools.net](mailto:elgarciai@dadeschools.net), and [cqbullard@dadeschools.net](mailto:cqbullard@dadeschools.net)) or placed on CD and hand-delivered to Charter School Operations, 1200 NW Sixth Avenue, Room 331, Miami, Florida 33136.

Detailed below are additional instructions.

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
Concerns and Additional Questions	Reference			

- (Reviewer) Column A: The reviewers' comments for your review.  
(Reviewer) Column B: The reviewers' reference to the page number(s) in the electronic version of the original application  
(Applicant) Column C: Applicant should respond to any **Concerns and Additional Questions** provided by the reviewers in column A. Also, please indicate in this section whether revisions have been made to the original application. **Remember:** revisions should be submitted with **strike-throughs and underlines**)  
→ (Applicant) Column D: If the original application has been revised and is being submitted as response, indicate the new page number in the revised application that references the response.  
(Reviewer) Column E: Review will determine if the response from the applicant is satisfactory or unsatisfactory.

### OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Date of Review by DRC:	Yes	No
This is a review of one application for multiple charters?	X	

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

**Charter School Application Evaluation Instrument**

Name of Applicant:	KEY BISCAYNE CHARTER HIGH SCHOOL				
<table border="1"><tr><td>DENY</td><td>APPROVE</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>		DENY	APPROVE	<input type="checkbox"/>	<input type="checkbox"/>
DENY	APPROVE				
<input type="checkbox"/>	<input type="checkbox"/>				
DRC COMMENTS:	(Required if the overall assessment is to DENY)				
Date of Review by TAT:	Monday, August 25, 2008				
TAT COMMENTS:	(Required if the overall assessment is to DENY)				
Curriculum:	These sections require significant revisions, specifically, curriculum plan and assessments. Significant concerns as to the lack of detail and lack of identification of a governing board which is the basis of this entire application. Financial plan is not clear.				
Recommendation:	The Committee recommends to the DRC denial of this application unless areas of weaknesses are significantly improved.				
Operations Subcommittee:	Operations Subcommittee:				
Recommendation:	This Committee recommends to the DRC denial of this application unless areas of weaknesses are significantly improved.				
Please review the feedback provided in each section.					

Name of Applicant:

KEY BISCAYNE CHARTER HIGH SCHOOL

## Charter School Application Evaluation Instrument

### I. Educational Plan

The education plan should define what students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

#### 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

##### Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

##### Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focus on improving student outcomes.

		Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Strengths		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
Concerns and Additional Questions	Reference			

#### 2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

##### Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

##### Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

		Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Applicant:	KEY BISCAYNE CHARTER HIGH SCHOOL
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Charter School Application Evaluation Instrument			
Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)

Concerns and Additional Questions		Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
Enrollment priorities are not aligned with the statute as it relates to municipal enrollment. s. 1002.33(10)	Page 17 & 94				

### 3. Educational Philosophy

The Educational section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Statutory Reference(s):

s. 1002.33(7)(a)(2)

#### Evaluation Criteria:

A response that meets the standard will present an educational philosophy that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population, and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Concerns and Additional Questions		Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)

### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

#### Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s. 1002.33(7)(a)(4)

**Charter School Application Evaluation Instrument**

Name of Applicant:

**KEY BISCAYNE CHARTER HIGH SCHOOL**

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled, and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (to be completed by Reviewer)
<b>Concerns and Additional Questions</b>	<b>Reference</b>			
Assumption is based on narrative that the District's version of the CRRP is being modeled. If so, there is insufficient information regarding the reading and writing components of the K-12 CRRP. (Minutes for reading/writing blocks). Additionally, there is insufficient information regarding the intervention practices as aligned with the K-12 CRRP.	Pg 43			
Listing of subject courses is not complete, clear or accurate. (e.g., Algebra, IB, Geometry, Chemistry (grade-level and some designations listed are not appropriate); Check minimum requirements for High Schools for all programs proposed. [Use actual course codes and numbers for better clarity.]	Pg 37			
ESOL should be renamed appropriately at English Language Learners (ELL).				
Need inclusion of future Sunshine State Standards (Math, Lang Arts, Science) ... "2007 Next Generation Sunshine State Standards"	This section			
No identification of how the curriculum is research-based. Mention of SSS and reference to websites is not sufficient evidence of a research-based curriculum.	Pg 46			
Cannot identify the reference on page 46 to the Educational Program Design section.	Pg 46			
No mention of SPED students will be engaged in curriculum in section related – "Explain how exceptional students ... engaged in and benefit from ...".	Pg 46			
Effectiveness of Curriculum is not specifically addressed. Have not answered condition regarding Year's worth of learning.	Pg 47			
Mathematics strands not referenced correctly based on most current standards	Pg 35			

## Charter School Application Evaluation Instrument

Name of Applicant:	KEY BISCAYNE CHARTER HIGH SCHOOL	

### **5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

#### **Statutory Reference(s):**

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of their academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Charter School Application Evaluation Instrument**

Name of Applicant:	KEY BISCAYNE CHARTER HIGH SCHOOL
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Strengths	Reference	Applicant's Response	Applicant's Reference (page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
<b>Concerns and Additional Questions</b>	<b>Reference</b>			
Individual student expectations are not addressed, more focus on whole School. ( <b>Measurable objectives</b> )	Pg 48-49			
Objectives are not focused at every grade level for every year. Focus is FCAT only which will not provide adequate data to assess student progression in other content areas & academic programs. (Chart) In Science, FCAT not mentioned.	Pg 48-49			
Baseline – no mention of methods of collection and used. (Example, s. 1002.33(6)(c) regarding comparable student populations.)	Pg 52			
How are the baseline going to be established and exactly how this data will be utilized?	Pg 52			
What is the “baseline data analysis”? Not identified.	Pg 53			
Insufficient information as to how the evaluation tools (assessments) will be used to inform instruction ... where do you go with the data. The information is very vague.	Pg 53			
The description of how student assessment and performance will be shared is not specific ... really need to know “how” – the true logistics of the process.	Pg 53			
FCAT NRT no longer exists, therefore; this is not a valid assessment that may be utilized.	Pg 50 - 52			
Graduation – State Standards to be followed are not clear in compliance with incoming 9 <sup>th</sup> graders in 2007-2008.	Pg 49			

s regarding the education of exceptional students.

- A commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of exceptional students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)

## Charter School Application Evaluation Instrument

Name of Applicant:	KEY BISCAYNE CHARTER HIGH SCHOOL
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Concerns and Additional Questions	Reference
Under identification ... indicated but unclear as to meaning.	Pg 59
Lacks specific focus on gifted in section that talks school's effectiveness.	Pg 61
Further explain how ancillary services will be provided, including who will bear the associated cost.	Pg 58

### 7. English Language Learners (ELL)

The Exceptional Students sections should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**  
s. 1002.33(10)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
  - A commitment to serving the needs of English language learners.
  - Sound plans for educating English language learners that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learners.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
<b>Concerns and Additional Questions</b>	<b>Reference</b>			
CELLA not mentioned	Pg 63			

### 8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

**Statutory Reference(s):**  
s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

**Evaluation Criteria:**

A response that meets the standard will present:

- A school calendar and schedule that meets the minimum statutory requirements.

**Charter School Application Evaluation Instrument**

Name of Applicant:	KEY BISCAYNE CHARTER HIGH SCHOOL		
Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	<input checked="" type="checkbox"/>

- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Strengths	Concerns and Additional Questions	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by reviewer)
	Explanation of daily schedule is too vague; without this specific information, unable to evaluate this entire section. Include information on minutes of instruction.	Pg 66			
	Mention of deviations to the Code of Conduct and discipline plans; however, these deviations are not clearly articulated and must be included in this proposal for evaluation or there needs to be some process to ensure the Sponsor and confirm compliance with the law prior to adoption and implementation.	Pg 69			

**II. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have and how those groups will relate to one another.

**9. Governance**

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s.1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for the meaningful involvement of parents and the community in the governance of the school.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Name of Applicant:

KEY BISCAYNE CHARTER HIGH SCHOOL

## Charter School Application Evaluation Instrument

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by reviewer)
<b>Concerns and Additional Questions</b>	<b>Reference</b>			
Org.'s structure is not defined. Waiting for execution of the contract is not acceptable for evaluation purposes as the structure impacts many of the review criteria above (e.g., board operations & policies, power, responsibilities, duties) Perhaps, each scenario can be explained and defined accordingly. (many conflicting statements pertaining to this matter)	Pg 73			
Clarification and evidence of actual input from parents and input mechanisms that might directly impact governance in a timely manner.	Pg 78			
No information provided as to participation of community in the governance of school.	Pg 78			

### 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

#### Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

#### Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Applicant:

KEY BISCAYNE CHARTER HIGH SCHOOL

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Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
Concerns and Additional Questions	Reference			

### 11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

#### Statutory Reference(s):

s. 1002.33(7)(a)(g)

#### Evaluation Criteria:

A response that meets the standard will present

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation that the proposed relationship with the ESP will further the school’s mission and program.
- A clear description of the services to be provided by the ESP
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
Concerns and Additional Questions	Reference			

### 12. Employment

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

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**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response (new page #)	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (to be completed by Reviewer)
Concerns and Additional Questions	Reference			

**13. Parent and Community Support and Partnerships**

The Parent and Community Support and Partnerships section should describe how parents and the community will be engaged in the operations of the school.

**Evaluation Criteria:**

A response that meets the standard will present:

- Meaningful partnerships with parents and the community that further the school's mission and programs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response (new page #)	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (to be completed by Reviewer)
Concerns and Additional Questions	Reference			

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**14. Student Recruitment and Enrollment**  
The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
  - An enrollment and admissions process that is open, fair and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
<b>Concerns and Additional Questions</b>	<b>Reference</b>			
Refer to the comment on admissions made in the Student Target Population section.	Pg 92			

### III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

**15. Facilities**

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.

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- Evidence that the school has access to the necessary resources to fund the facilities plan.

Strengths	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	Applicant's Response (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<b>Concerns and Additional Questions</b>				Reference	
There exists no realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population. Though an actual facility need not be identified, there should be some knowledge of the type of facilities approvals required as well as the processes to secure the approvals in a timely fashion for both a permanent or temporary location.				Pg 97-98	

### 16. Transportation and Food Service

The Transportation and Food Service section should describe how the school will address these services for its student body.

#### Statutory Reference(s):

s.1002.33(2)(a)(1)

#### Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.
- A food service plan that will serve all eligible students.

Strengths	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	Applicant's Response (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<b>Concerns and Additional Questions</b>				Reference	
No information provided as to health department requirements based on proposed food service structure.				Pg 99	
Not providing food service, even for non FRL eligible students, is not permissible under the law and may be determined a discriminatory practice.				Pg 99	

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Free and Reduced Lunch Plan policies not defined, including application process.	Pg 99	
Lack of neither knowledge as to what is required by law (e.g., reasonable distance) nor understanding of approval or qualification process of transportation providers.	Pg 99	
No contingency in the budget to meet transportation needs.	Budget	

### 17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

#### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

#### Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (To be completed by Reviewer)
Concerns and Additional Questions	Reference			
The budget narrative has not been included; therefore, a realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school cannot be determined. The narrative is necessary to understand assumptions made for the development of each line item (e.g., basis for fringe benefits (% &/ or benefits included), quantity/type of books)	Budget			
Spending priorities are not succinct, too vague.	Pg 101			
There are no cash flow statements.				

### 18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

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**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A fiscal management system that is appropriate follows generally accepted accounting principles and properly safeguards assets.
- Evidence of proper insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (to be completed by Reviewer)
Concerns and Additional Questions	Reference			
Remove Indemnification statement	Pg 111			

**19. Action Plan**

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare to be ready on the first day of operation to serve its students well.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides thoughtful and realistic implementation plan that cover major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	Strengths	Reference	Applicant's Response	Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) (to be completed by Reviewer)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Concerns and Additional Questions	Reference			

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**IV. Statement of Assurances**

The Statement of Assurances must be signed by a duly authorized representative of the applicant group and submitted with the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference	Applicant's Response		Applicant's Reference (new page #)	Satisfactory (S) Unsatisfactory (U) <small>(To be completed by Reviewer)</small>
		Meets the Standard	Partially Meets the Standard		
Concerns and Additional Questions	Reference				