Meeting Packet

03/21/17 Special Board Meeting (AMENDED 03/21/17)

3/21/2017

06:00 PM

JCMHS
50 David Road
Monticello, FL 32344
1. INVOCATION
2. PLEDGE OF ALLEGIANCE
3. CALL TO ORDER
4. CALL TO SIGN UP FOR PUBLIC COMMENTS
5. NOMINATION AND VOTE FOR BOARD CHAIRPERSON (s.1001.371, F.S.)
6. APPROVE AGENDA
7. PUBLIC COMMENTS
8. ACTION ITEMS
   a. Administrative, Instructional & Support Personnel
      (3.1) March Personnel Recommendations (p. 3)
   b. Presentation - Somerset Charter School
      Jefferson County Board Presentation (p. 7)
   c. Somerset Charter School Applications for Approval
      Evaluation 1 - Elementary (p. 43)
      Evaluation 2 - Middle (p. 71)
      Evaluation 3 - High (p. 99)
9. FINAL COMMENTS
10. ADJOURN
JEFFERSON COUNTY SCHOOL BOARD
AGENDA ITEM REQUEST FORM

Date Submitted: 03/21/17
Date to be on Agenda: 03/21/17

Item Name: March Personnel Recommendations

Justifications: (Please provide details and purpose of your request)

What is the request and why is the request being made?

Approval of March Personnel Recommendations so that requests can be processed.

What are the consequences if the request is not approved?

If personnel recommendations are not approved by the board actions cannot be taken to process any requests of an employee as it pertains to hiring, termination, leave of absences and any type of professional development or supplemental pay.

Support Materials: Yes ☒ No ☐

Person reporting this item: [Signature]

Funding Amount: See Attached

Funding Source: See Attached

Finance Approved ☐ Finance Not Approved ☐

Approved By: [Signature]

Chief Financial Officer Date

Approved By: [Signature]

Superintendent Date

Board Approved ☐ Board Not Approved ☐ Date: __________
# MARCH 2017 PERSONNEL RECOMMENDATIONS – SPECIAL MEETING
(PENDING DISTRICT FUNDING & FEDERAL FUNDING)

<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
<th>NAME</th>
<th>POSITION</th>
<th>ASSIGNMENT</th>
<th>EFFECTIVE DATE</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approve Appointment</td>
<td>Shannon Davis</td>
<td>Teacher – 4th Grade</td>
<td>JES</td>
<td>03/22/17 – 05/31/17</td>
<td>7.5 hours/day J0097 - #0900</td>
</tr>
<tr>
<td>2. Approve Appointment</td>
<td>Shaundra Buggs</td>
<td>ESE Paraprofessional</td>
<td>JES</td>
<td>03/22/17 – 05/26/17</td>
<td>7.5 hours/day C1101 – 2637B</td>
</tr>
<tr>
<td>3. Approve Volunteers</td>
<td>See Attached</td>
<td>2016-2017 School Year Volunteers</td>
<td>District-Wide</td>
<td>2016-2017 School Year</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Approve Supplements</td>
<td>See Attached</td>
<td>2016-2017 Spring Supplements</td>
<td>JCMHS</td>
<td>03/22/17 – 05/31/17</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Approve Resignation</td>
<td>Pamela Mills</td>
<td>Reading Coach</td>
<td>JCMHS</td>
<td>03/31/17</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* PENDING FINGERPRINT CLEARANCE   ** PENDING CERTIFICATION   *** PENDING DRUG TEST
**** HQ REQUIREMENTS MUST BE MET WITHIN 90 DAYS ***** PENDING STUDENT PERFORMANCE

Superintendent of Schools  
3/24/17  
Date
# RECOMMENDATION FOR PERSONNEL ACTION

## VOLUNTEERS

### 2016-2017 School Year

**School:** Jefferson County School District  
**Action:** APPOINTMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Hrs./day</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Barbara Kirksey</td>
<td>Volunteer</td>
<td>T/F</td>
<td>JES</td>
</tr>
<tr>
<td>2. Elias Norton, Jr.</td>
<td>Volunteer</td>
<td>T/F</td>
<td>JES/JCMHS</td>
</tr>
<tr>
<td>3. Morgan Wichmann</td>
<td>Volunteer</td>
<td>Th/F</td>
<td>JES</td>
</tr>
<tr>
<td>4. Lakeita Virgil</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>5. Ollie Jones</td>
<td>Volunteer</td>
<td>M/F</td>
<td>JES</td>
</tr>
<tr>
<td>6. Irene Kyler</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>7. Antwameiya Howard</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>8. Danielle DeChristofaro</td>
<td>Volunteer</td>
<td>TBD</td>
<td>ALL</td>
</tr>
<tr>
<td>9. Kent Watson</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES/JCMHS</td>
</tr>
<tr>
<td>10. Gladys Roann-Watson</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES/JCMHS</td>
</tr>
<tr>
<td>11. Julianne Shoup</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES/JCMHS</td>
</tr>
<tr>
<td>12. Dean Jerger</td>
<td>Volunteer</td>
<td>TBD</td>
<td>TP/JCMHS</td>
</tr>
<tr>
<td>13. Andrea Jerger x</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JCMHS/TP</td>
</tr>
<tr>
<td>14. Robert Manucy</td>
<td>Volunteer</td>
<td>TBD</td>
<td>TP</td>
</tr>
<tr>
<td>15. Dr. Willie Williams</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>16. Rubia Byrd</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES/JCMHS</td>
</tr>
<tr>
<td>17. Ola Lamar-Sheffield</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES/JCMHS</td>
</tr>
<tr>
<td>18. Micheal Price</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JCMHS/TP</td>
</tr>
<tr>
<td>19. Pamela Moore</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>20. Katina Crim</td>
<td>Volunteer</td>
<td>F</td>
<td>JES</td>
</tr>
<tr>
<td>21. Melvin Graham</td>
<td>Volunteer</td>
<td>TBD</td>
<td>ALL</td>
</tr>
<tr>
<td>22. Gloria Graham</td>
<td>Volunteer</td>
<td>TBD</td>
<td>ALL</td>
</tr>
<tr>
<td>23. Elizabeth Fountain</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>24. Byron Howard</td>
<td>Volunteer</td>
<td>F</td>
<td>JES</td>
</tr>
<tr>
<td>25. Tameka Odom</td>
<td>Volunteer</td>
<td>TBD</td>
<td>JES</td>
</tr>
<tr>
<td>26. Gerard Barnhart</td>
<td>Volunteer</td>
<td>M-F</td>
<td>JES</td>
</tr>
<tr>
<td>27. Margaret Frazier</td>
<td>Volunteer</td>
<td>Th-F</td>
<td>JES</td>
</tr>
</tbody>
</table>

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Signature: Principal/Administrator  
Date: 3/21/2017

Superintendent  
Date: 3/21/17

Date of Board Approval: __________________________

Packet page 5 of 126
JEFFERSON COUNTY SCHOOL BOARD
RECOMMENDATION FOR SUPPLEMENTS
SPRING
SCHOOL YEAR 2016-2017

Date: 03/21/17  School: JEFFERSON COUNTY MIDDLE/HIGH SCHOOL

<table>
<thead>
<tr>
<th>Supplement Activity</th>
<th>Amount</th>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Person Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football, Coach</td>
<td>Not to Exceed $4,000.00</td>
<td>03/22/17</td>
<td>05/31/17</td>
<td>Leroy Smith</td>
</tr>
</tbody>
</table>

GRAND TOTAL: $4,000.00

* Pending Fingerprinting

Athletic Director's Signature

Principal's Signature  Superintendent's Signature  Date Approved by Board
Welcome to Jefferson County K-12
A Somerset School

“The needs of Jefferson students come first. The Charter that was written does not encompass the entire program for Jefferson students. We want and need your feedback. This is a partnership with the community.” Somerset School Board 2017
Somerset Academy, Inc
Executive Summary

• Founded in 1997, with the opening of its first school, *Somerset Neighborhood Charter School*, in Miramar, Florida

• Developed and operates 48 charter school across several districts in the state of Florida and one in Texas

• Successfully affiliated with several charter schools in Florida (2), Nevada (4), Washington D.C. (1)

• One of the first charter school systems in the nation to pursue and achieve accreditation as a district under the Southern Association of Colleges and Schools (SACS), in the state of Florida
Vision
Somerset Academy, Inc. is dedicated to providing equitable high-quality education for all students.

Mission Statement
The mission of Somerset Academy, Inc. is to promote a culture that maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment.
Somerset Academy, Inc.  
Keys to Success

- Committed to regional and national common objectives, high standards and the neighborhood school paradigm.
- Governing board meetings (held in local region).
- Leadership mentor program: Leaders travel across Florida to mentor principals, instructional faculty and staff to ensure rigor and consistency across all schools.
Somerset Academy, Inc. Core Principles

• Data-based decisions drive curriculum/educational focus
• Research-based curriculum/effective support systems
• Balanced budgets which prioritize student achievement/teacher efficiency
• Continuous improvement as the main focal point
• Training/mentoring throughout the academic school year
Somerset Academy, Inc. 
Best Practices

• Uniform guidelines
  • improve/maximize student performance
  • based on best strategies approach to learning

• Data Driven Decision Making
  • Principals across the nation engage in data discussions and share effective practices

• Somerset Docs (electronic database- forms, templates, guides, handbooks, programs, pacing guides, master schedule samples, lesson plan templates, and webinars)

• Sustaining Academic Quality
  • Effective models for instruction, professional development, administrative and technical support
Empowering school characteristics

- Challenging Curricula
- Effective Instruction

Positive Transformational Culture
A CASE STUDY

To achieve excellent and equitable learning results, Somerset Prep focused on:

1. What is taught (curricular rigor)
2. How teaching occurs (instructional effectiveness)
3. How students and teachers relate to each other (school culture)
First Step: DIAGNOSIS

• We identified the needs and culture of the campus
  • Cannot prescribe without accurate needs assessment
  • Importance of multiple perspectives of these needs
    • Each member of the administrative staff drafted their own needs assessment. This provided the team with multiple perspectives as to the status of the campus.
  • Cannot diagnose a problem nor prescribe a solution without proper and thorough analysis.
    • Our team dissected each needs assessments as a team.

• Categorize and prioritize
  • Our team identified what were the areas that need work?
  • Identify the symptoms
    • Our administrative team assessed the severity of each of the concerns identified in the multiple needs assessments and determined what we needed to prioritize
Second Step: PRESCRIPTION

• Our leadership team developed an action plan collectively
  • Our educators and staff were part of the process
  • Increased the sense of community
  • Increased the effort and dedication of the staff
  • We considered teachers’ and students’ individual needs
• Together, we assessed and monitored progress.
  • Consistency, reliability, fidelity
Importance of Individualized Prescription

One size does NOT fit all!
The resulting positive transformational culture for our STUDENTS

• Students perceived that adults at school cared sincerely about them.
  • Explaining to students why we are assessing them and how they can improve.
  • The importance of Data Chats

• Students perceived the educators cared enough to change routines, procedures, materials, strategies, practices, and policies in order to ensure their success.
  • We involved the children in the process
  • We provided for them if they lacked the resources
  • We stressed the importance of positive reinforcement
The resulting positive transformational culture for ADULTS

• Educators believed they were working toward important life-changing outcomes for their students. They believed they were doing more than achieving bureaucratic benchmarks, raising test scores, or complying with federal, state, or district expectations.
  • School vision and mission statements were reformatted. Staff worked together to CREATE the school’s mission.
• Educators believed that administrators and school leaders cared deeply about them and their colleagues (personally and professionally).
  • Importance of never losing sight of what it was like to be in someone else’s shoes.
  • Flexibility
  • Importance of relationships
Overview of Elementary English Language Arts/Reading
Grades K-5

Student Progression Plan:
• Grades K-5= 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading.
• Students in need of immediate intensive intervention in reading will be scheduled for a minimum of an additional 30 minutes daily during the school day.
• Grades K-5= 150 minutes of weekly writing instruction with a minimum of 30 minute instructional blocks.

Elementary Grade Level Strands for Literature & Informational Text:
• Key Ideas & Details
• Craft & Structure
• Integration of Knowledge & Ideas
• Range or Reading & Level of Text Complexity
Overview of Elementary Math Grades K-5

Student Progression Plan:
• Grades K-5 = 60 minutes of consecutive, and uninterrupted, daily instruction in mathematics.

Elementary Grade Level Domains:
• Counting & Cardinality; Operations & Algebraic Thinking; Number & Operations in Base Ten; Measurement & Data; Geometry
Overview of Elementary Science
Grades K-5

Student Progression Plan:
• Grades K-1 = 60 minutes of instruction per week
• Grades 2-5 = 150 minutes of Science Instruction per week
  This instruction is to include a block of scientific investigations using the inquiry approach (science lab) once a week.

Elementary Grade Level BIG IDEAS:
All Grade Level Include the following BIG IDEAS (starting in grade K):
Nature of Science; Properties of Matter; Changes in Matter; Organization & Development of Living Things;
Forces & Changes in Motion; Forms of Energy; Organization & Development of Living Organisms; Earth in Space & Time

Big IDEAS introduced as per grade-level:
• 1- Interdependence; Earth Structures
• 2- Heredity & Reproduction; Earth Systems & Patterns
• 3- The Role of Theories, Laws, Hypothesis & Models; Forms of Energy; Diversity & Evolution of Living Organisms
• 4-Characteristics of Scientific Knowledge; Nature of Physical Science; Energy Transfer & Transformation; Motion of Objects; Life Science & Writing in Science
• 5-Mixtures & Solutions; Thinking Like a Scientist; Human Growth & Development; Natural Disaster Plans; Taking Care of Pets During Natural Disasters
Overview of Elementary Social Sciences
Grades K-5

Student Progression Plan:
• Grades K-1 = 60 minutes of instruction per week
• Grades 2-5 = 120 minutes of Social Sciences Instruction per week

Elementary Grade Level Themes:
• K- Living, Learning, and Working Together
• 1- Our Community and Beyond
• 2- Who are we as Americans?
• 3- United States’ Regions and Its Neighbors
• 4- Florida History
• 5- U.S. History (Colonization through Reconstruction)
Possible After-School Care Programs

• **Partner up with After-school All-Stars** - Provide comprehensive after-school programs that keep children safe and help them succeed in school and in life.

• **We Are Ready (W.A.R.)** program to better prepare our middle school students for success in high school and beyond.

• **Sports as a Hook** - ASAS recognizes that our students are able to achieve their personal best in school when they are equipped with the tools to lead healthy, active lifestyles. With the help of FOX Sports Networks, ASAS launched **Sports as a Hook**.

• **Career Exploration Opportunities, or C.E.O.,** is a financial literacy, career development and entrepreneurialism program created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning.

Students receive instruction in language arts, mathematics, science and social studies. Instruction is focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education. Courses are taught all year long. Final grades (grade of record) are calculated by averaging all four quarters.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts 1</td>
<td>Language Arts 2</td>
<td>Language Arts 3</td>
</tr>
<tr>
<td>Earth Science, m/j Physical Science, GEARS (m/j Life Science)</td>
<td>Life Science, GEARS (Physical Science-High school level course)</td>
<td>Physical Science, Physical Science Advanced, GEARS (Biology Honors-High school level course)</td>
</tr>
<tr>
<td>Grade 6 Math, Grade 6 Math Adv. ,or GEM (Grade 6 math advanced)</td>
<td>Grade 7 Math, Grade 7 Math Advanced (Pre-Algebra), or Algebra 1 Honors (EOC)</td>
<td>Pre-Algebra, Algebra 1 Honors (EOC), or Algebra 2 Honors (EOC)</td>
</tr>
<tr>
<td>World History</td>
<td>Civics (EOC)</td>
<td>U.S. History &amp; Careers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed PAC plan with 24 credits and parent signature</td>
</tr>
</tbody>
</table>

- Intensive – remedial class focused on learning strategies (required for students who score FSA level 1 or 2)
- Regular – on grade level classes (FSA level 3)
- Advanced – Above grade level classes (FSA level 4 or 5 and A’s and B’s in academic subjects)
GEM Math and GEARS Science Track

- **GEM**: Great Explorations in Math
- **GEARS**: Genuine Explorations, Applications and Research in Science
- **GEM Track**: TWO YEARS AHEAD of peers
- 6th grade GEM/GEARS (6-8th grade Math & Science) – requires Highest FSA score
- GEM math requires placement test score of 80% to show mastery of concepts**
- Students must be in GEM math in order to take GEM science but are not required to take GEM science.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GEM Math</th>
<th>GEARS Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>GEM (6-8th grade math)</td>
<td>m/j Life Science</td>
</tr>
<tr>
<td>7th</td>
<td>Algebra I Honors (H.S level)</td>
<td>Physical Science Honors (H.S level)</td>
</tr>
<tr>
<td>8th</td>
<td>Algebra II Honors (H.S level)</td>
<td>Biology Honors (H.S level)</td>
</tr>
</tbody>
</table>

- Taking and passing an End of Course Exam is necessary to earn a high school credit in Algebra I Honors, Algebra II Honors and Biology Honors and will be calculated as 30% of their final grade.

Advanced Math and Science Tracks
- To choose advanced in math and science students must meet academic requirements (4-5 on FSA, A’s and B’s in current math/science class and performing above grade level) Must begin advanced track in 6th grade
  - Advanced Track – ONE YEAR AHEAD of peers

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced Math Track</th>
<th>Advanced Science Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Grade 7 Math</td>
<td>m/j Physical Science</td>
</tr>
<tr>
<td>7th</td>
<td>Grade 8 Pre-Algebra</td>
<td>m/j Life Science</td>
</tr>
<tr>
<td>8th</td>
<td>Algebra I Honors (H.S level)</td>
<td>Biology Honors (H.S level)</td>
</tr>
</tbody>
</table>
High School Courses in Middle School

- Students in middle school have the option to get ahead and earn high school credits.

- The most common ways to take high school classes in Middle School:
  - **Foreign Languages**
    - Italian 1 (7th Grade) or Spanish 1, Spanish for Speakers 1 (starting in 8th grade)
    - Need beginner level courses (Spanish beginning/Italian beginning)
  - **Math**
    - Advanced math students can choose between two tracks:
      - Advanced math track – ahead 1 year in math; Algebra I Honors in 8th grade
      - GEM (Great Explorations in Math Program) – ahead 2 years in math; Algebra I Honors in 7th, Algebra II Honors in 8th.
  - **Science**
    - GEARs science- Physical Science Honors in 7th and Biology Honors in 8th grade.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Most Academically Challenging</th>
<th>Strong college Preparation</th>
<th>Basic College Preparation</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Dual Enrollment Eligibility

- Earned 11 high school credits
- Minimum 3.0 unweighted GPA
- College Level Test Scores in all areas - English, Reading, and Math

<table>
<thead>
<tr>
<th>Placement Test</th>
<th>English</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>440+ (Critical Reading)</td>
<td>440+ (Critical Reading)</td>
<td>440-489 (MATH1033) 490+ (MAC1105)</td>
</tr>
<tr>
<td>ACT</td>
<td>17+ (English)</td>
<td>19+ (Reading)</td>
<td>19-20 (MAT1033) 21+ (MAC1105)</td>
</tr>
<tr>
<td>PERT</td>
<td>103+ (Writing) and 106+ (Reading)</td>
<td>106+ (Reading)</td>
<td>114-122 (MAT1033) 123+ (MAC1105)</td>
</tr>
</tbody>
</table>
College Counseling

• Freshman Year:
  • Classroom Presentation - discuss high school graduation requirements, what colleges are looking for, and brief timeline to help students prepare for college

• Sophomore Year:
  • Classroom Presentation - same as freshman year, plus introduce dual enrollment

• Junior Year:
  • Multiple Classroom Presentations - same as sophomore year, plus introduce scholarships, fly-in programs, how to do a more thorough college search, how to apply to college, and essays.
College Counseling

• Senior Year:
  • Multiple Classroom Presentation - review everything we have been talking about since freshman year, plus help students complete and submit college and scholarship applications, teach students about financial aid, discuss future career interests and how the college they are considering would or would not be a good fit, review financial aid packages, and finally celebrate our students’ success with a senior academic signing day and senior awards night.

• Parent Nights:
  • One per grade level per year, plus financial aid night for our senior parents
Colleges our students have been accepted to 😊

Amherst College, Ave Maria University, Boston University, Calvin College, Cazenovia College, Clark Atlanta University, Clark University, Clemson University, College of Idaho, College of Saint Elizabeth, Cornell University, Dean College, Embry Riddle Aeronautical University, Emerson College, Fashion Institute of Technology, Faulkner University, Florida Agricultural Mechanical University, Florida Atlantic University, Florida Gulf Coast University, Florida International University, Florida Memorial University, Florida State University, Fordham, Full Sail University, Georgia Institute of Technology, Georgetown, Harvard University, Highpoint University, Hofstra University, Howard University, Indiana University, Juilliard, Langston University, Manhattanville College, Marquette University, Marymount Manhattan College, Middlebury College, Morehouse College, Mount Holyoke College, New York Film Academy, New York University, Northeastern University, Nova Southeastern University, Oberlin, Ohio State University, Pace University, Pennsylvania State University, Point Park University, Pratt Institute, Spelman College, St. John’s University, St. Michael’s College, Stanford University, Stetson University, University of Alabama, University of California, Los Angeles, University of Central Florida, University of Florida, University of Massachusetts, University of Miami, University of North Florida, University of Northern Colorado, University of Pittsburgh, University of South Dakota, University of Texas, University of West Florida, Virginia Polytechnic Institute & State University, Wagner College, West Point, Williams, Wittenberg University, Yale University
The mission of Somerset Academy Schools for ESE students (ages 3-21) is to provide quality services that support effective learning opportunities.

- Students with Disabilities are provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) via their Individualized Education Plan (IEP);
- A full continuum of services, which include but are not limited to educational, vocational and behavioral support, to meet the needs of eligible students while allowing access to general education instruction with non-disabled peers to the maximum extent appropriate for each student.
- Students with Section 504 Plans are provided the accommodations documented on their 504 Plans;
- Students who are gifted (who have superior intellectual development and are capable of high performance) are provided academic and social emotional support via their Education Plan (EP);
- Professional development for teachers is delivered with a focus on differentiating instruction and delivery of specialized instruction to meet the needs of their unique learners; and
- Parent resources/workshops are offered in order to engage families in ways that improve learning.
In coordination with community agencies and Florida Discretionary projects, Child Find will locate children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and link them with needed services.

Child Find services will promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities. Service coordination for diagnostic screening, placement, training, and support will be provided.

M-TSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

RtI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom.
The primary focus of Somerset Academy - Jefferson is to identify and assist English Language Learners (ELL) and ensure these students receive comprehensible instruction.

Somerset Academy - Jefferson will also monitor schools for compliance, with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

In addition, Title III federal funding which focuses on providing supplemental professional development to teachers of ELLs, and on providing scientifically research-based academic programs to assist ELL academic achievement and English language acquisition will be utilized.

Somerset Academy - Jefferson will offer leadership, coordination, and technical assistance for the implementation of legislation and State Board of Education policy and rule, as well as, FLDOE initiatives pertaining to curriculum and instruction for Florida students and teachers.
Upon approval of the charter applications from the Jefferson County School Board, Somerset will:

• Work with the District to determine the reason a student was placed in the Alternative School
• Take immediate action to return as many students as possible to the traditional school setting
• For those students that must remain outside of the traditional school setting due to safety concerns, implement the same curriculum and support as the traditional school
Student Enrollment

• Enrollment is open to all school age children eligible to attend grades K-12 in Jefferson County

• School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process, in accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2).

• The school will work with the Jefferson County School District to transfer records to Somerset.
All Sports currently offered in Jefferson County Schools will continue to be offered.

**FALL SPORTS:**

- **Tackle Football** Middle & Varsity teams Grades 6 to 12
- **Girls Volleyball** Middle, JV & Varsity Grades: 6 to 12
- **Boys & Girls Cross Country** Middle & Varsity Grades: 6 to 12
- **Boys & Girls Golf** Varsity Only Grades: 6 to 12
- **Cheerleading** Middle and Varsity Grades 6 to 12
- **Boys and Girls Swimming** Varsity Only Grades 6 to 12

**WINTER SPORTS:**

- **Girls Basketball** Varsity only Grades 6 to 12
- **Boys Basketball** Middle school, JV & Varsity Grades 6 to 12
- **Boys Soccer** Middle School, JV & Varsity Grades 6 to 12
- **Girls Soccer** Middle school, JV & Varsity Grades 6 to 12
- **Wrestling** JV and Varsity Grades 6 to 12
- **Cheerleading** Middle & Varsity Grades 6 to 12

**SPRING SPORTS:**

- **Baseball** Middle JV & Varsity Grades 6 to 12
- **Softball** Varsity only grades 6 to 12
- **Boys & Girls Track and Field** Varsity Only Grades 6 to 12
- **Boys & Girls Tennis** Varsity only Grades 6 to 12
- **Girls Flag Football** Varsity only Grades 6 to 12
Teacher Quality and Recruitment

• Somerset is committed to observing and interviewing current staff members to make a determination if a contract will be offered for the 2017-2018 school year. All hiring decisions will be based on what is in the best interest of the students.
• Somerset will create a pay scale in Jefferson County for teachers that exceeds all of the neighboring counties and those in Southern Georgia. On average a Somerset teacher will make 7K more than currently paid in Leon County.
• Somerset will offer a comprehensive health care package and a 401K 4% contribution match to all faculty members.
• Somerset will implement an aggressive recruitment strategy to identify, hire and retain a high-quality instructional staff.
Employment with Somerset Academy - Jefferson County

- Somerset Academy schools value their employees and offer:
  - Competitive Salaries
  - Comprehensive Employee Benefit Options
    - Medical Insurance (including life insurance benefit)
    - Dental Insurance
    - Vision Coverage
    - Ability to purchase
      - Benefits for dependents
      - Supplemental insurance options through AFLAC
  - 401k Retirement
  - Flexible Spending Accounts (FSA)
  - Educational Assistance/Tuition Reimbursement
  - Employee Assistance Program (EAP)
  - Teacher Mentoring and Enhanced Professional Development Programs
Facility Changes

• New drop off and pick up area will be created for the elementary school students
• Separate main offices will be created for the middle/high and elementary school
• A division of the existing 6-12 building to accommodate the elementary students
• Explore the feasibility of creating practice fields on the 6-12 campus to accommodate varsity sports practices
Florida Charter School Application Evaluation Instrument Elementary School

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

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

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<thead>
<tr>
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<th>APPROVE</th>
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Name of Person Completing Assessment: Marianne Arbulo Date: 3/17/2017
Title: Superintendent
Signature: ____________________________

Rule 6A-6.0786
Form IEPC-M2
Effective February 2016
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)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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Strengths
The education plan meets the requirements outlined in s.1002.33(2)

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Concerns and Additional Questions

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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)

**Evaluation Criteria:**
A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

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**Strengths**
The target population and student body plan meets the requirements outlined in s.1002.33(10).

**Reference**
Page 3 -4

**Concerns and Additional Questions**

Reference
3. **Educational Program Design**
The Educational Program Design 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 program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and 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
  - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory
  requirements for annual number of instructional minutes/days and aligns with priorities and
  practices described in the educational program design.

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**Strengths**
The educational program design plan meets the requirements outlined in s.1002.33(7)(a)(2).

**Reference**
Pages 4-10

**Concerns and Additional Questions**

Reference
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.

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 well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

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Strengths
The curriculum plan meets the requirements outlined in s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s. 1002.33(7)(a)4.

Reference
Pages 10-22

Concerns and Additional Questions

Reference

5
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:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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Strengths
The student performance, assessment and evaluation plan meets the requirements outlined in s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Reference
Pages 22-33

Concerns and Additional Questions
Reference
6. Exceptional Students
The Exceptional Students section 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(16)(a)3.

Evaluation Criteria:
A response that meets the standard will present:
- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

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**Strengths**
The exceptional students plan meet the requirements outlined in s. 1002.33(16)(a)3.

**Reference**
Pages 33-54

**Concerns and Additional Questions**
Reference
7. English Language Learners
The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner 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)(f)

Evaluation Criteria:
A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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Strengths
The English language learners plan meet the requirements outlined in s. 1002.33(10)(f)  
Reference  
Pages 55-63

Concerns and Additional Questions
Reference
8. School Culture 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.

Evaluation Criteria:
A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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Strengths
The school culture and discipline plan meets the requirements outlined in s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Reference
Pages 64-69

Concerns and Additional Questions

Reference
9. Supplemental Programming
The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

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<tr>
<td>The supplemental programming plan is included, but not required.</td>
<td>Pages 70</td>
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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.

10. 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(9)

Evaluation Criteria:
A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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<td>The organizational plan meets the requirements outlined in s. 1002.33(7)(a)15.; s. 1002.33(9)</td>
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Concerns and Additional Questions

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11. Management and Staffing
The Management and Staffing 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:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

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**Strengths**
The management and staffing plan meets the requirements outlined in s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

**Reference**
Pages 79-82
Attachment M, Q

**Concerns and Additional Questions**

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

Statutory Reference(s):
s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:
A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

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**Strengths**
The human resources and employment plan meets the requirements outlined in s. 1002.33(7)(a)14.; s. 1002.33(12).

**Reference**
Pages 82 - 90
Attachment M
Attachment R

**Concerns and Additional Questions**

Reference
13. Professional Development
The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

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<td>The professional development plan is satisfactory, but not required.</td>
<td>Pages 90-93</td>
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14
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.
- A plan and process that will likely result in the school meeting its enrollment projections.

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**Strengths**
The student recruitment and enrollment plan meets the requirements outlined in s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10).

**Reference**
Page 93 -95

**Concerns and Additional Questions**

**Reference**
15. Parent and Community Involvement
The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

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<th>Strengths</th>
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<td>The parent and community involvement plan is satisfactory, although not required in statute.</td>
<td>Pages 95 - 96</td>
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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.

16. 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:
If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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Strengths

The business plan meets the requirements outlined in s. 1002.33(7)(a)13.; s. 1002.33(18).

Reference

Pages 96 - 97

Concerns and Additional Questions

Reference
17. **Transportation**
The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**
s. 1002.33(20)

**Evaluation Criteria:**
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

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**Strengths**
The charter organization will contract with the district for transportation services

**Reference**
Page 97

**Concerns and Additional Questions**

<table>
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18. **Food Service**
The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**
s. 1002.33(20)(a)1.

**Evaluation Criteria:**
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

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**Strengths**
The charter organization will contract with the district for food services.

**Reference**
Page 97

**Concerns and Additional Questions**

**Reference**
19. **School Safety and Security**
The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

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

**Evaluation Criteria:**
A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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**Strengths**
The school safety and security plan meets the requirements outlined in s. 1002.33(7)(a)11.

**Reference**
Page 98
Attachment FF

**Concerns and Additional Questions**

**Reference**

---

20
20. **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 that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

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**Strengths**

The budget plan meets the requirements outlined in s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

**Reference**

Page 99

Elementary school budget file

**Concerns and Additional Questions**

**Reference**
21. 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.

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 clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

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**Strengths**
The financial management and oversight plan meets the requirements outlined in s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

**Reference**
Pages 102 - 107

**Concerns and Additional Questions**

Reference
22. **Start-Up Plan**
The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**
s. 1002.33(7)(a)16.

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

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

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**Strengths**
The start-up plan meets the requirements outlined in s. 1002.33(7)(a)16.

**Reference**
Pages 108 – 112
Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):
s. 1002.33(6)

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

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**Strengths**

Not applicable

**Concerns and Additional Questions**

Reference
Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

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**Strengths**
Reference

**Not Applicable**

**Concerns and Additional Questions**
Reference
**Addendum B: Education Service Providers**

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

**Statutory Reference(s):**
s. 1002.33(6)(a)

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

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**Strengths**
The education service providers addendum meets the requirements outlined in s. 1002.33(6)(a)

**Reference**
Page 119 - 128
<table>
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Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

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Strengths
The applicant history worksheets meet the requirements outlined in s. 1002.33(6)(a)

Reference
Page 138 (high school application)
Attachment DD

Concerns and Additional Questions
Reference
Florida Charter School Application Evaluation Instrument Middle School

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

---

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

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

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Name of Person Completing Assessment: Marianne Arbulu_________________________ Date: 3/17/2017

Title: Superintendent

Signature: ____________________________

Rule 6A-6.0786
Form IEPC-M2
Effective February 2016
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)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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Strengths

The education plan meets the requirements outlined in s.1002.33(2)

Reference

Pages 3

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)

**Evaluation Criteria:**
A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

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**Strengths**
The target population and student body plan meets the requirements outlined in s.1002.33(10).

**Reference**
Page 4-5

**Concerns and Additional Questions**

Reference
3. Educational Program Design
The Educational Program Design 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 program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and 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
  - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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Strengths
The educational program design plan meets the requirements outlined in s.1002.33(7)(a)(2).

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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.

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 well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

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**Strengths**
The curriculum plan meets the requirements outlined in s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

**Reference**
Pages 14-31

**Concerns and Additional Questions**
Reference
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:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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Strengths

The student performance, assessment and evaluation plan meets the requirements outlined in s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Reference

Pages 31-45

Concerns and Additional Questions

Reference
6. **Exceptional Students**

The Exceptional Students section 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(16)(a).3.

**Evaluation Criteria:**
A response that meets the standard will present:
- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

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**Strengths**
The exceptional students plan meet the requirements outlined in s. 1002.33(16)(a).3. | Reference
Pages 45-65

**Concerns and Additional Questions**

Reference
7. **English Language Learners**
The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner 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)(f)

**Evaluation Criteria:**
A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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**Strengths**
The English language learners plan meet the requirements outlined in s. 1002.33(10)(f) | Reference | Pages 65-71

**Concerns and Additional Questions**
Reference
8. School Culture 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.

Evaluation Criteria:
A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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**Strengths**
The school culture and discipline plan meets the requirements outlined in s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Reference

Pages 71-78

**Concerns and Additional Questions**

Reference
9. Supplemental Programming
The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

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<td>The supplemental programming plan is included, but not required.</td>
<td>Pages 79</td>
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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.

10. 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(9)

Evaluation Criteria:
A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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Strengths

The organizational plan meets the requirements outlined in s. 1002.33(7)(a)15.; s. 1002.33(9)  

Reference

Pages 79-87

Concerns and Additional Questions

Reference
11. Management and Staffing
The Management and Staffing 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:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

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Strengths
The management and staffing plan meets the requirements outlined in s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Reference
- Pages 87-91
- Attachment M, Q

Concerns and Additional Questions

Reference
12. Human Resources and Employment

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

Statutory Reference(s):
- s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:
A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

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Strengths
The human resources and employment plan meets the requirements outlined in s. 1002.33(7)(a)14.; s. 1002.33(12).

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<td>Pages 91 - 98</td>
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<td>Attachment R</td>
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Concerns and Additional Questions

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13. **Professional Development**
The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

**Statutory Reference(s):**
NA

**Evaluation Criteria:**
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

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<tr>
<td>The professional development plan is satisfactory, but not required.</td>
<td>Pages 98-103</td>
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<th>Concerns and Additional Questions</th>
<th>Reference</th>
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</table>
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.
- A plan and process that will likely result in the school meeting its enrollment projections.

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**Strengths**
The student recruitment and enrollment plan meets the requirements outlined in s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10).

**Reference**
Page 103 -105

**Concerns and Additional Questions**

**Reference**
15. **Parent and Community Involvement**
The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

**Statutory Reference(s):**
NA

**Evaluation Criteria:**
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

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<th><strong>Strengths</strong></th>
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<tr>
<td>The parent and community involvement plan is satisfactory,</td>
<td>Pages 105 - 106</td>
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<td>although not required in statute.</td>
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<th><strong>Concerns and Additional Questions</strong></th>
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</table>
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.

16. 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:
If a facility is acquired, reviewers will look for:
- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:
- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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Strengths
The business plan meets the requirements outlined in s. 1002.33(7)(a)13.; s. 1002.33(18).
Reference
Pages 106 - 107

Concerns and Additional Questions
Reference
17. **Transportation**
The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**
s. 1002.33(20)

**Evaluation Criteria:**
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

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**Strengths**
The charter organization will contract with the district for transportation services  
Reference: Page 107  

**Concerns and Additional Questions**
Reference
18. **Food Service**

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

**Statutory Reference(s):**

s. 1002.33(20)(a)'1.

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

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**Strengths**

The charter organization will contract with the district for food services.

Reference: Page 107

**Concerns and Additional Questions**

Reference:
19. **School Safety and Security**
The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

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

**Evaluation Criteria:**
A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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**Strengths**
The school safety and security plan meets the requirements outlined in s. 1002.33(7)(a)11.

**Reference**
Page 108
Attachment FF

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20. **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 that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

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**Strengths**
The budget plan meets the requirements outlined in s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

**Reference**
Page 109
Elementary school budget file

**Concerns and Additional Questions**

**Reference**
21. **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.

**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 clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

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**Strengths**
The financial management and oversight plan meets the requirements outlined in s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.  
Reference: Pages 110 - 116

**Concerns and Additional Questions**
Reference
22. Start-Up Plan
The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)16.

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

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

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Strengths
The start-up plan meets the requirements outlined in s. 1002.33(7)(a)16.

Reference
Pages 116 – 120

Concerns and Additional Questions
Reference
Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):
s. 1002.33(6)

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

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Strengths
Not applicable

Concerns and Additional Questions
Reference
Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
- s. 1002.331

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

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Strengths
- Reference
- Not Applicable

Concerns and Additional Questions
- Reference

25
Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):
s. 1002.33(6)(a)

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

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Strengths
The education service providers addendum meets the requirements outlined in s. 1002.33(6)(a)

Reference
Page 128 - 137
<table>
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27
Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

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**Strengths**
The applicant history worksheets meet the requirements outlined in s. 1002.33(6)(a)

Reference
Page 138 (high school application) Attachment DD

**Concerns and Additional Questions**

Reference
Florida Charter School Application Evaluation Instrument High School 9-12

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

**Capacity Interview:**
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

**Meets the Standard:**
The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:**
The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

**Does Not Meet the Standard:**
The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

---

**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

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

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Name of Person Completing Assessment: Marianne Arbula Date: 3/17/2017

Title: Superintendent
Signature:

Rule 6A-6.0786
Form: IEPC-M2
Effective February 2016
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)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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Strengths
The education plan meets the requirements outlined in s.1002.33(2) Pages 3-4

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)

**Evaluation Criteria:**
A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

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**Strengths**
The target population and student body plan meets the requirements outlined in s.1002.33(10).

**Concerns and Additional Questions**

Reference

Reference
3. Educational Program Design

The Educational Program Design 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 program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and 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
  - Is likely lead to improved student performance for the school’s target population.

- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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Strengths
The educational program design plan meets the requirements outlined in s.1002.33(7)(a)(2).
Reference
Pages 6-13

Concerns and Additional Questions
Reference
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.

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 well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

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**Strengths**
The curriculum plan meets the requirements outlined in s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

**Reference**
Pages 13-37

**Concerns and Additional Questions**

Reference
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:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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**Strengths**
The student performance, assessment and evaluation plan meets the requirements outlined in s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

**Reference**
Pages 37-48

**Concerns and Additional Questions**

**Reference**
6. Exceptional Students
The Exceptional Students section 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(16)(a).3.

Evaluation Criteria:
A response that meets the standard will present:
- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

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**Strengths**
The exceptional students plan meet the requirements outlined in s. 1002.33(16)(a).3.

**Reference**
Pages 49-66

**Concerns and Additional Questions**

Reference
7. **English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner 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)(f)

**Evaluation Criteria:**
A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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**Strengths**

The English language learners plan meet the requirements outlined in s. 1002.33(10)(f)

**Reference**

Pages 66-74

**Concerns and Additional Questions**

Reference
8. **School Culture 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.

**Evaluation Criteria:**

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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**Strengths**

The school culture and discipline plan meets the requirements outlined in s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

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<td>Pages 74-80</td>
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**Concerns and Additional Questions**

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9. **Supplemental Programming**
The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

**Statutory Reference(s):**
NA

**Evaluation Criteria:**
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

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<td>The supplemental programming plan is included, but not required.</td>
<td>Pages 80-83</td>
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<th><strong>Concerns and Additional Questions</strong></th>
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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.

10. 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(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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Strengths

The organizational plan meets the requirements outlined in s. 1002.33(7)(a)15.; s. 1002.33(9)

Reference

Pages 84-92

Concerns and Additional Questions

Reference
11. Management and Staffing
The Management and Staffing 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:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

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Strengths
The management and staffing plan meets the requirements outlined in s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Reference
Pages 92-104

Concerns and Additional Questions
Reference
12. **Human Resources and Employment**  
The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

**Statutory Reference(s):**  
s. 1002.33(7)(a)14.; s. 1002.33(12)

**Evaluation Criteria:**  
A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.  
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.  
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.  
- Procedures that are likely to result in the hiring of highly-effective personnel.  
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.  
- An effective plan to address any leadership or staff turnover.

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**Strengths**  
The human resources and employment plan meets the requirements outlined in s. 1002.33(7)(a)14.; s. 1002.33(12).

**Reference**  
Attachment M  
Attachment R

**Concerns and Additional Questions**  
Reference

13
13. Professional Development
The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

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<tr>
<td>The professional development plan is satisfactory, but not required.</td>
<td>Pages 104-109</td>
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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.
- A plan and process that will likely result in the school meeting its enrollment projections.

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**Strengths**
The student recruitment and enrollment plan meets the requirements outlined in s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10).

**Reference**
Page 109 - 110

**Concerns and Additional Questions**

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15
15. **Parent and Community Involvement**

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

**Statutory Reference(s):**
NA

**Evaluation Criteria:**
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

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<tr>
<td>The parent and community involvement plan is satisfactory, although not required in statute.</td>
<td>Pages 111-114</td>
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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.

16. 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:

If a facility is acquired, reviewers will look for:
- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:
- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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**Strengths**
The business plan meets the requirements outlined in s. 1002.33(7)(a)13.; s. 1002.33(18).

**Reference**
Pages 113 - 128

**Concerns and Additional Questions**

Reference
17. **Transportation**
The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**
s. 1002.33(20)

**Evaluation Criteria:**
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

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**Strengths**
The charter organization will contract with the district for transportation services

Reference: Page 115

**Concerns and Additional Questions**

Reference
18. **Food Service**
The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**
s. 1002.33(20)(a)1.

**Evaluation Criteria:**
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

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**Strengths**
The charter organization will contract with the district for food services.

Reference: Page 115

**Concerns and Additional Questions**

Reference
19. **School Safety and Security**
The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

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

**Evaluation Criteria:**
A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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**Strengths**
The school safety and security plan meets the requirements outlined in s. 1002.33(7)(a)11.

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20. **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 that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

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**Strengths**
The budget plan meets the requirements outlined in s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

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<td>High school budget file</td>
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**Concerns and Additional Questions**

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21. **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.

**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 clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

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**Strengths**
The financial management and oversight plan meets the requirements outlined in s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

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

**Statutory Reference(s):**
s. 1002.33(7)(a)16.

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

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

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**Strengths**
The start-up plan meets the requirements outlined in s. 1002.33(7)(a)16.  

Reference

Pages 124 – 128

**Concerns and Additional Questions**

Reference
Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):
s. 1002.33(6)

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

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**Strengths**

Not applicable

Reference

**Concerns and Additional Questions**

Reference

24
Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

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Strengths
Not Applicable

Concerns and Additional Questions
Reference
Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):
s. 1002.33(6)(a)

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

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**Strengths**
The education service providers addendum meets the requirements outlined in s. 1002.33(6)(a)

**Reference**
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**Applicant History Worksheets (Form IEPC-M1A)**

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

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**Strengths**

- The applicant history worksheets meet the requirements outlined in s. 1002.33(6)(a)

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**Concerns and Additional Questions**

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