

**Sarasota County Public Schools
2013-2014 Charter Renewal Application**

Charter Review Committee Findings/Questions and School Responses

Name of Charter School: Imagine School at Palmer Ranch

CRC Member Name: CRC Combined Review

Review Date(s): January 16 & 23, 2014

Please review the information and documentation submitted in the charter renewal application to determine if the school is in compliance with charter school requirements and policies. Some information in the renewal application is factual in nature (e.g., current enrollment, current facility) and is presented for descriptive purposes. Information about services provided, governance, student achievement history, teacher qualifications and proposed changes or plans for the future should be considered in the review.

Section I. Current Information about the Charter School

- School’s mission and vision.
- Description of the students served.
- 5-year enrollment counts by grade level and by gender/ethnicity based on the last survey period.
- Number of ESE and ELL students, and total number as of the last survey period.
- Educational services provided for ESE and ELL students by the school as of the last survey period.
- Ethnicity and socioeconomic status composition of the school for the current year.
- Services provided to the students that might be considered unique to the school.

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|--|---------------------------------|--|
| <p>The mission and vision stated on page 6 of the renewal application differs from what is stated in the Imagine Schools Academic Excellence Framework. How do the vision, mission and academic goals in this new framework differ from those set forth in the current charter?</p> <p>Briefly explain the differences between the “Imagine Schools Academic Excellence Framework” and what the school set forth in the original application and the existing charter.</p> | <p>Page 6 and App. Appendix</p> | <p>Imagine Schools is a national organization with charter schools in multiple states with varying demographics. The Academic Excellence Framework provides a structure that assists individual Imagine Schools as they focus on academic growth and rigor. The Framework references best practices and tools to assist schools in becoming schools of excellence. It is an umbrella much like a district’s mission, vision and strategic goals. Each Imagine School with its governing board, parent, staff and student stakeholders identify the unique needs of their school and write their individual vision and mission statements with goals, programs and resources to support what they have written in their</p> |

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| | | charters. The goals within the framework are organizational targets for excellence and are not expected to be goals written within the individual charters. |
| Please provide a copy of the "School Excellence Plan." | | See attached School Excellence Plan (Attachment A). |
| Please note that if the School Board approves the renewal, the school will be expected to adhere to the framework and provide the described resources, tools, structure and held accountable for the academic goals set forth in the Imagine Schools Academic Excellence Framework. | | See above. |
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| Commendations Noted | | |
| Imagine School at Palmer Ranch has been designated as a high-performing charter school. | | |

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|--|-------------------------|-------------------------|
| Section II. Principal and Board Chair Contact Information | | |
| <ul style="list-style-type: none"> Principal and Governing Board Chair contact information. | | |
| Questions, Concerns or Comments | Location in Application | Charter School Response |
| None | | |
| | | |
| | | |
| Commendations Noted | | |
| | | |

Section III. Governance Structure and Procedures

- Current organization chart.
- List of all governing board members and contact information.
- Last six governing board’s meeting minutes.
- Evidence of the public notification of the governing board meetings for the last six meetings.
- If applicable, governing board member who is directly or indirectly receiving financial compensation from the school and the nature of that compensation.

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|---|-------------------------|--|
| The current charter states that the Governing Board will consist of a minimum of 5 members. Only 4 are listed in the application. Please explain. | Page 14 | ISPR has been recruiting members for the governing board. At the time of submission of this document two individuals have expressed an interest in becoming board members. Their letters of interest and resumes will be presented at the next governing board meeting for consideration by the board. |
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| Commendations Noted | | |
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Section IV. Instructional Facilities

- Floor plan of facility, including square footage of the building(s) and grounds.
- Findings or concerns, if any, related to latest facility health and safety reports, including fire inspections.
- Description of technology, access to the internet and any other resources used for administrative and instructional purposes.
- Plan for changes in the facility including expansions, upgrades, moves or changes in use of various parts of the facility or grounds.

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|--|-------------------------|-------------------------|
| None | | |
| | | |
| | | |
| Commendations Noted | | |
| The school is well-equipped with technology resources for teachers and students. | | |

Section V. Teacher Qualifications

- Information about the current year’s instructional staff.
- If applicable, accommodations for students in grade levels which do not have teachers holding credentials to provide ESE, ELL or specialized Reading services.
- Process for dealing with teachers who are considered “out-of-field.”

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|---|-------------------------|--|
| How are FCAT level 1 and 2 students served in reading at the 7 th grade when there are no teachers with the reading endorsement? | Page 17 | Our 7 th grade language arts teacher, Lana Smith, began her reading endorsement classes last year. She is currently in her practicum under the supervision of Dr. Suzanne Naimann and will be complete all work for her endorsement in March, 2014. |
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| Commendations Noted | | |
| | | |

Section VI. Admissions Policy

- Student admission policy.
- School’s registration packet or forms.
- If applicable, detailed process using lottery for admission.
- School’s parent contract.

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|--|-------------------------|---|
| The application states that the lottery process has not been used. What is the process in the event a lottery is needed in the future? | Page 19 | In the vent a lottery is needed, applications will be accepted each year during an open enrolment period. If the number of applications exceeds the capacity a lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a waiting list. Parents are then notified if accepted. If applicant decides not to attend, slot is given to next person on the wait list. |

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| The Family Handbook shows a Parent/Student Agreement. Does the parent sign an actual document to accept the terms of the contract? | Page 19 | The parent does not sign an actual document, as it is part of the Family Handbook. Like the district, we no longer require parents to sign acceptance of terms for our handbook. |
| | | |
| Commendations Noted | | |
| The Family Handbook is comprehensive and parent friendly. | | |

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| Section VII. Student Achievement | | |
| <ul style="list-style-type: none"> • Five-year trends in reading, math, science and writing achievement based on state assessments and other relevant data. • History of school grades. • Highlighted areas reflect most significant student achievement accomplishments. • Discrepancies in goals between the previous year’s School Improvement Plan and test results for current school year. • If applicable, strategies in place to remediate problems or strengthen achievement. | | |
| Questions, Concerns or Comments | Location in Application | Charter School Response |
| Although the school is an “A” and is designated by the state as a “high performing charter school,” there is concern about the declining trend in student percent proficient, especially in grade 3 and 5 reading, grades 3 and 5 math, and in science. What strategies are in place to address these areas of concern? | Page 20 | <p>To address the declining trend in student percent proficient in Reading and Math for grades three and five, we have put into place several components including new curriculum, professional development for teachers, and added an Instruction Coach position to our staff.</p> <p>We have adopted a comprehensive, research- based curriculum for Reading and Math, Journeys Common Core and Go Math Common Core. All teachers attended training given by Hartcourt before the school year began. We also incorporated the Fountas and Pinnell Benchmark Assessment System to identify current reading and comprehension levels and to track student progress. Professional development has been provided in Building Academic Vocabulary, ELA and Mathematic Common Core Shifts in Instruction, the eight Common Core Mathematical Practices, Guided Reading, Gradual Release, Student Reading engagements strategies such as Text Coding, and Reciprocal Teaching. Formal professional development trainings are followed by subject and</p> |

| | | |
|---------------------|--|---|
| | | <p>grade-level PLCs. We anticipate student scores in all academic areas, including science, will benefit from our focused professional development plan.</p> <p>To ensure professional development training and PLCs result in effective classroom instruction, our school has put into place an Instruction Coach. The Instructional Coach's responsibility is to engage faculty in the coaching cycle, develop and execute professional development trainings, identify/provide resources to support instruction in the classroom, lead data chats, and participate on the SWST team to assist teachers in designing interventions and tracking student progress.</p> |
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| Commendations Noted | | |
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|--|-------------------------|-------------------------|
| <p>Section VIII. Financial Sustainability</p> <ul style="list-style-type: none"> • If applicable, school's Financial Recovery Plan. • Anticipated significant changes in school revenue or expenditures during the next five years, including grants and other external funding, enrollment changes and capital needs. • If applicable, detailed plan for a change in the school's current site or a plan to move to another site, including a description of the manner in which those changes would be financed. | | |
| Questions, Concerns or Comments | Location in Application | Charter School Response |
| Comment Only: Please refer to the Financial Summary, Attachment B. | | n/a |
| | | |
| | | |
| Commendations Noted | | |
| | | |

Section IX. Future Plans of the School

- New instructional approaches, if any.
- Plans to expand enrollment or add grade levels.
- If applicable, facility drawings or other building improvement documents.
- Ongoing concerns for which the school will need external assistance.

| Question, Concerns or Comments | Location in Application | Charter School Response |
|---|-------------------------|-------------------------|
| None – The school is not planning any changes to the current facility. | Page 24 | |
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| Commendations Noted | | |
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Section X. Provision of Services Assurances Certification document signed by Charter Board Chair for:

- Special Education
- ELL Assurance/504 Assurance

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|--|-------------------------|---|
| Based on a school-site visit on January 23, 2014, it appears that the school is not in full compliance with ESOL requirements for 2013-2014. The school will be provided with specific details on the areas of non-compliance. | Page 25 | On January 23 rd , both the ESOL liaison and principal were attending trainings off campus. Subsequently, district staff returned to meet with the ESOL liaison and indicated that we are in compliance. |
| | | |
| Commendations Noted | | |
| | | |

Section XI. Certificate of Acknowledgement

- Completed Certificate of Acknowledgement to indicate that the majority of the governing board signed to acknowledge having reviewed the completed renewal application and authorized its submission during an open meeting.

| Questions, Concerns or Comments | Location in Application | Charter School Response |
|--|-------------------------|--|
| The Certificate was not submitted with the application. As per principal Alisa Wright, the school's Governing Board will meet the later part of January and acknowledge that they have authorized the renewal application. The completed/signed certificate will be submitted at that time. | Page 26 | The board has met and signed the certificate of acknowledgement. The original is being provided to the district and a digital copy is attached (Attachment C). |
| | | |
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| Commendations Noted | | |
| | | |

School Excellence Plan
Imagine Schools
2013-14 School Year
Imagine Schools Palmer Ranch



Developing Character,
Enriching Minds.

School Excellence Team

Position NAME (print 1st) SIGNATURE(2nd) DATE

School Leader Alisa Wright

Staff Representative Kim Cain

Staff Representative Michelle Morris

Staff Representative Jill Marsh

Staff Representative Tonya Quinn

Staff Representative Melissa Dill

Other Laurel Horst

Other _____

Reviewers

Position NAME (print 1st)

SIGNATURE(2nd) DATE

School Leader _____

Teacher Representative _____

Student Representative _____

Parent Representative _____

Governing Board Representative _____

Group Academic Representative Judy Muth

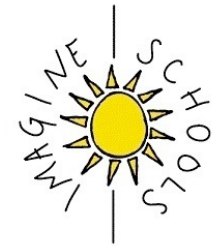
Regional Director Kathy Helean

Executive Vice President Rod Sasse

Vision and Mission Statements

Vision: (A vision indicates what the school should ideally “look like” and what it is striving to achieve.)

Our vision is to cultivate a learning community of students, teachers, and families united in inspiring young minds to become creative, compassionate and visionary leaders of tomorrow through academic rigor and the shared values of justice, integrity and fun.



Developing Character,
Enriching Minds.

School Profile and Demographics

Brief History and Background of the School (Include when school was established, where it is situated, physical environment, initiative over the years, awards achieved and challenges faced, Measures of Excellence Grades, partnerships and grants.)

Imagine Palmer Ranch was established in August 2009 in Sarasota, Florida. We have 45 classrooms in a two story building that was designed and built specifically for our school. Building capacity is 910 students and has grown from 267 the first year to just under 600 students this year. ISPR served students K-6th our opening year and now serves children ages 6 weeks thru 8th grade.

Awards

During our first five years serving Imagine students and families our school has won the following awards:

2009-10: New School of the Year, Character Education New School of the Year and Parent Choice New School of the Year

2010-11: SACS Accreditation

2011-12: Gold Seal Accreditation

2012-13: Fifty in Fifty School Award, Civic Beautification American Award, Certificate of Recognition of Excellence in Parent Choice and Character Education

Partnerships

Since our opening we have experienced partnerships with the following businesses in Sarasota County: Sarasota Chinese Academy, Red Tiger Martial Arts, Trautwein's Martial Arts, YMCA, Pure Imagination Studio, Chick-fil-A, Applebees, Acrofit, Freeman Orthodontics, mi Pueblo, More Than Music, Subway, Swwt Tomatoes, SeaLime, Lee Roy Selmon's, McDonalds, Budget Printing, and Sir Speedy.

Measures of Excellence Grades

| | Academic Growth | Character Development | Economic Sustainability | Parent Choice | Shared Values |
|----------------|------------------------|------------------------------|--------------------------------|----------------------|----------------------|
| 2012-13 | | A- | B+ | A | B+ |
| 2011-12 | R45%, M59% | B+ | B+ | A- | A- |
| 2010-11 | B- | B- | B | A | B- |
| 2009-10 | B+ | B+ | B+ | A | B+ |

Student Demographics (Describe the community of students that the schools serves, e.g. total enrollment by grade level, % Free or Reduced Lunch Eligible, % Special Education Students: % English Language Learners and % by Race/Ethnicity.)

| Budgeted Enrollment | Current Enrollment | Sustainable Enrollment | Facility Capacity | AA | H | I/P | MR | W | % Free and Reduced |
|----------------------------|---------------------------|-------------------------------|--------------------------|-----------|----------|------------|-----------|----------|---------------------------|
| 525 | 525 | 600 | 910 | 4% | 20% | 4% | 5% | 71% | 41% |

SY 2013-14
13.6% ESE

**SY: 2013-14
Enrollment**

| | <u>TOTALS</u> | # of Classes | Seats Avail | 10% Over |
|--------------------|---------------|-----------------|----------------|-------------|
| KG | 53 | 3 | 54 | 5 |
| 1st | 61 | 3 | 54 | 5 |
| 2nd | 48 | 3 | 54 | 5 |
| 3rd | 48 | 3 | 54 | 5 |
| 4th | 41 | 2 | 44 | 4 |
| 5th | 42 | 2 | <u>44</u> | 4 |
| Elementary: | 293 | | 304 | |
| 6th | 70 | 3 | 66 | 7 |
| 7th | 77 | 4 | 88 | 9 |
| 8th | 86 | 4 | <u>88</u> | 9 |
| Middle: | 233 | | 242 | |
| KG-8th: | 526 | | | |
| EC-VPK: | 37 | 2 | 40 | |
| Infant | 12 | 10 full-time | 12 | |
| 1's/2's | 10 | 7 full-time | 12 | |
| 3's | 11 | | 11 | |
| Total EC: | 70 | | | |

Student Attendance Rates (Explain the school's attendance rate over the past three years.)

2011 – 94%

2012 – 94%

2013 – 94%

Student Mobility Rates (Include the % of students transferring in and out of school during the year and explain possible influences.)

| SY 2013-14 Withdraws as of 1/28/13 | | | | | | SY 2013-14 New Students as of 1/28/13 | | | |
|------------------------------------|----------|--------|------------|------------|-----------|---------------------------------------|----------|--|--|
| | District | | | | | New | Total | | |
| | Moved | School | Homeschool | ESE/Health | Dismissed | | Enrolled | | |
| Kindergarten | 2 | 1 | 0 | 0 | 0 | 27 | 52 | | |
| 1st Grade | 1 | 3 | 0 | 0 | 0 | 6 | 55 | | |
| 2nd Grade | 3 | 2 | 1 | 0 | 0 | 10 | 38 | | |
| 3rd Grade | 2 | 1 | 1 | 0 | 0 | 6 | 41 | | |
| 4th Grade | 1 | 0 | 1 | 0 | 1 | 8 | 32 | | |
| 5th Grade | 2 | 0 | 0 | 1 | 0 | 11 | 31 | | |
| 6th Grade | 1 | 4 | 2 | 0 | 0 | 31 | 37 | | |
| 7th Grade | 1 | 0 | 0 | 4 | 0 | 7 | 69 | | |
| 8th Grade | 0 | 0 | 1 | 1 | 0 | 12 | 75 | | |
| Total | 13 | 11 | 6 | 6 | 1 | 118 | 430 | | |
| TOTAL Withdrawn | 37 | | | | | TOTAL FTE Enrolled | 548 | | |

Student Retention Rates (Report the % of students returning each year, include exit survey findings.)

The student retention rate from SY 2012-13 to 2013-14 is 83%.

Student Suspension Rates (Report the school's in-school and out-of-school suspension rate over the past three years.)

| <u>2011</u> | <u>2012</u> | <u>2013</u> |
|-------------|-------------|-------------|
| 10 | 48 | 36 |

Staff Demographics (Include information about instructional staff: total number of instructional staff, % of new teachers, % of teachers with 1-5 years, 6 or more, % of teachers with advanced degrees and % of teachers with specialized certifications.)

| # of classroom teachers with a homeroom | # of support staff | # of first year teachers | Teacher % retention rate from 12/13-13/14 | # of staff who have been with Imagine 5+ years |
|---|--------------------|--------------------------|---|--|
| 35 | 2PT | 0 | 91 | 9 |

School Data Analysis

Imagine Surveys (Highlight the family, staff, and student survey result trends.)

Family Survey 2013

90%+ rating in the following areas:

Staff at our school cares about my children's progress.

Teachers know my children and focus on them as individuals.

My children receive quality instruction in reading.

I feel comfortable speaking to teachers about problems regarding my children's education.

Our school building and grounds are well maintained.

My children receive quality instruction in science.

My children feel safe at school.

Students are treated with respect and dignity at school.

I am aware that our school staff is attempting to live out the Imagine Schools Shared Values of integrity, justice, and fun.

Opportunities for improvement in the following areas:

I volunteer at our school.

Staff Survey 2013

90%+ rating in the following areas:

Students behave respectfully toward school staff.

Students at our school are treated with dignity and respect.

School staff models and teaches positive character attributes to our students.

Families who visit the school are welcomed and treated with respect.

Our school promotes parent involvement in school events and activities.

Our school staff extends help to all families when asked for or needed.

At my school there are opportunities for teamwork and collaboration.

Staff members support and treat each other with respect.

My work at this school directly impacts our performance on the Six Measures of Excellence.

I see myself as a vital part of the success of this school.

Our staff attempts to live out the Imagine Schools' Shared Values of Integrity, Justice and Fun.

Opportunities for improvement in the following areas:

The school provides professional development opportunities that relate to my role and responsibilities at our school.

Student Survey 2013

90%+ rating in the following areas:

- I try to take good care of our school property
- Teachers at my school are concerned about cheating and try to stop it.
- Teachers at my school want students to succeed.
- I understand my school's rules and what happens when I break the rules.
- I try to do my best on my school work.
- I try to make new students feel welcome at our school.
- I understand that it is OK to make mistakes if I learn from them.
- I feel safe at my school.
- I try to help other people at school.
- I treat other people the way I would like them to treat me.

Opportunities for improvement in the following areas:

- I treat other people the way I would like them to treat me.
- I have chances to be a leader in my class and at my school.
- I use what I learn at school to help improve my community.
- Adults at my school tell my family about the good things I do.
- Students at my school take care of our school property.

Imagine Assessment Results (Analyze spring SAT 10 assessments results and learning gain reports, expand on areas that need improvement or subgroups that need intervention whether remedial or enrichment.)

| <u>2011</u> | <u>2012</u> | <u>2013</u> |
|--------------|--------------|--------------|
| Reading: .98 | Reading: .99 | Reading: .99 |
| Math: 1.03 | Math: 1.02 | Math: 1.07 |

State Assessment Results (Analyze spring State assessment results of students that met and did not meet target mastery level.)

Our greatest inconsistencies exist in the intermediate grades in both reading and math. Writing is low across the board.

| 4 Year Trends in Reading Years 2010 - 2013 FCAT Scores | | | | |
|---|---|---|---|---|
| Grade | 2013 Percentage in Achievement Levels 3 and Above | 2012 Percentage in Achievement Levels 3 and Above | 2011 Percentage in Achievement Levels 3 and Above | 2010 Percentage in Achievement Levels 3 and Above |
| 03 | 60 | 63 | 82 | 74 |
| 04 | 80 | 68 | 70 | 64 |
| 05 | 53 | 52 | 74 | 74 |
| 06 | 72 | 71 | 83 | 79 |
| 07 | 81 | 79 | 87 | - |
| 08 | 68 | 59 | - | - |

| 4 Year Trends in Mathematics Years 2010 - 2013 FCAT Scores | | | | |
|---|---|---|---|---|
| Grade | 2013 Percentage in Achievement Levels 3 and Above | 2012 Percentage in Achievement Levels 3 and Above | 2011 Percentage in Achievement Levels 3 and Above | 2010 Percentage in Achievement Levels 3 and Above |
| 03 | 33 | 34 | 61 | 77 |
| 04 | 86 | 27 | 57 | 75 |
| 05 | 28 | 21 | 50 | 67 |
| 06 | 64 | 62 | 55 | 74 |
| 07 | 87 | 89 | 84 | - |
| 08 | 81 | 74 | - | - |
| Alg I | * | 100 | - | - |

| 4 Year Trends in Writing Years 2010 - 2013 FCAT Scores | | | | |
|---|---|---|---|---|
| Grade | 2013 Percentage in Achievement Levels 3 and Above | 2012 Percentage in Achievement Levels 3 and Above | 2011 Percentage in Achievement Levels 3 and Above | 2010 Percentage in Achievement Levels 3 and Above |
| 04 | 71 | 66 | 98 | 93 |
| 08 | 81 | 90 | - | - |

| 4 Year Trends in Science Years 2010 - 2013 FCAT Scores | | | | |
|---|---|---|---|---|
| Grade | 2013 Percentage in Achievement Levels 3 and Above | 2012 Percentage in Achievement Levels 3 and Above | 2011 Percentage in Achievement Levels 3 and Above | 2010 Percentage in Achievement Levels 3 and Above |
| 05 | 35 | 40 | 42 | 61 |
| 08 | 61 | 62 | - | - |

Year End Character Self-Evaluation Review Results (Report final grade over the past three years, share the strengths/recommendations.)

Commendations from the last Character Self-Evaluation

- We commend you for having a prominent vision statement.
- We commend you for including robust definitions of Justice, Integrity and Fun.
- Designing a character program based on the identified needs of your culture and community.
- You have a great list of topics taught during your character lessons. We especially commend teaching students about work ethic and effort, citizenship at school, choices, mistakes and consequences and justice and leadership.
- Kudos to you for creating space and time for your sixth grad students to form a task force, serve as decision-makers and show leadership through hosting an ice cream social for rising sixth graders.
- We commend you for focusing your goal for academic growth on increased effort and work ethic. Helping students understand their role as learners and the traits that are necessary to be successful will benefit them in the short and long term in becoming people of character.
- Your goals for family and community involvement in character efforts are specific and rigorous. Well done!

Recommendations from the last Character Self-Evaluation

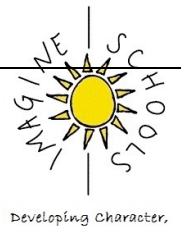
- We recommend changing your character mission to reflect that the mission is for the whole school and all stakeholders. It currently states that the mission is for the character committee.
- We recommend including performance character traits as topics for your weekly character lessons to help students become more successful learners. Also, it would be helpful to know what the impact of the lessons was. How did students respond? What attitudes and behaviors changed as a result of this initiative?
- More rigorous analysis is needed to show the changes observed for school culture. It would be helpful to create a graph with composite data and show the impact of your efforts for each area of character. Showing changes this year and over the course of a few years can add insight and help us understand more comprehensively the impact your efforts are having. Testimonials and evidence of change are also needed.
- For school culture, your specific goal was to have students serve as leaders, but there is no reflection regarding if you met that goal or how many students feel that they have the opportunity to be a leader (from the student character survey). More reflection and analysis are needed.
- In the section to show your implementation efforts for family and community involvement in character efforts you list various activities that are positive and encouraging in your community. However, it is unclear how students are involved in deciding and leading the programs listed. It is also unclear as to how they meet or support your goals.
- Thank you for including a chart of your survey data comparing results from 2012 and 2013. We noted that you had an increase in all areas but two. It would be great to have you reflect on what these increases mean to you as a staff. What do they tell you about your program this year? What might you do again based on the percentage increases? What stands out to you when you look at the data. This is part of telling your story. Please tell us how this is meaningful to you. You also have two questions that decreased significantly. What can you conclude based on these survey items? What additional questions might you need to ask to determine how to add to or strengthen your program?

| | |
|----------------|----|
| 2012-13 | A- |
| 2011-12 | B+ |
| 2010-11 | B- |
| 2009-10 | B+ |

School Excellence Program Review Rating (Report ratings received from this biannual review and share recommendations.)

January 2013 SEPR

| Measure | Rating | Recommendations |
|-------------------------|-------------|---|
| Parent Choice | Emerging | <ul style="list-style-type: none"> • PTO meetings scheduled in advance and convenient times to parent community • Communicate with parents in a variety of ways • Investigate additional extra-curricular activities to promote business partnerships and new parent interest |
| Economic Sustainability | Operational | <ul style="list-style-type: none"> • Present budget to staff on a monthly basis • Seek advice from other schools regarding low impact reductions in operating expenses |
| Character Education | Operational | <ul style="list-style-type: none"> • Continue to work together to implement weekly lesson plans • Increase interactive wall displays with character emphasis |
| Academic Growth | Emerging | <ul style="list-style-type: none"> • PD high priority for all grade levels • Create usable lesson plan template • FCAT Boot Camp based on lowest 25% • Implement Interactive word walls in all content areas • Personalize classrooms using literacy-based, content rich, teacher created visual aids • Display non-graded student work throughout the building |
| New School Development | Emerging | <ul style="list-style-type: none"> • Articulate a hook for the school • Build traditions in all grades to generate excitement and sustained community |
| Shared Values | Emerging | <ul style="list-style-type: none"> • Increase walkthroughs and feedback • Administrators should be high profile in classrooms • Open communication regarding deadlines • Increase task forces with decision maker, decisions communicated to whole staff |



Annual School Excellence Plan Form 20113-14 School Year

NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Academic Area: Reading

S.M.A.R.T. Goal (Goal is specific, measurable, attainable, relevant, and time bound that is based on data for targeted subgroups.)

Kindergarten: By end of the 4th quarter assessments, 95% of the Kindergarten students will be reading and comprehending at a Fountas and Pinnell Level D or higher.

1st Grade: FAIR data in vocabulary will show 80th median. Goal is to increase academic vocabulary by 4% (from 76-80th percentile.)

2nd Grade: Fluency scores will show below leveled students at 35%. Goal is to increase fluency scores by 4%.

3rd Grade: FAIR data in vocabulary will show 72nd median. The goal is to increase FCAT scores in Reading Application and Informational Text by 4% through increasing comprehension through Tier 2 vocabulary.

4th Grade: 67% our students will achieve proficiency or higher on FCAT Writes and 64% will achieve proficiency or higher on FCAT reading. The goal is to achieve this by increasing student comprehension when interacting with Reading

Application and Informational Text and Research process. In writing, the goal is to increase proficiency by incorporating academic vocabulary, utilizing FL Writes Rubric, and interacting monthly with writing samples.

5th Grade: 82% of our students will achieve proficiency or higher on FCAT reading. The goal is to achieve this by increasing student comprehension when interacting with Informational Text and increasing academic Vocabulary.

6th Grade: In the area of Reading Application based on previous year's FCAT scores, the data shows that the students scored 68% in Vocabulary, 64% in Reading Application, 75% in Literary Analysis, and 67% in the area of Informational Research Process. This data supports that when students in grade 6 are presented with text encompassing a range of complexity they have difficulty identifying main idea, evaluating predictions, author's purpose, evaluating a summary statement, drawing conclusions, and making inferences. The goal is to increase student Reading scores to 57%.

7th Grade: According to the 2013 FCAT reports, our current ELA students had the most trouble with Reading Application questions. 21 students scored 6 points or less out of a possible 12 points. Our ELA goal is that students will increase their score in the Reading Application category by at least 2 or more points on the 2014 Reading FCAT.

8th Grade: According to FCAT data, students in the lowest quartile scored lowest in vocabulary achievement. Students in the lowest quartile will increase their FCAT vocabulary score by 75%.

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|--|--|------------|---|---|
| Vocabulary | <ul style="list-style-type: none"> • Marzano's six step process for teaching academic vocabulary • explicit vocabulary instruction • Wide reading in fiction and nonfiction • Vocabulary/Reading notebooks | ESOL – Rosetta Stone access and headphones | March 2013 | Classroom teachers in each grade that teach reading | <ul style="list-style-type: none"> • Weekly vocabulary and comprehension assessments through Journeys and Words Their Way • Rubrics for vocabulary journals • Daily Conferring notes focused on comprehension of text • Daily guided reading focused on comprehension strategies and new vocabulary • Focus benchmark assessment • FAIR Vocabulary assessment |

| | | | | | |
|--|--|--|--|--|---|
| <p>Reading Application and Comprehension</p> | <ul style="list-style-type: none"> • Provide explicit instruction in the following areas: author’s purpose, main idea and important details/summarizing reading strategies: inference, predicting, synthesizing, questions, determining, importance and visualization, text structures/organization pattern • using complex fiction and nonfiction text, Common Core Literature Series Articles from Read Works.org. • Focus Program- students can practice specific skills and benchmarks in this program. • Marzano’s instructional strategies – visual aids, graphic organizers, note taking etc. • Intensive Reading class for middle school students • SWST intervention if student/s are not making progress | | | | <ul style="list-style-type: none"> • Weekly vocabulary and comprehension assessments through Journeys and Words Their Way • Rubrics for vocabulary journals • Daily Conferring notes focused on comprehension of text • Daily guided reading focused on comprehension strategies and new vocabulary • Focus benchmark assessment • FAIR Vocabulary assessment |
|--|--|--|--|--|---|

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------------------------|-----------------------------------|-------------|---|---|---|
| Vocabulary | Academic | Tonya Quinn | Completed Academic Vocabulary Training in Oct 2013 Completed Guided Reading Training in Nov 2013 Upcoming PD in reading and student engagement strategies such as GIST and text coding. One strategy every other week in Dec, Jan, and Feb. ESOL vocabulary Strategies – during Wed staff meetings in Dec and Jan | <ul style="list-style-type: none"> • Each week in staff meeting one of Marzano’s games, graphic organizers, and/or strategies will be presented/used • Coach Modeling of lessons in Dec and Jan; along with PD DVD’s available for teacher check-out. • Observation of guided reading lesson, review of guided reading lesson plans and teacher’s guided reading notebooks that track student data. • Walk-thrus during reading block times | Classroom Teacher monitors student progress Principal and Coach monitor effective classroom instruction and provide feedback |
| Comprehension and reading application | Academic | Tonya Quinn | Same as above for vocabulary | Same as above for vocabulary | Classroom Teacher, Principal, Coach |

Annual School Excellence Plan Form 20113-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Academic Area: Mathematics

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**ime bound that is based on data for targeted subgroups.)

1st Grade: Math Goal: Using the End-of-Year Go-Math Assessment we will identify students will score 80% of the median score.

2nd Grade: Greatest Area of Weakness in Math: According to SAT 10 math data, students scored the lowest (60%) in computation and whole numbers.

Math Goal: Sat 10 will identify 64+% of responses correct in computation and whole numbers.

3rd Grade: Math Goal: SAT 10 will identify 84% of responses correct in computation with whole numbers

4th Grade Math Goal: FCAT will identify 72% of responses correct in Numbers, Operations, Problems and Statistics.

6th Grade: According to previous year FCAT scores, the students' greatest weakness is Number Base 10 and Fractions, with student FCAT math scores at 28%. This weakness also impacts their low scores in Geometry and Measurement. Our goal for 6th grade math is to increase overall Math FCAT scores to 66%.

7th Grade: According to the 2013 FCAT results, the lowest area for my current 7th grade math students is Geometry and Measurement. Math Goal is to raise the FCAT scores by at least 5%.

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|----------------------------------|----------------------|----------|--|--|
| | | | | | |

| | | | | | |
|-----------------------|--|------|-------|--------------------|--|
| Math fluency | Using Mountain Math to consistently spiral review skills Math fluency practice each week SWST Intervention process if student/s are not meeting expected benchmarks | none | March | Classroom Teachers | Classroom teacher, SWST team if there are students who are in RTI process, Principal and Coach will monitor effective classroom instruction. |
| Base 10 and fractions | Mountain Math that consistently reviews base 10 and fractions the entire year Explicit instruction using Go Math and the HOT type questions Use of manipulatives to have a hands-on experience with fractions to gain deeper understanding | | March | Classroom teachers | Classroom teacher, SWST team if there are students who are in RTI process, Principal and Coach will monitor effective classroom instruction. |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|----------------|-----------------------------------|-------------|----------------|-----------------------------------|-----------------------------------|
|----------------|-----------------------------------|-------------|----------------|-----------------------------------|-----------------------------------|

| | | | | | |
|---------------------------------------|-----------------|--------------------|--|--|---|
| <p>Fluency, Base 10 and Fractions</p> | <p>Academic</p> | <p>Tonya Quinn</p> | <p>Common Core math practice rollout each month we will focus on one of the math practices</p> <p>It looks like we need to schedule some PD specific to our base 10 and fractions goal. We will schedule something for mid-January</p> | <p>Schedule fluency testing (differentiated per student)</p> <p>Monitor students' progress by reviewing student math journals, monitoring/grading problem of the day which focuses on base 10/fractions, review of the spiral review from Mountain Math, and review of work in centers that focuses on the base 10/fractions, and fluency practice</p> | <p>Classroom teacher, Principal and Coach observation of effective classroom instruction, SWST team if a student is not meeting benchmark expectations.</p> |
|---------------------------------------|-----------------|--------------------|--|--|---|

Annual School Excellence Plan Form 20113-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Academic Area: Writing

S.M.A.R.T. Goal (Goal is specific, measurable, attainable, relevant, and time bound that is based on data for targeted subgroups.)
67% of our students will achieve proficiency or higher on FCAT Writes on February 25th and 26th

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|---|---|--|----------------------------------|--|--|
| <p>To improve our overall proficiency of our FCAT Writes score from 2013. Last year's score only 29% of our 4th graders were proficient.</p> | <p>Weekly prompts based on prior FCAT prompts</p> <p>Utilizing Writing Workshop model to enhance writing skills in:</p> <ul style="list-style-type: none"> • Word choice • Conventions • Sentence fluency and varied sentence structures • Focus • Stamina | <p>Time and balancing the time with strugglers vs. time with rest of the class</p> | <p>Everyday Writers Workshop</p> | <p>Classroom Teacher</p> | <p>FCAT prompts each week</p> <p>Sharing authentic 4th grade works</p> <p>Using Exemplars</p> <p>Review and revising student work with peers, peer mentors, and teacher conferences</p> |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|----------------|-----------------------------------|--------------|-----------------------|---|--|
| Writing | Academic | Alisa Wright | Completed in November | Lessons were observed and feedback was given to teachers. Next steps are to follow up with additional writing training to be given mid-January. Specifically using writing workshop | Classroom Teacher, Principal and Instructional Coach |

Annual School Excellence Plan Form 20113-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Academic Area: Science

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**ime bound that is based on data for targeted subgroups.)
 Based on previous year's FCAT Science for 5th and 8th Grades our overall score, 53% of students were at or above proficiency. For this school year our goal is to have 57% or above score proficient on FCAT Science

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|---|----------------------|----------|--|--|
| Academic Vocabulary | <ul style="list-style-type: none"> • Marzano's six step process for teaching academic vocabulary • explicit vocabulary instruction • Wide reading nonfiction texts • Vocabulary notebooks • Use of FOCUS benchmark testing | | March | Classroom Teacher | Classroom teacher, Principal and Coach observation of effective classroom instruction, SWST team if a student is not meeting benchmark expectations. |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------|-----------------------------------|-------------|--|---|---|
| Academic Vocabulary | Academic | Tonya Quinn | Completed Academic Vocabulary Training in Oct 2013 Completed Guided Reading Training in Nov 2013 Upcoming PD in reading and student engagement strategies such as GIST and text coding. One strategy every other week in Dec, Jan, and Feb | <ul style="list-style-type: none"> • Each week in staff meeting one of Marzano's games, graphic organizers, and/or strategies will be presented/used • Coach Modeling of lessons • Walk-thrus science block times • FOCUS program to pinpoint any weakness students are experiencing particular standards, then design lesson to address any weaknesses | Classroom Teacher monitors student progress Principal and Coach monitor effective classroom instruction and provide feedback |

Annual School Excellence Plan Form 20113-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Measures of Excellence Area: Character Development

S.M.A.R.T. Goal (Goal is specific, measurable, attainable, relevant, and time bound that is based on data for targeted subgroups.)

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|---|---|-------------------------------------|--|---|
| To become more successful learners of character ed lessons | *Weekly character lessons *Positive Referrals *Character Wall | *All teacher buy in *Student buy in *Time | *All year *Quarterly *Monthly | *All Staff *Lacy and Carla *Art and Students | *Ongoing/lessons via email *Positive referrals/ Kudos teacher comments *Updated Monthly |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|-------------------|-----------------------------------|------------------------------------|----------------|-----------------------------------|-----------------------------------|
| Character Lesson | JIF | Development Com. Implement Teacher | Ongoing | Student Character Work | Alisa/Tonya |
| Positive Referral | Justice | Classroom Teacher | Ongoing | Character Wall | Carla |
| | | | | | |

Annual School Excellence Plan Form 20113-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Measures of Excellence Area: Economic Sustainability

S.M.A.R.T. Goal (Goal is specific, measurable, attainable, relevant, and time bound that is based on data for targeted subgroups.)

We will have less than a10 student net reduction in enrollment between the October 2013 FTE count and the February 2014 FTE count.

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|---|---------------------------------------|----------|--|--|
| Enrollment | Press Releases to local media to improve positive awareness of ISPR | Lack of Gifted program | Ongoing | Michelle Morris Stephanie Balcita Corry Tyle Susan Vennum Vince Paine Jane Clancy Melissa Gurcan | Monitor data from weekly school reports |
| | Invite press to our campus related to above | Lack of extracurricular clubs in M.S. | | | |
| | | Lack of facilities (gymnasium) | | | |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|------------------|-----------------------------------|-----------------------------|--------------------------------|---|-----------------------------------|
| Finance Fishbowl | Economic Sustainability | Alisa Wright Clara Black | November 20,2013 March 2014 | Attendees will supply an exit ticket with comments/questions. | Michelle Morris |
| | | | | | |
| | | | | | |

Annual School Excellence Plan Form 20113-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

Measures of Excellence Area: Shared Values

S.M.A.R.T. Goal (Goal is specific, measurable, attainable, relevant, and time bound that is based on data for targeted subgroups.)

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|--|--------------------------------|--------------------------------|--|--|
| Teamwork and Collaboration | -teams will meet with instructional coach to analyze data, reflect, revise goals as needed -team building activities to promote a sense of community and family within the staff. | -time and schedule constraints | -by the end of the school year | Shared Values committee members, Tonya Quinn, Alisa Wright | -staff survey -participation in activities |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|-----------------------------------|--------------------------------|----------------|---|-----------------------------------|
| Teamwork through Weekly Opportunities to exercise, meditate through Yoga, play team sports | Shared Values | Katrina Reynolds, Laurel Horst | Every Monday | Reminder emails, sign up vs. actual participation documentation | Laurel Horst |

Annual School Excellence Plan Form 2013-14 School Year



NAME OF SCHOOL: Imagine Schools Palmer Ranch

SCHOOL LEADER: Alisa Wright

ADDRESS: 6220 McIntosh Road, Sarasota, FL 34238

DATE: January 2013

Expected Outcomes

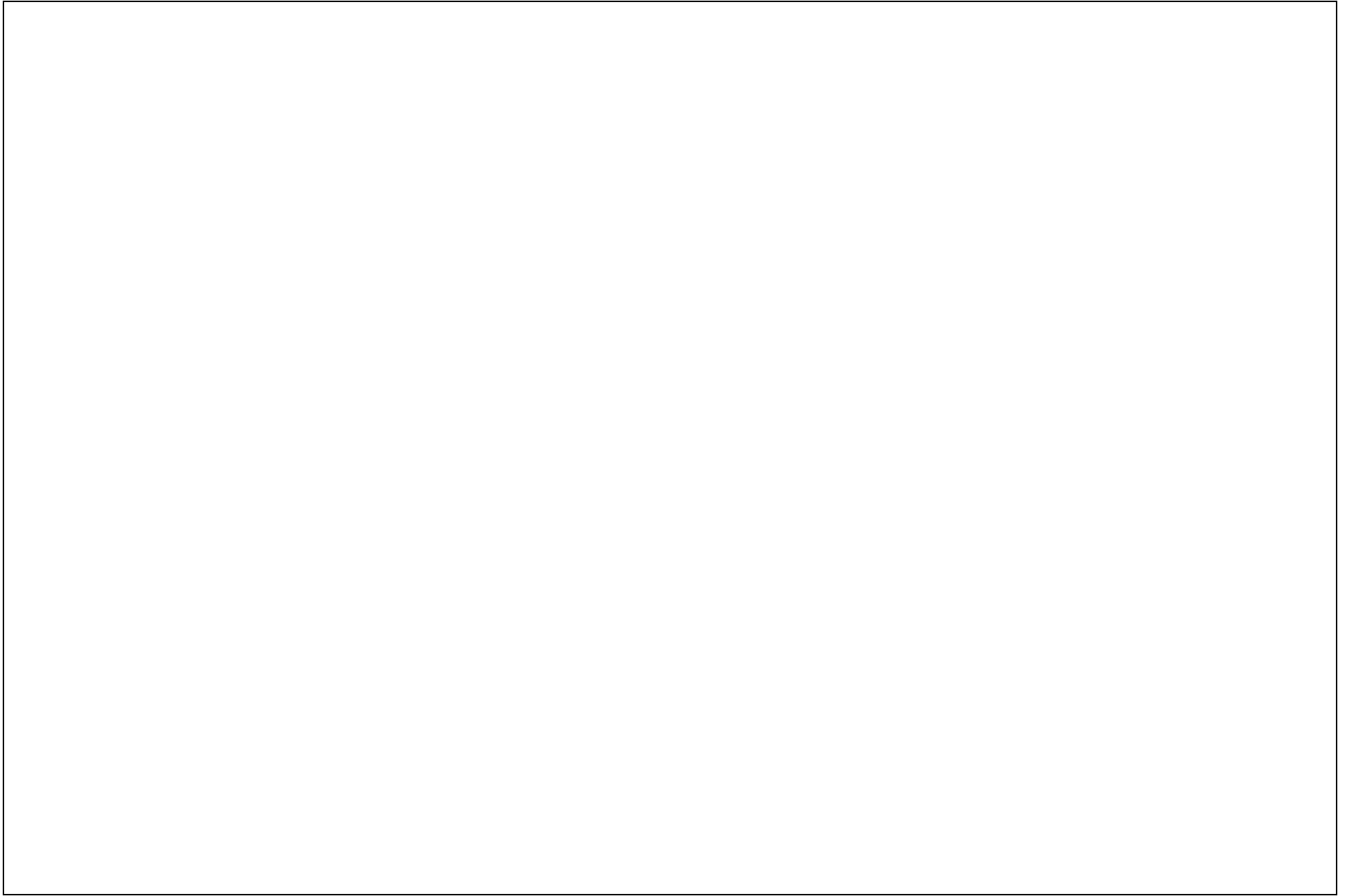
Measures of Excellence Area: Parent Choice

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**ime bound that is based on data for targeted subgroups.)
 71% of respondents indicated in the Family Survey that they volunteer at school sometimes, often, or always. In the 2013-2014 Family Survey, 75%+ of will respond that they volunteer sometimes, often, and always.

| Based on the Data Analysis, identify area(s) for improvement | Action/Strategies/ Interventions | Anticipated Barriers | Timeline | Person(s) Responsible for Implementation | Monitoring and Data Collection activities and tools for assessing progress/results |
|--|--|----------------------|-------------------------|--|--|
| Parent volunteerism | We will create varied opportunities for parent involvement | Parent schedule | 2013-2014 Family Survey | ISPR teaching staff | PALS |

Professional Development Aligned with Goal

| Goal Addressed | Academic Area or Six Measure Area | Facilitator | Target PD Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------|-----------------------------------|-------------|---|------------------------------------|-----------------------------------|
| Parent volunteerism | Parent Choice | Kim Cain | January 2014 – Brainstorm for utilizing parent volunteers | Six Measures white board in office | Kim Cain |



**The School Board of Sarasota County, Florida
Charter School Contract Renewals**

**Imagine School at Sarasota, LLC
D/B/A Imagine School at Palmer Ranch**

Financial and Enrollment Executive Summary

The school opened in August of 2009, with a student FTE earnings of 283 in grades kindergarten through grades 6. The school expanded one grade level for the next two years to be a kindergarten through grade 8 school. The school has a current student FTE of 520. The school has always been timely in the submission of their monthly unaudited financial statements and the required year end audit. The charter school entered into an operating sublease agreement with an affiliated entity of the management company for real property located at 6220 McIntosh Road, Sarasota, Florida, for the period August 1, 2009, through July 31, 2024. In the first year the school operated with a small surplus. In the fiscal year 2010-2011, the enrollment came in more than 100 students below projection and the school had to borrow funds from the Management Company. Details by year are contained in the below yearly financial analysis.

Interim Unaudited Financial Information for the Fiscal Year 2013-2014

In November of 2013, the Office of School Choice notified the school district that the charter school had achieved the ranking of High Performing. This changed the interim financial statement submission to a quarterly basis from the monthly submission requirement. The latest data available as of September 31, 2013, reported the unassigned fund balance to be \$150,752. The current student FTE earned is 520, based upon an original budget of 577 student FTE, for a shortfall of 57 student FTE.

Fiscal Year Ended June 30, 2013

The enrollment projection for the school year 2012-2013, was to earn 681 student FTE. The actual FTE earned was 574, a shortfall of 107 student FTE. The below information from the audited Financials demonstrates the problem associated with the student enrollment being 108 student FTE below the projection.

The audited financial statements, "Statement of Net Position", which includes capital assets and depreciation as of June 30, 2013, indicate the unassigned fund balance was deficit (\$132,520) or deficit 2.76% of total Governmental Fund program revenues. The total ending Net Assets was deficit (\$44,114). A net deficit of (\$44,114) is reported in the government-wide Statement of Net Position. An operating surplus has been budgeted for fiscal year 2013-2014, in the amount of \$117,010. In the audited Balance Sheet – General Fund and the Required Supplementary Information, the gross fund balance is \$10,635 and the unassigned fund balance is \$1.

The School Board of Sarasota County, Florida
Charter School Contract Renewals

Fiscal Year Ended June 30, 2013 - continued

Operating deficits are funded by the Management Company. The amount payable for the operating note advances as of June 30, 2013, is \$137,054 to be paid over the next two fiscal years.

In the notes to the Financial Statements, the Operating Capital Advance Note reads as follows: "In the event there are not sufficient funds to pay operating expenses, the Charter School may request operating cash advances from the Management Company. During the year in which an operating capital advance is made, the operating capital advances are to be reimbursed on the first date that funds become available, for which funds are not otherwise reserved under the Charter School budget.

If at the end of a fiscal year, the Charter School's fund balance is not sufficiently positive as defined by F.S. 218.503(1) (2011) and the requirements of the Sarasota County School Board, all operating capital advances made during such fiscal year shall be forgiven, that will enable the define fund balance to reflect a surplus of at least \$1, or greater if greater, the fund balance required by the Sarasota County School Board. However, in no event, shall the Management Company be required to make any operating capital advances, which if forgiven, may result in cumulative amount of forgiveness in excess of \$1,500,000. As of June 30, 2013, the cumulative amount of forgiveness to date was \$238,869 due to a current year contribution in the same amount. "

Fiscal Year Ended June 30, 2012

The enrollment projection for the school year 2011-2012, was to earn 562 student FTE. The actual FTE earned was 552, a shortfall of 10 student FTE.

The audited financial statements, "Statement of Net Position", which includes capital assets and depreciation, as of June 30, 2012, indicate the unassigned fund balance was deficit (\$82,602) or deficit 1.91% of total Governmental Fund program revenues. The total Net Assets is \$32,966. In the audited Balance Sheet – General Fund and the Required Supplementary Information the gross fund balance is \$153,279 and the unassigned fund balance is \$113,023. Operating deficits are funded by the Management Company. The amount payable for the operating note advances as of June 30, 2012, is \$205,581 to be paid over the next three fiscal years.

Fiscal Year Ended June 30, 2011

Prior to this fiscal year, the school was operating with no deficits and was not receiving operating advances. The enrollment projection was for 507 student FTE. The school earned 403 student FTE. A shortfall of 104 student FTE. This caused a negative \$213,214 change in net assets.

The audited financial statements, "Statement of Net Position", which includes capital assets and depreciation, as of June 30, 2011, indicate the unassigned fund balance was deficit (\$188,466) or deficit 5.32% of total Governmental Fund program revenues. The total Net Assets is deficit (\$94,928). In the audited Balance Sheet – General Fund and the Required Supplementary Information, the gross fund balance is \$68,748 and the unassigned fund balance is \$0. Operating deficits are funded by the Management Company. The amount payable for the operating note advances as of June 30, 2011, is \$274,644 to be paid over the next five fiscal years.

The School Board of Sarasota County, Florida Charter School Contract Renewals

Fiscal Year Ended June 30, 2010

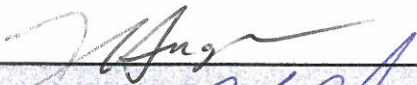
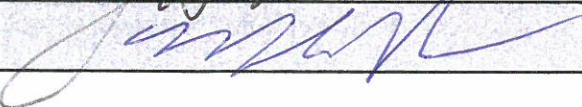
This was the first fiscal year of operations for the school. The student FTE projection was for 485 student FTE. The school actual student FTE was 283. The school adjusted staffing prior to opening to ensure staying within the budget. The audited financial statements, "Statement of Net Position", which includes capital assets and depreciation, as of June 30, 2011, indicate the unassigned fund balance was \$19,311 or .85% of total Governmental Fund program revenues. The total Net Assets is \$118,286. In the audited Balance Sheet – General Fund and the Required Supplementary Information, the gross fund balance is \$19,311 and the unassigned fund balance is \$19,311. As of June 30, 2010, there were no operating cash loans.

Section XI. Certificate of Acknowledgement

This section requires at least a majority of the governing body of the charter holder to certify that it has had an opportunity to review the completed renewal application and has authorized, during an open meeting, submission of the application to the district for consideration of renewal of the charter.

CERTIFICATE OF ACKNOWLEDGEMENT

The undersigned members of the governing body of the charter holder hereby acknowledge that they have had an opportunity to review the completed renewal application and have authorized its submission, during an open meeting, to the Sponsor for consideration of the renewal of the charter:

| | | |
|---|-----------------------------------|---------|
|  | Jason Hughes ^{President} | 1/27/14 |
|  | Michael Forbes | 1/27/14 |
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