

Sarasota County Public Schools
2011-2012 Charter School Application Process

State College of Florida Collegiate School at Venice A+STEM Charter School Application

**Charter Review Committee Review and Analysis of the Charter School Application and Addenda
February 16, 2012**

General Comments:

The State College of Florida Collegiate School at Venice A+STEM Charter School Application has many strong points and much merit. The application is well thought out and it details a strong program. Representatives from SCF A+STEM met with the Charter Review Committee (CRC) on February 9, 2012 to discuss strengths and areas of improvement for the application. The meeting was productive and much work was accomplished in anticipation of Sarasota County School Board consideration of the application on February 21, 2012.

The representatives of SCF were very helpful in elaborating on, and clarifying, several aspects of the application. Additionally, the SCF committee agreed to refine several key points for School Board consideration. Those points include: a refinement of the entrance criteria for the school, flexibility for qualifying criteria for ESE and ELL students and elaboration of expectations of grade 10 students as opposed to expectations of grade 11 and grade 12 students.

The SCF Collegiate School at Venice A+STEM Charter School representative submitted addenda on February 13 to respond to the concerns of the CRC. After reviewing the submitted addenda, the CRC continues to have concerns regarding how the school will meet the needs of students reading below or above level using research based strategies/interventions. At this time, the SCF charter school application meets 83% of the standards and partially meets 17% of the standards.

The district will need to work with SCF on the issue of the admissions criteria, which may pose a barrier to minority, ELL, and ESE students who traditionally do not do well on standardized tests, but have the potential to succeed in the program. Additionally the lack of clear dismissal procedures, including due process provisions, needs further refinement. If the application is approved by the School Board, these issues can be resolved during the development of the charter contract.

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The mission statement is clear. (Pg. 1) 2. The applicant proposes to provide a rigorous, STEM based high school program allowing students to earn a high school diploma and an associate degree simultaneously in preparation for admission to a baccalaureate program. (Pg. 1) 3. The applicant intends to increase minority and female student interest in STEM-related career pathways. (Pg. 1)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> 1. Please explain- what is unique about the proposed school that cannot be achieved at the existing high school dual enrollment programs in the area? 	SCF A+STEM creates a small learning environment on a college campus with access to college resources on site, such as individualized advisement, academic	The committee remains concerned about the conflict of interest that may exist where SCF, through the district’s Early College Program Articulation Agreement, controls

<p>2. The purpose and overview seem broad. What types of technology and Engineering will be the focus of the school? (Pg 1 – 2)</p>	<p>coaching, college clubs and tutoring. In addition to the high school diploma, students will earn 60 college credit hours in STEM study with college faculty and appropriate preparation for early entry into universities.</p> <p>A+STEM prepares students to transfer into college/university STEM programs with an AA degree. Students' schedules will be designed to fulfill as many of the prerequisites of Science, Engineering, Technology or Mathematics requirements at Florida universities; this includes but is not limited to Computer Science, Upper Level Mathematics, Chemistry, Biology, Geology, Physics, Engineering, and Biotech. Students will have access to SCF computer, math, science, engineering and art labs with a focus on cutting edge programs.</p>	<p>dual enrollment offerings at the local high schools while simultaneously competing for students in those programs.</p> <p>The applicant has adequately responded to the CRC committee's request.</p>
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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)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> The applicant has targeted an underserved population, minorities and women. (Pg. 3) The applicant has experience with another charter school in Manatee County.

Area in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> Qualifying criteria may limit the number of candidates that match the target population. How has the applicant evaluated interest in the school to determine that there is adequate student interest, as limited by admissions criteria, to support the school? (Pg. 3) 	<p>The issue of minorities and females in STEM fields are two very different issues with similar results. The result is that females and minorities make up disproportionately small percentages of STEM jobs in the United States (Griffin and High, 2011). These percentages are influenced by the experiences of women and minorities in STEM education. Each group has achievement scores in science and mathematics, which are significantly lower than the scores for white males (Nord et. al, 2011). The educational process is, however, where the similarities between these groups end.</p> <p>In education two trends are readily apparent. First, a smaller percentage of females attempt STEM degrees than their male counterparts. Once enrolled in STEM programs females have graduation rates, which are comparable to males.</p>	<p>The applicant will reexamine this requirement and submit additional information at the School Board workshop scheduled for February 21, 2012.</p> <p>SCF A+STEM Collegiate School addressed this concern in the attached addenda dated February 13, 2012.</p>

<p>2. How will flexibility be demonstrated for students who have limited English abilities or students who require alternative methods of assessment in order to ensure eligibility? The committee has concern regarding the entrance criteria and the possibility of an elitist setting which will significantly limit opportunities for ESE, ELL and low income students to participate. What plans are in place to enable these at risk populations to participate? (Pg. 3)</p> <p>3. The school is not “growing its own population” in terms of beginning with the lower grades (e.g. 9 and 10) and adding a grade per year. What is the school’s plan to recruit grade 11th and 12th students during the initial years of the charter to ensure that those students meet the course and credit requirements necessary to graduate? (Pg. 4)</p>	<p>Minorities, however, have a different experience. Minority males enroll in STEM programs at a rate, which is similar to their white counterparts. Unfortunately, the graduation rate for minorities is much less than that of whites (Chen, 2009) The issues presented by these gaps seem to be a problem in recruitment, and the second appears to be one of retention, but both can be addressed by individualized scheduling and advising for college success.</p> <p>Flexibility will be most available to incoming 10th graders. Sarasota student records will identify ESE and ELL students. Individualized scheduling will be in place to identify and remediate deficiencies. Academic support is available through peer group support, and tutoring provided by A+STEM and SCF. Because of the inclusion of the accelerated college courses, the minimum college standards must be attained by 11th or 12th grade. Individual advisement will be a key factor for success for individuals in the at risk populations.</p> <p>A+STEM as a charter school plans to make the new option available to the public through open house information sessions. As a department of SCF, the college public affairs department will design the marketing materials. Current dual enrollment students from Sarasota and</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p> <p>The CRC committee is concerned that SCF A+STEM may not be able to attract the numbers of students proposed due to the strict entrance criteria.</p> <p>SCF A+STEM Collegiate School addressed this concern in the attached addenda dated</p>
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<p>4. Please elaborate on the plan to address students who qualify for the program in grade 10, but do not meet the criteria for grades 11 and 12? (Pg. 4)</p>	<p>Charlotte Counties may be interested. Students from private and charter schools have also expressed interest. Recommendation for test preparation, virtual classes and remediation may be made available to interested students who show promise, interest and motivation.</p> <p>It is the goal of A+STEM staff to ensure preparation by 11th grade. The curriculum allows for a high degree of individualization in schedules. Rtl plans will be implemented for students needing additional assistance and attention. Student coaches and mentors will encourage student goal setting on a regular basis and become accountability partners for success. Remediation plans will be developed and enforced. Ultimately the SCF warning, probation, suspension plan may be implemented.</p>	<p>February 13, 2012.</p> <p>The CRC committee is concerned that the proposed school may not offer adequate support for students who experience difficulties and suggests the school utilize remedial programs already available on campus when appropriate as opposed to dismissing students from the school.</p> <p>SCF A+STEM's February 13th response describes available support services for grade 10 students, however, it does not indicate whether students will be able to access remedial college readiness courses that are offered at SCF.</p>
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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:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The proposal combines academic and practical experiences leading to a high school diploma and an A.A. degree. (Pg. 7) 2. A school counselor will work with students to ensure that appropriate course and credit requirements are met consistent with the school program. (Pg 5) 3. The school will follow the Sarasota County Schools calendar and implement a block schedule to maximize instructional time. (Pg. 5 – 6) 4. The applicant intends to implement cohort groups beginning at grade 10 to offer a social support structure to enhance student retention in the program. (Pg. 7 – 8) 5. The school intends to infuse technology in all aspects of the instructional program consistent with the professional standards of the International Society for Technology Education. (Pg. 9) 6. The applicant cites three Collegiate High School Programs being operated in Florida by state colleges, St. Petersburg College Collegiate High School, the Edison College Collegiate High School and the SCF Collegiate High School in Bradenton, as successful examples of the collegiate high school program model in Florida. All of these schools have achieved an A grade on the state grading system. (Pg. 11) 7. The school will utilize a delivery of blended instruction. (Pg. 6)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
1. How will students be offered course recovery if they fail the course or EOC exam?	A+STEM will develop individualized plans for remediation, including but not limited to virtual school, summer school, face-to-face tutoring and online tutorials.	The applicant has adequately responded to the CRC committee’s request.
2. How are students to be remediated when skill deficits are evidenced?	SCFCS Bradenton has developed a mastery program based on completion of achievement points and steps. Students	The applicant has adequately responded to the CRC committee’s request.

<p>3. The application references ESE students who will be placed with non-disabled peers for 80% of the day. However, the staffing plan does not address services that will be required for those students who need ESE support. How will the school ensure that the needs of ESE students will be accommodated?</p> <p>4. How will course offerings support students meeting all academic eligibility for the Florida Bright Futures Scholarship Program?</p>	<p>are not allowed to progress unless mastery is demonstrated. A similar individualized plan may be implemented in A+STEM. The SPC-CS has established a record of 100% high school graduation and 90% college graduation. The students moving through the program at a slower pace may complete high school with less college credit, but more credits than the average high school student.</p> <p>SCFCS Bradenton was successful in hiring a part-time ESE specialists to address identification, finding resources, providing parental services and record reporting. Other required services such as speech, language, and occupational therapy will be arranged as needed with outside consultants. Sponsor will be updated and asked for advice when it appears A+STEM is unable to meet any ESE students' needs.</p> <p>The A+STEM counselor will ensure that courses, community service hours, and grade point average eligibility information is availability to all students, depending on the year of their graduation. The counselor will follow guidelines on FACTS.ORG and the Florida Bright Futures websites in preparing schedules. Other collegiate school models are available for A+STEM to follow so that our students have access to Bright Futures as well. SCF financial aide advisors have contacts with Bright Futures and will be an additional resource.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p> <p>The applicant has adequately responded to the CRC committee's request.</p>
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Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The school will provide a tutoring program to keep student academic skills strong and consistent. (Pg. 13) 2. The teaching faculty will take a foundational reading course. (Pg. 17) 3. Progress toward meeting graduation requirements will be accelerated by using approved college level courses to simultaneously earn high school credits. (Pg. 13) 4. The school will support student-centered learning through the incorporation of a cohort based educational model, a blend of face-to-face and online instruction, and cooperative mentoring internships based on educational experiences. (Pg. 15)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> 1. While Achieve 3000 has been identified as a possible reading program for 10th graders, the application does not address the varying levels of readers who may use it or how the reading program will address students above or below grade level in reading. Please elaborate. (Pg. 17) 	<p>Achieve 3000 provides reading passages leveled specifically to the students reading ability from grade 3 to college level. The cross curricular passages are from Associated Press articles with the advantage that everyone in class can read the same article, but read it on their own level. In addition to reading, there are writing assignments and some mathematics problems as well. Research indicates that reading 2 passages a week for a term (40 total) will raise the reading lexile of participants. The program is automated so that it adapts to students’ ability by raising lexile level as students improve.</p>	<p>The applicant should realize that passages from the Associated Press provide a variety of types of text and topics for students to read. It is still essential, however, that SCF Charter address the differentiation of service to students at all levels.</p> <p>Although SCF A+STEM Collegiate School’s February 13th addenda addresses some of the concerns that the CRC expressed at the face to face meeting on February 9th, there is still concern regarding what research-based reading strategies/ interventions will be used to meet the needs of below and above level readers who may require remediation or enrichment.</p>

<p>2. On page 1 in the mission statement it is stated that SCF/CS will have an arts integration plan. Please clarify if the school will have an arts integration curriculum or offer fine arts courses as electives.</p>	<p>Both fine arts electives and art courses are planned. High school and college level creative art and design courses will be elective options for students. In addition, extracurricular opportunities with an emphasis on art in STEM will be available to students.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>
<p>3. The applicant intends to implement the school district progression and promotion policy but additional clarification is needed as to the year-by-year course and credit requirements needed to monitor progress toward graduation. (Pg. 16 – 18)</p>	<p>One strength of the A+STEM program is the ability to individualize schedules for each student. General pathways were developed based on university suggested requirements for STEM students. The role of the counselor will be to use FACTS.ORG and Sarasota promotion policy and SCF course planning guides to make the most appropriate choices for A+STEM students. Specific courses will not be known until students are identified.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>
<p>4. What is the attendance policy of SCF and SCFCS A+ STEM? (Pg. 13)</p>	<p>Both A+STEM and SCF instructors are expected to take attendance daily. Punctual and regular attendance is expected of all students! Any class session missed—regardless of cause -- may adversely affect the grade a student achieves in the course. SCF faculty report attendance 3 times each semester. A+STEM will work with SCF faculty to monitor student attendance and will maintain regular contact with grades 11 and 12 through coaching appointments, counseling sessions, and high school research seminar classes. Behavior plans (Rtl) will be developed for students with</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>SCF A+STEM Collegiate School addressed this concern in the attached addenda dated February 13, 2012.</p>

<p>5. What courses will be offered via SCF e-Learning campus? (Pg. 16)</p>	<p>poor attendance.)</p> <p>SCF offers all of the core classes in an e-learning format. However, it is the intent of A+STEM to place 10-12th graders in face-to-face classes, and use virtual classes for credit recovery, to allow for broader options such as with foreign languages, and to accommodate individual schedule challenges.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>
<p>6. Will students who have a strong interest in a STEM career, but don't meet one or more eligibility indicators be excluded from the program?</p>	<p>Once minimal college placement requirements have been met, no one will be excluded from the program. SCF only offers one AA degree; the 24 electives give the degree specific career focus.</p>	<p>The applicant will reexamine this requirement and submit additional information at the School Board workshop scheduled for February 21, 2012.</p> <p>SCF A+STEM's response in the attached addenda is more inclusive of students entering as a 10th grader, however, it still appears that students will be excluded as 11th graders if they don't meet the specified eligibility criteria.</p>
<p>7. How will the school address students who score level 2 or 3 on FCAT reading during their grade 10 year at the school?</p>	<p>Individualized plans for remediation will be developed. Remediation will be available through tutoring, support groups, summer courses, and/or Florida Virtual School.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>
<p>8. The plan does not include a RTI model of tiered intervention. Please elaborate.</p>	<p>SCFCS is familiar with the tiered Rtl model. The individualized counseling is available to all students (Tier I). In addition instructors evaluate student progress, grouping students for specific academic support for Tier II, finally Tier III students are identified for individualized instruction,</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>

<p>9. What are the dismissal criteria from the school?</p>	<p>monitoring, and support. Strategies are identified for each Tier based on the students identified and specific needs.</p> <p>A+STEM follows the recommendations of the Sarasota County Code of Contact with regard to dismissing students. In addition students in grades 11 and 12 are subject to the SCF Code of Contact for academic warning, academic probation and suspension. Academic warnings include a counselor’s plan to increase the opportunity for student success. Failure to meet academic standards of success by the end of the junior year would indicate that placement at SCF A+STEM is not an effective learning environment for the student and another alternative recommended.</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>Although SCF A+STEM’s response (see attached addenda) addresses the requirements to remain in the accelerated collegiate program, the information does not specify the dismissal criteria or process.</p>
<p>10. The plan does not detail an orientation or success plan for incoming grade 10 students. Please elaborate.</p>	<p>Prior to the beginning of fall 2012 classes, grade 10 students would attend a one-week orientation to A+STEM and college life. Team building activities would provide opportunities for cohorts to be formed. General expectations for conduct, grades, attendance, college readiness, and schedules, would be the focus.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>
<p>11. What is the plan for students enrolling that meet the entry criteria, but drop in skill level as demonstrated by FCAT score or other progress monitoring assessment?</p>	<p>Individualized plans for remediation will be developed. Remediation will be available through tutoring, support groups, summer courses, and/or Florida Virtual School. Students below level 3 will retest until successful. (4-7)</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>SCF A+STEM Collegiate School addressed this concern in the attached addenda dated February 13, 2012.</p>

<p>12. Since math is an integral part of STEM, specifically how will students be remediated during progress monitoring to ensure successfully passing final math exams?</p>	<p>SCFCS Bradenton has developed a mastery program based on completion of achievement points and steps. Students are not allowed to progress unless mastery is demonstrated. A similar individualized plan may be implemented in A+STEM. Students working at a slower pace will complete the high school degree with less college credit. (3-2)</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>
<p>13. Appendix 3-B1 detailing the school pathways seems to assume students have completed biology in grade 9. However, most students will not have completed biology at that time. Similarly, some of the pathways assume students have completed geometry prior to grade 10; which may also not be the case. How will the program be flexible to accommodate for those students?</p>	<p>The curriculum model for A+STEM is individualized and highly flexible. An educational plan will be created for every student so all students may not be taking the same core courses. Each student will have a schedule created around his academic abilities, goals, and needs. A combination of college courses and high school courses beginning in 10th grade will make for maximum flexibility. From entry in grade 10, the goal will be college driven. In addition the block schedule will allow from accelerated progress by some students who complete the required credits within one semester.</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>SCF A+STEM Collegiate School addressed this concern in the attached addenda dated February 13, 2012.</p>

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The applicant identifies clear and measurable goals for academic achievement, female and minority enrollment, and community partnerships. (Pg. 21 – 22) 2. Course and credit requirements for the four years of high school are clearly specified as are other program requirements such as FCAT, EOC exams, GPA for high school and college classes, and portfolio projects. (Pg. 23 – 24) 3. The applicant identifies baseline data to be collected in several areas including PERT scores, grades, FCAT scores, EOC exams, student demographics, retention rates, portfolios, field placements and practicums completed. (Pg. 25)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> 1. The committee has concern regarding progress monitoring at the school. Are mastery assessments and portfolios adequate for progress monitoring? (Pg 25) 	<p>Progress monitoring is not dependent totally on mastery assessments and portfolios. These types of assessments allow students to demonstrate what they can do with what they know. The curriculum will be step driven with achievement points along the way. The pace and progress through the steps include assessments that monitor progress.</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>If the application is approved, the district will work with SCF A+STEM to further refine this area during the development of the charter school contract.</p>

<p>2. Please note on page 23, graduation requirements as worded by the state should be 3 credits in Science, two of which must have lab component and one of three must be Biology</p> <p>3. The goals for female and minority enrollment appear to be low and recruitment strategies for these under-represented populations are unclear. (Pg. 22) Please elaborate.</p> <p>4. The application is unclear as to how baseline data will be interpreted or used to identify measurable goals for improvement beyond year one. (Pg. 27) Please elaborate.</p>	<p>There was an omission of Biology on the part of the typist. A+STEM science will include biology and at least 2 science labs.</p> <p>Charter schools are limited to lottery enrollment, so enrollment goals are set based on evidence from baseline data. Comparison of all students (by ethnicity and gender) who complete the “intent of enroll” forms to the number of females and minorities who are selected by the lottery will be relate information for setting more appropriate goals for future years.. Recruiting will be inclusive, but will direct attention to the need for more females and minorities in STEM fields. Direct mail will be directed to minority neighborhoods, Spanish translations will be available, and minority publications will be targeted. Community support will be sought from agencies supportive of education for young women to assist with recruitment. Females will be attracted into the program through retreats and workshops “just for girls” in science.</p> <p>In subsequent years, A+STEM plans to show growth from the baseline student achievement data at a rate above or equal to Florida and Sarasota District averages as measured by state accountability measures. In addition A+STEM graduates will be compared to SCF graduation data with the continuous goal of being equal to</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p> <p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>If the application is approved, the district will work with SCF A+STEM to further refine this area during the development of the charter school contract.</p>
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<p>5. In what ways will the school accommodate those students who require remediation as the result of failure of one or more EOC exams?</p> <p>6. Given that the budget does not address manpower or services for ELL students, what support is available to ELL students?</p> <p>7. Please clarify the specific methods of progress monitoring for ELL and ESE students.</p>	<p>or above the SCF average for retention, completion rate, transfer rate and success at the upper level institution.</p> <p>A+STEM will develop individualized plans for remediation, including but not limited to virtual school, summer school, face-to-face tutoring and online tutorials. (Item #1)</p> <p>Each A+STEM instructor for grade 10 will meet the Florida requirements for ESOL/ELL training. At least one should have ESOL endorsement. The counselor will review enrollment data, identify all ELL students, and work with instructors to implement required accommodations for improved student success. If appropriate these students will be served in a Tier II group of Rtl. In addition, SCF has ELL resources, such as master level instructors who teach ELL students; English for Academic Purposes classes; and translators available if needed.</p> <p>The A+STEM counselor, an ESOL instructor coordinator, and a part-time ESE specialist will monitor ELL and ESE students' progress. State assessments, instructor mastery assessments, and daily assignments will identify students who need additional attention. These students' needs will be addressed through the Rtl process, Tier III or II. Each instructor for grade 10 will be knowledgeable of strategies appropriate for the</p>	<p>The applicant has adequately responded to the CRC committee's request.</p> <p>The applicant has adequately responded to the CRC committee's request.</p> <p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>If the application is approved, the district will work with SCF A+STEM to further refine this area during the development of the charter school contract.</p>
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<p>8. The application should include detailed FCAT goals for grade 10. Please elaborate.</p>	<p>accommodation that are required. SCF tutoring is available for ESE/ELL students who are having difficulties in college classes. A+STEM will also maintain resources to assist with the needs of ESE and ELL students who enter college courses.</p> <p>A+STEM focus is on college readiness and success and in the process the FCAT goal was overlooked. Three goals should be added: (1) 100% of students who entered grade 9 in 2011-12 must pass the EOC course Algebra I at a Level 3. (2) 100% of students must pass the Grade 10 FCAT 2.0 Reading assessment for graduation purposes. (3) 100% of students scoring less than level 3 on FCAT 2.0 Reading will be remediated and will re-take the exam until they pass.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p>
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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:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- Demonstrated a commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.

- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of exceptional students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The applicant appears to understand the legal requirement to admit and enroll ESE students in a non-discriminatory. (Pg. 31) 2. The applicant clearly identifies the levels of ESE placements to be provided (80%+ of time spent with non-disabled peers). (Pg. 31) 3. ESE students will have access to the SCF Disabilities Resource Center (DRC) to ensure that appropriate accommodations and modifications are available to ESE students as needed. (Pg. 31)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> 1. It is unclear how the ½ ESE specialist will monitor all compliance activities and still have time to provide direct instructional support to students requiring that level of assistance. (Pg. 33) Please elaborate. 	<p>The ½ ESE position is a forecasted position. History of SCFCS Bradenton indicates that is sufficient time for the first year. A+STEM ability to add contracted service and additional services available through SCF Disabilities Resource Center all students will be served. If additional support is needed, or additional hours, the A+STEM administration would fund additional support. In a small charter, employees are hired with the understanding that team effort is required for student success. Often responsibilities are shared.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>

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(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Demonstrated a commitment to serving the full range of needs of English language learner students.
- Sound plans 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.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
1. ELL students will be taught by ESOL endorsed or certified teachers and will have access to the resources of the SCF Academic Resource Center for additional assistance in reading and writing. (Pg. 33)

Area in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
1. The committee is concerned that there is no FTE in the budget to address ELL needs and services.	This decision was based on experience at SCFCS Bradenton in a district with higher ELL needs. Currently SCFCS BC has 198 students with 36% minority, the largest group being Hispanics. Yet, we only have 2 ELL students and they are high functioning. We are serving these students through Rtl instruction plans,	The applicant will further refine this area based upon input from the CRC committee. If the application is approved, the district will work with SCF A+STEM to further refine this area during the development of the charter school contract.

<p>2. Applicant makes reference to the Florida Statute, Florida State Board of Education Rules, META Consent Decree, and State Board of Education (i.e., Chapter 6A-6); however, an understanding of the State and Federal requirements regarding the education of ELLs is not fully addressed. (Pg. 33, Section 7) Please elaborate.</p>	<p>individual coaches, and counselor support for testing. Should ELLs be identified through the lottery, budget adjustments could be made regarding FTE.</p> <p>Each student will complete the 3 question home language survey as required. Students responding “yes” to any question will be screened for English language proficiency. The test results may result in eligibility for ESOL services. At that point A+STEM ESOL coordinator would identify learning accommodations and assist instructors with compliance. Annual reevaluation with the CELLA tests measure proficiency.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>
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8. School Climate and Discipline

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

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

Evaluation Criteria:

A response that meets the standard will present:

- A school calendar and schedule that meets the minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
1. The applicant will utilize the Sarasota County Code of Student Conduct. (Pg. 34)

Area in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>1. The applicant has not yet developed the classroom management plan for the school. (Pg. 34)</p>	<p>The collegiate school believes in empowering teachers with regard to classroom management. Instructors will be brought in prior to the school year for in-service and school-based planning. Teachers will develop their own plan for behavior within their classrooms. After classroom interventions have been exceeded, or behavior has escalated beyond minor infractions, referrals are written for administrative action. The SCFCS referral form was included in Appendix 8. SCF has a history of successful experience with dual enrollment and high school students on a college campus. College faculty must describe their classroom policies in their syllabus and a college handbook identifies college protocol for behavior.</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p>
<p>2. The application does not identify academic and/or behavioral interventions to be utilized for students who are experiencing difficulty. (Appendix A-8)</p>	<p>SCF security is involved in overall safety plan for the campus and intervenes in situations concerning student safety. Behavioral interventions are included on the Discipline Referral Form. Both classroom interventions (seat change, redirection, verbal/nonverbal prompt, teacher detention) and administrative</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>

<p>3. The application does not include a comprehensive RTI plan detailing tiered interventions for students experiencing academic or social difficulties.</p> <p>4. What is the attendance policy at the school? Please elaborate.</p>	<p>decisions (parent conferences, in school detention or suspension) are identified. Emotional issues can be addressed through the SCF mental health contracted services at Bay Care and the A+STEM counselor.</p> <p>The Rtl process will be in place for academic difficulties. Rtl strategies might include – tutoring, schedule or teacher changes, private work area, peer study groups, mentoring, and use of college academic resources. Services may be provided to meet individual needs or to serve groups of students with similar needs. All students receive individual academic counseling, leadership seminars, and a variety of study areas.</p> <p>Both A+STEM and SCF instructors are expected to take attendance daily. Punctual and regular attendance is expected of all students! Any class session missed—regardless of cause -- may adversely affect the grade a student achieves in the course. SCF faculty report attendance 3 times each semester. A+STEM will work with SCF faculty to monitor student attendance and will maintain regular contact with grades 11 and 12 through coaching appointments, counseling sessions, and high school research seminar classes. Behavior plans (Rtl will be developed for students with poor attendance.) (Item #4)</p>	<p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>The CRC would like SCF A+STEM to provide its comprehensive RTI plan detailing tiered interventions for students experiencing academic or social difficulties.</p> <p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>The attendance policy is adequately addressed on page 11, Section 4 - Item 4.</p>
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<p>5. The discipline plan seems to be more reactive than proactive. The applicant may want to review the district’s PBS program or something similar for more ideas. (Pg 34)</p>	<p>The proactive aspects of A+STEM are community building and image development. The school emphasizes a collegiate identity of rigorous courses, college level grade expectations, leadership and excellence. The research seminars teach college readiness skills and emphasize leadership, ethics, organization, time management and peer support. Students will be enrolled in college classes in cohorts to 10 to encourage continuity of the group image.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>
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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.

9. Governance

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> The Board of Trustees for SCF will also serve as the Governing Board for the proposed charter school. Board members and their qualifications are identified in the application. (Pg. 35 – 40) The school will develop a school advisory council to serve in an advisory capacity to the school administration and board including a designated parent liaison to address parent issues and concerns. (Pg. 40)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Areas in Need of Additional Information and/or Clarifications	Charter Applicant’s Response	CRC Review/Comments
<p>1. The committee is requesting a draft of the school’s professional development plan identifying topics to be covered, a schedule, and how PD will be funded. (Pg. 46 – 47)</p>	<p>Professional development will be provided in a variety of ways. SCF provides ongoing development through faculty planned workshops and professional development days at no cost to instructors. A+STEM will concentrate on instructional practices with new technology, including mobile technology, Promethean Active Boards, Media Scape and MAC presentation stations. This training comes with the purchase of new technology. Individual instructors have up to \$750 annually for travel to professional seminars, or toward college course credits for accreditation, endorsements, or re-certification. Professional development funds are included in the technology and travel items in the budget.</p> <p>A+STEM instructors are asked to attend 8 days of professional training out of 194 days per year. The training calendar for SCFCS Bradenton for 2011-12 will be provided as an example.</p>	<p>SCF A+STEM Collegiate School addressed this concern in the face to face meeting on February 9, 2012. The attached addenda provides additional details regarding professional development plans.</p>

11. Education Service Providers

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

Statutory Reference(s):
s. 1002.33(7)(a)(9)

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
This section is not applicable. (Pg. 49)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

12. Employment

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. Staff will be public employees of the SCF Charter School. (Pg. 51, Appendix A-12) 2. Staffing and personnel procedures are included in the Appendix of the application. (Appendix A-12)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> 1. (Pg 51) The level of employee screening for high school students is specified in the Jessica Lunsford Act. The current level required at the SCF campus does not meet that threshold. If the application is approved it will become a public school and must adhere to K-12 state public school standards for all employees, contractors and vendors. Please specify how those requirements will be achieved. 	<p>SCF Venice Campus has already addressed the concerns of the Jessica Lunsford Act due to the existing number of dual enrollment students on campus. All SCF employees are fingerprinted. Contractors and outside vendors are directed to the SCF warehouse/receiving in facilities at the back of the campus. SCF security chief has developed standards and regulations for safety and ensures that A+STEM and SCF are in compliance.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>

<p>2. High school teachers must be highly qualified in their field of certification. How will SCF ensure that the college faculty meets that standard?</p> <p>3. Instructional staff and school administrators' evaluations must incorporate a student growth model. The evaluation in Appendix A does not meet the state standard requirements.</p>	<p>Entrance to A+STEM facilities are planned to limit visitors from entering the school without clearance through the front office. Volunteers will be fingerprinted. Software used to identify sex offenders in a national database will be used and visitor badges will be assigned.</p> <p>College classes taught by college faculty are not bound by the certification requirements. SCF faculty are hired through a highly selective search process, all have masters degrees, are evaluated annually by students, and observed by department chairs. Professional development is required and behavior plans written when evaluations are not satisfactory. In addition SCF Associate Vice-President for Academic Success will work closely with Department Chairs and the A+STEM counselor to ensure a quality learning experiences for the collegiate school students.</p> <p>SCF A+STEM will add a student growth model to the evaluation system. We would like to follow the model of the Sponsor. We are aware that S.I.P data is used for administrators, and FCAT testing and student achievement and acceleration will be used for 10th grade instructors. The model submitted was developed for SCFCS Bradenton prior to the new legislation.</p>	<p>The applicant has adequately responded to the CRC committee's request.</p> <p>The applicant will further refine this area based upon input from the CRC committee.</p> <p>Since the February 13th addenda did not include an instructional and school administrators' evaluation incorporating a student growth model, SCF A+STEM will need to develop an evaluation that meets the standard requirements.</p>
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13. 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.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The application clearly identifies several recruiting and marketing strategies. (Pg. 53) 2. The enrollment and admissions policy is clearly described and includes the requirement for a lottery if applicants exceed the capacity of the school. (Pg. 54) 3. An enrollment chart is provided for each year of the charter. (Pg. 54) 4. A parent handbook, including admission policy and procedures, will be developed in Fall 2012. (Pg 55)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<ol style="list-style-type: none"> 1. Qualifying criteria may limit the number of candidates that match the target population. The committee has concerns regarding the admissions criteria and the opportunity for ESE and ELL students to participate in the program. (Pg. 3) Please address this concern. 	The collegiate A+STEM school is open to any secondary student residing in Sarasota County or covered in an inter-district agreement regardless of race, ethnic and national origin, gender or religion including, but not limited to, those meeting the criteria of the Individuals with Disabilities Education Act, English for Speakers	The CRC committee is concerned that SCF A+STEM may not be able to attract the numbers of students proposed due to the strict entrance criteria.

	<p>of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. The goal of A+STEM is to create an appealing environment that attracts motivated students into the accelerated college model.</p> <p>Females and ethnic minorities are a focus (target) for recruitment because they are identified as an underserved population in STEM careers. The combination of the ARTS + STEM should be appealing to a wider variety of learners.</p> <p>Sarasota student records will identify ESE and ELL students. Individualized scheduling will be in place to identify and remediate deficiencies. Academic support is available through peer group support, and tutoring provided by A+STEM and SCF. To ensure that students' needs are met, a 1/2 ESE specialist will be hired to ensure that accommodations are provided, parent meetings are held and appropriate records completed and filed.</p> <p>Students who enter at grade 10 will be provided sufficient support for success. Because of the emphasis on the accelerated college program, the minimum college standards must be maintained, as with all dual enrollment students. Individual advisement and individual scheduling will be a key factor for success for individuals in the at risk populations. (Item #2)</p>	
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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.

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>1. The proposed charter school will be housed on the SCF Venice Campus. Space requirements and facilities to be used are described in the application. All facilities are 504 and ADA compliant. (Pg. 57 -58, Appendix A-15)</p> <p>2. The grade 10 program will be housed in a “self contained” setting, while grade 11 and 12 students will access the full campus due to their enrollment in college courses. (Pg. 57)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>1. While the applicant does not anticipate a need for extensive renovations, the application does not specify how any renovations that are needed will be funded. (Pg. 61)</p>	<p>We are waiting for public confirmation from a local foundation for the funding.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>

15. Transportation

The Transportation 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 transportation plan that will serve all eligible students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>1. The school intends to utilize public transportation (SCAT) by issuing bus vouchers to students who cannot provide their own transportation. On campus parking will be provided to students who are able to drive themselves to school. (Pg. 63)</p> <p>2. The applicant will consider contracting with the school district for any students whose transportation needs cannot be accommodated within the provisions above. (Pg. 63)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments

16. 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.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
1. The applicant does not intend to contract with the school district but does identify several options for providing required food services to students. (Pg. 65)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
1. The application mentions vouchers for students who qualify for free and reduced lunches, but vouchers violate the confidentiality of the federal lunch program. Please detail how vouchers will be used without identification of individual students. (Pg. 65)	The collegiate students may follow that same procedure established by SCF for students on scholarships. Student rosters are used to record scholarship students and the addition of collegiate students that process would not violate the confidentiality by identifying free and reduced students. Or the collegiate office may offer the purchase of lunch tickets to all students and free/reduced students' vouchers would be accommodated that way.	The applicant has adequately responded to the CRC committee's request. Further discussion during the February 9 th meeting and the additional information submitted on February 13 th clarified and resolved those concerns.

<p>2. Will the school contract with the school district for lunch services or will the school develop its own program that meets the federal lunch program requirements?</p>	<p>SCFCS Bradenton currently has contracted with the SCF food vendor to provide food according to the federal lunch program standards. A+STEM will follow a similar model. A contract with the district for food service is not needed. Collegiate students will eat in the college café or other appropriate location on the SCF campus.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p> <p>Upon further discussion during the February 9th meeting, SCF may likely contract with the district for food services.</p>
<p>3. The application refers to the Department of Education as the overseeing authority of school lunch programs, but the overseeing authority is the Department of Agriculture. (Appendix 17-C)</p>	<p>A+STEM is aware of the recent change and has updated contact information.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>
<p>4. Please provide a more detailed description of the breakfast program.</p>	<p>The breakfast program may be part of the federal lunch program and will meet those standards for nutrition. It will be available to all collegiate students before classes in the 800 building.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<p>1. The application appears to contain all required budget documents including an operating budget, a start-up budget, a budget narrative, and a cash flow budget. (Appendix 17-A to 17-E)</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>1. The Federal Startup Grant expenditures in 2012-2013 that are highlighted do not equal the revenues. Additional information is needed as to what the balance of the Federal Grant revenues will be utilized for. (Appendix 17)</p> <p>2. There is not a budget for facility rental and the associated operating costs for custodial services, utilities, telephone, etc. The school will be considered a component unit of the Sarasota County School Board and should have those costs reflected. The school must complete a yearly cost report which, without those costs reflected, would raise concerns with the Florida Department of Education which requires a minimum expenditure per student to be 80%.</p>	<p>Federal CPS grant is being written at this time. The deadline has been extended to March 14, 2012. Grant purchases have not been defined. However the focus is on direct instructional services, such as purchasing high school and college textbooks, classroom technology and additional professional development.</p> <p>As a department within the college we do not pay direct costs for custodial, utilities, phone service, or facility rental. At the time of the yearly cost report SCF will provide an estimated cost analysis for such expenses to the District.</p> <p>We contacted the FLDOE School Choice Department for clarification and were told this would not be an issue for the Sponsor.</p>	<p>The applicant has adequately responded to the CRC committee’s request.</p>

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
<ol style="list-style-type: none"> 1. The SCF Office of Finance and Accounting will provide fiscal management, oversight, and internal controls. (Pg. 69 – 70) 2. Documentation of appropriate insurance coverage, including selected vendors, is provided in the application. (Pg. 70)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

19. Action Plan

The Action 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.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
1. An action plan describing the tasks to be accomplished, a description of each task and a timeline is included in the application. (Pg. 71 – 73)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments

**Final Response to Charter Review Committee Review and Analysis of
The State College of Florida A+STEM Collegiate School
February 13, 2012**

2-1 Qualifying Criteria grade 10 (p. 4)

- All 10 grade students who identify themselves with the A+STEM "intent to enroll" form will be considered pre-collegiate and accepted into the lottery.
- Once selected through the lottery and enrolled, educational plans will be written for each 10th grade student to ensure they are adequately prepared to meet the going-to-college goal.
- A+STEM personnel would be open to advise any high school student who may believe they need an educational plan for the collegiate school beginning in 9th grade.

2-3 Recruiting Student Body Grades 11 and 12 (p. 5)

- Students interested in the collegiate high school (grades 11 and 12) must attend an information session where the mission and expectations of the school will be presented. At this session they may indicate their interest by completing the "intent to enroll" form.
- All students who complete the "intent to enroll" form are entered into the lottery.
- The lottery process will identify up to 100 students per grade for enrollment.
- All students (grades 11 and 12) drawn through the lottery will be contacted for a face-to-face interview with the SCF A+STEM counselor. Academic history and test scores will be reviewed. Any additional testing will be arranged (at no cost to the student) through the SCF testing center.
- GPA, FCAT scores, PERT, ACT or SAT scores will all be options for meeting the minimum eligibility requirements for grades 11 and 12.
- Students entering at the junior or senior level will begin taking college courses the first semester; therefore, they must meet minimum eligibility criteria for college enrollment.

2-4 SCF A+STEM student preparation for grade 11 (p. 6)

- All A+STEM and SCF resources would be engaged to assist students in 10th grade with meeting the 11th grade criteria. (EPs, RtI Plans, remediation courses, high school guidance, college advising, tutoring, coaching, peer study groups, Jr/Sr seminars)
- The same resources will be available to juniors and seniors to ensure their success as well.
- **A+STEM** students must maintain a minimum 2.0 GPA for credit in college courses.
- The SCF progression plan includes direct student intervention and the creation of a plan for success.
- History from other collegiate schools indicates 100% high school graduation is the norm and college graduation with the AA degree is usually 90-100%

3-1 Reading Program for all levels (p. 10)

- The collegiate school will provide direct reading instruction (classes) as needed based on FCAT scores, including hiring an adjunct reading instructor or coach
- RtI will be used to identify and track student progress for 10th graders
- Students in grades 11 and 12 will have access to college resources
- Content area teachers for grade 10 will meet minimum required reading requirements

4-4 Attendance Policy (p. 12)

- For 10th grade students attendance will be taken in each class
- Attendance will be taken each day in the Jr/Sr Seminars
- Counselor and student coaches will monitor attendance of students who are enrolled in college courses

4-6 Student Eligibility vs. STEM Interest (p. 12)

- Grade 10 enrollment is open to selection by lottery (no additional requirements)
- Every effort will be made to assist the student in completing the minimum college placement criteria by 11th grade
- Once the minimum criteria is met no exclusion will be made from the program
- 100% of students will meet high school graduation requirements, although no all students will achieve enough credits for AA graduation
- Students may stay in the program until high school graduation.
- Resources will be explored for additional assistance for completion of the AA for those students who are very near college graduation

4-9 Dismissal Criteria (p. 13)

- Students in grade 10 must maintain a 2.0 GPA
- Students who fail the end of course exams or FCAT, must remediate and retake exams until they pass
- SCF requires students to earn a 2.0 in college courses for transfer credit
- Students will be provided the assistance they need to stay in the program, and will be expected to complete
- In addition, Bright Futures and some STEM universities require a minimum 3.0 to qualify, so support will be provided all students who are working toward college graduation and advancement in STEM careers

4-11 FCAT Remediation (p. 13)

- Each student in grade 10 will have an individualized education plan with the goal of college graduation
- Plans will be revised to provide remediation, course recovery for those who fail the FCAT, and re-takes of exams
- College and collegiate school resources will be engaged to assist whenever needed

4-13 Pathways for Program Completion (p.14)

- Pathways were designed based on other collegiate programs. They are merely drafts
- Individualized pathways will be developed based on where the 10th grade student is when enrolled
- Students who enter without biology or geometry will have the opportunity to fulfill those credits at A+STEM
- Recommendations may be made by the counselor for summer courses (FLVS) to better prepare for the collegiate fall schedule
- Again the emphasis will be on 100% high school graduation with as many STEM college courses as scheduling allows

10-1 Professional Development Plan (p. 26)

- Professional development handouts were left with the committee on Thursday. I will also add them to this email.

16-2 Food Service (p.34)

- The collegiate school in Bradenton has established procedures for identifying qualifying families. A+STEM can follow the model that has been created.
- Food service has yet to be finalized pending a follow-up meeting with the Sarasota Food Service Director.
- A+STEM is prepared at this time to subsidize lunch costs for free and reduced eligible students if the district plan is not implemented.

Staff Development Training
 State College of Florida Collegiate School Bradenton
 2011-12

August 8 8:30 AM-3:30pm Welcome Back Instructors	Achievement is the Goal/Time is the Variable	Corey Booker Video
	Origin of SCFCS	Drs. Hafner and Crocker
	Teacher Manual - Policy and Procedures	Cynthia Reynolds SCFCS Academic
	SCFCS Philosophy	Kunskapsskolan Model Video
	Tour of new classrooms at SCFCS	Kelly Monod Head of School
	Quality Matters Curriculum Mapping Steps and Achievement Points	Cynthia Reynolds
	Distribution of technology and initial apple training	Ipad and Mac Book – Steen SCFCS Connect, Email, Website
August 10 9:30-4:00	SCF Campus Resources Tour SCF library/media center presentation Team Building	Returning instructors SCF Library Staff SCFCS administration
August 11 10 – 4:00 pm	Planning and Collaboration Room Set Up	Returning instructors
August 12 – 9:00-12:00 1:00-4:00 pm	Promethean Active Board TeenBiz 3000 Workshop	Promethean Representative Joe Curran-Achieve 3000
August 15 9:00-1:00 pm	SCFCS Teacher Manual SCF Collegiate School Molestation, Abuse and Sexual Misconduct Policy	Cynthia Reynolds Kiera Scott SCFCS Behavior Specialist/SRO
August 15 1:00 – 4:00 pm	Blackboard Learning Management System Training	Catherine Randazzo SCFCS Instructor
August 16 9:00-4:00 pm	SCFCS Teacher Team Planning Classroom Management Behavior, Computer policies	Returning instructors Kelly Monod, Head of School

	Wellness Policy	
August 18, 9:00-1:00 pm	First Aide/CPR/Medicine	American Red Cross
August 19, 8:30-3:00 pm	SCF Convocation and College Welcome	SCF Administration
January 2	RtI Strategy Development Training & Collaboration	SCFCS Instructors Cynthia Reynolds
January 18 8:30-3:00 pm	Achieve Training for Reading across Curriculum Sample Lessons Data Analysis for SCFCS	Joe Curran - Achieve
January 20 8:30-3:00 pm	SuccessMaker Instructional implications for Math	Elam Hunter Webinar

Subject: Upcoming Workshops for Faculty: Spring 2012

Date: Tuesday, February 7, 2012 3:48:37 PM ET

From: Bojanowski, Anastasia

To: Faculty Bradenton, Faculty Venice

Mark your calendars now for upcoming workshops for faculty. We have recently added workshops to the calendar: thank you to all of the faculty who have volunteered to present on the topics with which they have a passion.

Here is a list of the current workshops. Please take a look at the list and feel free to sign up for any that are of interest in Banner (see directions at the end of the e-mail). Understand that more workshops will be added as the semester continues.

Workshop	Campus	Date	Day	Time	
Best Practices: Remembering Student's Names	Venice	2/10/12	F	10:00-11:50 AM	800
Best Practices for Student Engagement	Venice	2/15/12	W	2:00-3:50 PM	300
Behind the Pages at the SCF Library	Venice	2/15/12	M	2:00-3:50 PM	
ANGEL: The Basic Essentials	Bradenton	2/17/12	F	12:00-1:50 PM	Bc
Effective Classroom Materials	Bradenton	2/18/12	S	8:30-10:20 AM	Bc
Effective Classroom Management	Bradenton	2/18/12	S	10:30 AM-12:20 PM	Bc
Effective Evaluation & Assessment Tools	Bradenton	2/18/12	S	1:00-2:50 PM	Bc
Behind the Pages at the SCF Library	Bradenton	2/20/12	M	2:00-3:50 PM	Ups
Art on Campus	Bradenton	2/24/12	F	5:00-6:50 PM	Blc
Neither This nor That: Teaching Hybrid or Blended Courses	Bradenton	2/28/12	T	2:00-3:50 PM	Bc
"They Said-We Said": Faculty and Student Perceptions of Engagement	Venice	3/21/12	W	2:00-3:50 PM	800
"They Said-We Said": Faculty and Student Perceptions of Engagement	Bradenton	3/28/12	W	2:30-4:20 PM	Bl
Tricks and Tools from FETC	Bradenton	3/30/12	F	12:30-2:20 PM	Bc
Pop Culture in the Classroom: Online	Online	4/9-20/ 12		Online	

Instructions for registering for Workshops:

- Go to SCF Connect
- Log in
- Click on the Faculty tab
- Click on the Banner Self Serve link
- Click on the Student Registration and Financial Aid link
- Click on the Registration link
- Click on Look up classes to add link
- Select Faculty Professional Development Fall on the drop-down menu
- Select FPDZ
- Select FPDZ Workshop 1
- Then click Class Search

Please let me know if you have any questions.

Take care.

"The soul is in her native realm, and it is wider than space, older than time, wide as hope, rich as love." ~Ralph Waldo Emerson

Anastasia Bojanowski

STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL

Student Behavior Management Process

