



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
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OFFICE OF CHARTER SCHOOLS

MEMORANDUM

To: School Board Members

From: Deb Metheny, Supervisor, Choice and Charter Schools
Staff for the Charter Review Committee

Date: October 15, 2010

Re: Summary Comments for Charter School applications

On August 1, 2010 the district received nine applications for new charter schools to open in the fall of 2011. Since that time, several of the applicants have withdrawn their applications and we now have three candidates for your review. A complete application from the remaining three applicants is available to you in the Board Office. The Charter Review Committee (CRC), along with a charter school consultant, has carefully reviewed each application for its compliance with statute and its evidence of meeting standards necessary for the operation of a high quality charter school. Each applicant was allowed to present the key features of their application and receive feedback from the Charter Review Committee early in the review process. A copy of the tape of that session is available for your review.

Since the presentation by the applicants, the CRC members have individually and collectively reviewed the applications and provided feedback on all components of the applications. Applicants were allowed to clarify or amend their applications based upon that feedback until September 22, 2010. In addition, the applicants were invited to a final clarification interview on October 7th to discuss any unresolved issues or concerns of the Charter Review Committee. A copy of the tape of those interview sessions is available for your review. The attached evaluations reflect the exact comments of CRC members and the applicants themselves as well as summary comments reflective of the extent to which the CRC believes the standards have been met in the applications. Hopefully, these comments will be helpful to you as you prepare for your workshop with these applicants next Tuesday, October 19, 2010.

The applicants will receive these summary reviews today so they will be aware of the areas of continued concern raised by the reviewers. The applicants are also aware that the Board may have additional questions that they may be called upon to address. Agenda items related to the approval of these applications are set for November 16, 2010.

Please feel free to call on me if there is anything I can do to assist you in preparing for your workshop.

Cc: Lori White, Superintendent
Natalie Roca, Executive Director, RAE



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**CHARTER REVIEW COMMITTEE
FINAL SUMMARY OF FINDINGS**

October, 2010

Imagine High School at North Port

Attached are the final findings from the district Charter Review Committee (CRC) related to the application of the Imagine High School at North Port. School Board action is scheduled for November 16, 2010.

The following timeline has been used in the receipt and review of this application:

April 28, 2010	Orientation session for all new charter applicants
Aug. 1, 2010	Application received from Imagine High School at North Port
Aug. 19, 2010	Applicant presentation to CRC (taped)
Sept. 9, 2010	Initial CRC review response shared with the applicant
Sept. 22, 2010	Application responses and amendments received from Imagine High School at North Port
Oct. 7, 2010	Clarification interview conducted by the CRC with The Imagine High School at North Port Board and staff
Oct. 15, 2010	Final summary comments related to the review shared with Imagine High School at North Port and School Board
Oct. 19, 2010	School Board workshop with applicant
Nov. 16, 2010	School Board vote on application

The CRC determined at the initial review of the application that **6** of standards were completely met, **13** were partially met and **0** were not met. **Upon review of the revisions and supplemental materials submitted by the applicant, the CRC has determined that 17 of the standards have been fully met and 2 have been partially met.** The applicant has met all deadlines and requirements of the application process.

The attached documents are those reviewed by the committee. The applicant's first revisions are noted in red italics in the application evaluation document. In addition, items submitted with the revisions are included in with the packet.

Florida Charter School Application Evaluation Instrument Imagine High School of North Port

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

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

The Charter Review Committee found the application to be well-written and founded on good educational principles. The applicant has experience with operating a K-8 school in the district and the application evidenced knowledge of the district's systems and processes. Several areas of concern were raised by CRC members during the application review process. The applicant responded in a timely manner to all requests for additional information and clarification. Governing board members described their support and involvement in the school during the interview process. There appears to be significant parent, student and local government support for the proposed school.

The CRC has continuing concern about several areas of the application. While the applicant has met the standards, the CRC is

aware of the unique challenges of providing a range of services for students at the high school level. Issues of teacher certification, course offerings and diversified needs of students face any high school but those can be intensified in a small school. The applicant should adequately plan for the need for additional personnel and financial resources to adequately meet those challenges.

The CRC is concerned about several aspects of the governance structure of the applicant. The current structure allows for the Imagine Schools, Non-Profit (ISNP) an entity providing services to the school, to appoint or dismiss local governing board members giving the local board less than total control of the school. The applicant has indicated a willingness to address this concern during contract negotiations if the application is approved. The ability of the governing board to carry out its statutory responsibilities is dependent upon having appropriate local control. The CRC would recommend that any charter, if offered to this applicant, contain safeguards for the separation of interests and responsibilities in organization and finance between any entity providing services to the school and the local governing board.

The applicant describes the organizational relationship of the proposed school with Imagine Schools, Non-Profit as a partnership rather than an Educational Service Provider (ESP). The applicant has clearly defined the services to be offered to the school by Imagine Schools, Non-Profit. The CRC views the services offered by ISNP to be those normally associated with an ESP.

The business and action plans of the plan and budget submitted with the application have significant detail to provide the CRC with confidence that the applicant has adequately planned for the opening of a school. Initial review of the budget revealed the need for a minor correction which was made upon request.

Details of comments and concerns of the Charter Review Committee follow.

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Pg 3 The school's states its mission to provide a college-career preparatory education designed to equip students to meet the challenges of the 21st Century including personalized, rigorous, and real world learning experiences in a small, caring culture.</p>	
Concerns and Additional Questions	Reference
<p>Who will cover the cost of University of Miami Global Academy?</p> <p><i>Imagine High School at North Port will provide for all student-related expenses in its annual budget, including the cost of accessing and utilizing online curriculum such as provided by the University of Miami Global Academy.</i></p> <p>Pg 3 The school's fall to spring assessment of student achievement</p>	

may be useful as an internal evaluation tool, but cannot replace state required year to year assessment such as FCAT in establishing academic achievement goals for the school or meeting NCLB standards for AYP.

Imagine High School at North Port will use the fall to spring assessments as a useful measure of learning gains, but will not use it to replace required annual assessments nor use it in lieu of targeted achievement goals for meeting state and national standards of achievement.

1. Final Comments from Charter Review Committee:

Standard is fully met.

2. Target Population and Student Body

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Pg 25 The school’s enrollment projections for the term of the charter seem reasonable given the intention of the school to establish a “feeder” relationship with Imagine School K-8, already existing in the North Port community.</p> <p>Pg 25 The applicant demonstrates an understanding of constitutional class size requirements not to exceed 25 students at grades 9-12.</p>	

Concerns and Additional Questions	Reference
<p>Pg 25-26 The school may face challenges in offering an appropriate range of high course offerings, including electives and intensive reading, given the school’s relatively small enrollment, especially during years one and two of the charter.</p> <p><i>As stated in the charter, Imagine High School at North Port will offer a comprehensive yet balanced range of course offerings that will meet any and all state requirements, allowing students to graduate on time with the appropriate and relevant credits in order to qualify for the various levels of Bright Futures scholarships. As a small school however, the course offerings will naturally be less in the elective fields, but will be adequate and representative of both the programs offered in the feeder school and of student interest.</i></p> <p>#2 - enrollment 600 students, grades 9-12; what is the racial breakdown of the Imagine feeder schools?</p> <p><i>As of 9/15/10, the racial breakdown of the Imagine School at North Port (K-8) school is: White: 76%, 10% Hispanic, 5% African-American, 6% Mixed Race, 1% Asian, and 1% Indian. Comparing the demographics of Imagine School at North Port (K-8), with the city of North Port, the school meets and in some cases exceeds the demographics of the local community.</i></p>	

2. Final Comments from Charter Review Committee:

The CRC was initially concerned about the capacity of a small high school to be able to offer the breadth of coursework demanded by secondary students. The applicant, acknowledged that they would have some limitations on the numbers of elective courses that they could offer. However, through clarification of budget items and responses at the clarification interview, the applicant detailed how the school planned to expand course offering through online courses included as part of their educational program. With this additional information, the CRC finds that:

The Standard is fully met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Pg 28-31 The applicant provides a good description, including a graphic representation of the school’s Service Learning Program.</p> <p>Pg 33-37 The applicant references the research supporting the schools various instructional methodologies including Small Personalized Learning Environments, Teaching and Learning, Advisory Cohorts, Interdisciplinary Teaming, Service Learning, Student Voices, and SCANS Five Competencies, Skills and Personal Qualities.</p> <p>Pg 38 The application clearly demonstrates the alignment of the school’s instructional approaches with the school’s mission #3 - obvious experience and support</p>	

Concerns and Additional Questions	Reference
<p>Pg 28 The application is unclear as to how teachers will be trained to assume their “Advisor” role in the school’s Advisory Cohort Program.</p> <p><i>Attached please find a proposed Professional Development Instructional Focus calendar, which places the "teacher as advisor" training first in the scope and sequence, and continuing into the school year.</i></p> <p>Pg 33-37 It is unclear how all of the various methodologies will be integrated into a cohesive instructional program and how staff will be trained in their use.</p> <p><i>Attached please find a proposed Professional Development Instructional Focus calendar which sets a comprehensive and sequential training regimen which addresses the methodologies covered in the application.</i></p>	

3. Final Comments from Charter Review Committee:

The Charter Review Committee initial review of the application revealed several positive attributes to the educational program design. Of concern was the development of teachers to assume roles

that would be unique to the program design. Subsequent data submitted by the applicant clarified the professional development plan that would be used to accomplish that goal.

The Standard is fully met.

4. Curriculum Plan

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

Statutory Reference(s):

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

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

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Math offerings</p> <p>It is impressive and necessary to have current reading research (Reading Next) and the District’s K-12 Plan fashion the school’s reading curriculum plan.</p> <p>Pg 40 The school will develop a personal learning plan for each student.</p> <p>Pg 41 The curriculum plan incorporates the Coalition of Essential Schools (CES) principles into the instructional program.</p> <p>Pg 41-52 The application provides a description of the courses offered.</p> <p>Pg 48 The school will follow the school district’s comprehensive reading plan.</p> <p>#4 - comprehensive approach</p>	

Concerns and Additional Questions	Reference
English offerings do not meet state requirements. To meet the needs of FCAT level 1 and 2 students, they must take an English	

course and an Intensive Reading course. You may not give two credits for one course i.e. English 1 Course # 1001310R. You must have the 2 appropriate course codes and have it taught by a teacher that has the English certification and reading certification/endorsement

Please note that the courses included in the charter application were only a sample of the full course offerings to be offered. However, to specifically address the English offerings, we will offer at a minimum the following courses: English I: 1001310, English II: 1001340, Eng III: 1001370, Eng IV: 1001400, and Intensive Reading: 1000410 for disfluent students, Intensive Lang Arts: 1000400 for fluent students, Intensive Reading will be the default intensive course default if a student has no fluency score. All teachers at Imagine High School at North Port will be highly qualified, in-field certified teachers, or will be actively working toward appropriate certification and will be listed as "out-of-field" in accordance with relevant federal, state and local statutes and guidelines.

Science offerings – If you offer Integrated Science 1, you must offer the full sequence.

Please note that we are adjusting our science course offerings to the following at minimum:

Physical Science: 2003310, Physical Science Honors: 2003320, Biology: 2000310 Biology Honors: 2000320, Chemistry: 2003340 Chemistry Honors: 2003350, Physics: 2003380, Physics Honors: 2003390. AP science courses will be offered on an as needed basis. We believe that this is more in line with the course offerings at North Port High school and other high schools in Sarasota county, which will allow students to transition more easily between the schools.

Social Studies – Please change the name from American History to United States History

Agreed.

RtI is not just for reading interventions only as mentioned on page 49

Agreed.

Provide a reference as to criteria for selection of “comprehensive list of reading works at each grade level”.

The criteria for the comprehensive list of reading works at each grade level will come primarily from whether or not a suggested title satisfies the Next Generation SSS by respective standard, benchmark and grade level. Imagine High School at North Port will also use as a reference suggested reading lists from the "Just Read, Florida!" website, with a focus on providing titles that meet the above criteria combined with student interests as well as sensitivity toward student demographics.

Reference the Next Generation Sunshine State Standards as a guide to the literacy/reading curriculum at the school. This may help explain reading as the integrator of the curricula. pp. 46-47
S. Naiman

Pg 41 While the CES principles represent well researched “best practices” the addition of yet another set of standards and practices to the school’s program amplifies the concern expressed in the educational program section regarding the multitude of strategies being implemented.

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Pg 40-52 This section of the application should be carefully reviewed by district curriculum staff to ensure compliance with state and local standards.

Pg 41-52 It is unclear how the school will offer the range of courses noted in the application given the small enrollment of the school, especially during the first two years of the charter. It would be helpful to see the course offerings on a year-by-year basis.

See responses above for sample course offerings and rationale for course selection.

Pg 46-49 The application does not appear to adequately describe the specific and differentiated reading strategies and materials for students reading at grade level, below grade level and above grade level.

Attached as an addendum to the application please find a list of reading strategies and materials which will be used at, above and below grade level.

	Reading Strategy/Structure	Suggested Materials
Above Grade Level	<ul style="list-style-type: none"> • Higher Order Thinking Skills • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Variety of text and genres for engaging and extended text discussions • Great Source • FCAT Explorer • Content-area Textbooks
Grade Level	<ul style="list-style-type: none"> • Higher Order Thinking • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Variety of text and genres for engaging and extended text discussions • FCAT Explorer • Content-area Textbooks

		<ul style="list-style-type: none"> • Graphic organizers 	
Below Grade Level	<ul style="list-style-type: none"> • Word Study • Key Cognitive Reading Strategies for Comprehension • Repeated Readings • Explicit Vocabulary Instruction 	<ul style="list-style-type: none"> • SRA Corrective Reading • Reciprocal Teaching • Words Their Way • Wilson Readers • Read 180 • FCAT Explorer • Variety of text and genres • Graphic organizers 	
<p>**Suggested Materials/Structures will vary depending on assessment of students' reading skills.</p>			

4. Final Comments from Charter Review Committee:

The CRC initial review of the application found insufficient documentation to determine the applicant's ability to meet statutory requirements in reading. The applicant provide additional material and explanations of course offerings and strategies that are incorporated into their reading plan. With the additional information, the CRC finds that:

The Standard is fully met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Comprehensive and sound plan to inform parents of child’s progress using a variety of data. The use of formative assessments and classroom student-driven self-assessment will compliment and balance other assessments.</p> <p>PD for teachers related to test interpretation and application will support data-driven instruction.</p> <p>Pg 54-57 The applicant indicates that the school will follow the school district’s Student Progression Plan and defines the school’s standards for promotion and graduation.</p> <p>Pg 57-60 The school’s process for using assessment data to guide instruction and inform parents seems reasonable and appropriate.</p>	

Concerns and Additional Questions	Reference
<p>Include reference to EOCs, AP, SAT/ACT (as required for school grades high school component)</p> <p><i>Imagine High School at North Port recognizes that the school grade calculation for high schools will include additional components other than the traditional FCAT-based measures, so that 50 percent of the high school grade will consist of the traditional FCAT-based measures, and 50 percent of the high school grade will consist of additional non-FCAT-based measures. The non-FCAT-based components for 2009-10 include the following: Graduation rate, Graduation rate for at-risk students, Participation in accelerated coursework, Performance in accelerated coursework, Postsecondary readiness, and Annual growth in performance of each of these components. This information was taken directly from the 2010 School Grades TAP.</i></p> <p>Pg 53 The application should be more specific with regard to FCAT goals in reading, math, writing and science, for each year of the application. Additionally, learning gain goals should be provided for the school’s lowest achieving students.</p> <p><i>We agree that the school should and will have annual goals that are both content-specific and grade level appropriate. Rather than place goals in the charter application, which will change as a result of the current 8th grade students' performance outcomes within Sarasota County, we will utilize the Sarasota County</i></p>	

School Improvement Plan and process which we anticipate will again be a component of the charter contract. Each goal will be set in accordance with the expectations set within the SIP by Sarasota County Schools, and will comprehensively address all aspects of local, state and federal accountability. From a gestalt standpoint, we have an expectation that Imagine High School at North Port will meet and exceed the performance benchmarks of both the local district schools and the district average, thereby contributing to the larger school district in a combined effort to increase learning outcomes for all Sarasota County students.

Pg 53 Goals in all areas should be provided for each year of the application, recognizing that some goals in some areas will not be applicable until all grade levels are included in the school.

See above.

Pg 53 Goals relating to dropout and graduation rates should be provided for years 4 and 5 of the charter.

Goals relating to dropout and graduation rates will be included in the SIP and will utilize current data in order to formulate accurate and achievable goals.

Pg 53-60 This section of the application should be carefully reviewed by district Research and Assessment staff to ensure compliance with state and local requirements.

Pg 53 School goals should include Adequate Yearly Progress related to NCLB standards.

See above.

Minor – remove reference to NAEP since school-level data is not reported for NAEP.

Noted.

Goals must be specified annually for each of the 5 years. Because the focus is on graduates, the stated objectives for Goals 1 & 3 will not have data until Year 4 of the school. Appropriate Goals/objectives should be identified for years 1 – 3. Leading indicators to consider include: spring SAT-10 results, AP and accelerated course performance, EOC exams, Grade 10 PSAT. Add EOCs as graduation requirement.

#5 - strong objectives for students to meet; under Goal 2, it states, "Students will demonstrate proficiency on the FCAT at or above the annual district average" - should a statement be made linking proficiency at the individual grade level instead of the overall district average?

Further clarification of goals:

School Year	Academic Achievement Goals
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2011-12	<ul style="list-style-type: none"> - ≥75% of 9th grade students will score ≥ Level 3 on FCAT 2.0 Reading - ≥75% of 9th grade students will score ≥ Level 3 on the Algebra 1 EOC assessment - ≥75% of 9th grade students will score ≥ Level 3 the Geometry EOC assessment - ≥75% of 9th grade students will score ≥ Level 3 on the Biology EOC assessment 	
2012-13	<ul style="list-style-type: none"> - ≥95% of 10th grade students will score ≥ Level 4 on Gr. 10 FCAT Writing - ≥75% of 10th grade students taking the PSAT will have a composite score of ≥977 (state sophomore avg.) 	
2013-14	<ul style="list-style-type: none"> - ≥75% of 9-11th grade students taking the U.S. History EOC will score ≥ Level 3 - ≥75% of 11th grade students taking the PSAT will have a composite score of ≥980 (state junior avg.) - ≥75% of 11th grade students retaking FCAT 2.0 Reading, Algebra 1EOC, Geometry EOC, and Biology EOC will score ≥ Level 3 	
2014-15	<ul style="list-style-type: none"> - ≥75% of 12th grade students taking Advanced Placement assessments will score ≥ Level 3 - ≥75% of 12th grade students will have a composite score of ≥1050 on the SAT (req. for Bright Futures Award) or - ≥75% of 12th grade students will have a composite score of ≥23 on the ACT (req. for Bright Futures Award) - ≥75% of 12th grade students retaking FCAT 2.0 Reading, Algebra 1EOC, Geometry EOC, Biology EOC, and U.S. History EOC will score ≥ Level 3 	

5. Final Comments from Charter Review Committee:

Initial CRC review of this standard revealed a comprehensive plan for data-driven decision making in the instructional process and for informing parents of their students' progress. However, annual goals of the school were not specific enough to fully meet the standard. Additional elaboration of this area by the applicant provided more specific annual goals.

The Standard is fully met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Pg 61 The application demonstrates an understanding of the school’s obligation to ESE students including: 1) non-discrimination in recruitment, admissions and enrollment, 2) provision for educational services pursuant to IDEA and Section 504 requirements, and 3) appropriate referral, evaluation, identification, IEP development, and placement procedures including use of RTI strategies.</p> <p>Pg 65 The school’s intention to employ one ESE teacher seems reasonable and appropriate for the initial year or two of the charter. Additional ESE staff may need to be added as the school’s enrollment (and number of ESE students) increase.</p>	

Concerns and Additional Questions	Reference
<p>Pg 63-64 The application indicated that both regular education (inclusion) and resource services will be available to ESE students. The application does not, however, specify the level of resource services that will be available or the point at which the school will determine that “the charter school cannot provide the appropriate services” and refer the student to the district for alternative placement.</p>	

The level of service to be provided is based on the categories established by the U.S. Department of Education. A student's IEP must reflect participation inside the regular classroom for 80% or more of the school day. A change placement would occur if the student requires ESE and related services outside of the regular classroom for more than 20% of the school day as indicated on the student's IEP.

Pg 66 The application is unclear as to how gifted students will be served or the availability of gifted endorsed teachers to provide required services.

Instructional staff will include gifted endorsed teachers. A student's Educational Plan will determine the level of service to be provided. For example, a student may be placed with a gifted endorsed teacher for part of the school day or a gifted endorsed teacher will consult with the student's regular education teachers to plan and monitor instructional alternatives designed to ensure that the student is making appropriate academic progress in accordance with the student's EP.

Pg 61-66 This section should be carefully reviewed by district ESE staff to ensure compliance with federal, state and local requirements.

Ability to provide full continuum of services—review what “full continuum” means.

"Full continuum" of services will be provided to those students whose Individual Education Plans indicate participation inside the regular classroom for 80% or more of the school day. These services include academic as well as related services such as Speech and Language and Occupational Therapy.

“Mental retardation” should be referred to as “intellectual disability” (InD).

Agreed.

Consider a more detailed description of the identification, referral, and evaluation process. What will it look like at Imagine High?

Who will facilitate it? How will RtI be implemented?

Will there be gifted endorsed teacher(s) to provide gifted services?

Applicant may find these references helpful:

Sarasota Exceptional Student Education Policies and Procedures (SP&P)

Florida Department of Education's Statewide Response to Instruction/Intervention (RtI) Implementation Plan

www.florida.rti.org/

Attached please find as an addendum to the charter the Imagine High School at North Port RTI process.

6. Final Comments from Charter Review Committee:

The CRC originally had question about the level of service the school would provide to exceptional students. In addition, the application did not provide sufficient information about the identification, referral and evaluation processes associated with serving the needs of exceptional students (including gifted) to full meet the standard. Additional documentation and responses to questions provided by the applicant during the clarification interview addressed the concerned of the committee.

The Standard is fully met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 67-68 The applicant demonstrates an understanding of the school’s obligation to serve ELL students in a manner consistent with federal, state and local requirements.	

Concerns and Additional Questions	Reference
<p>IHS partially meets the standard in complying with state and federal requirements.</p> <p>The procedure for language screening, based on the HLS, and testing is well elaborated, however, this is an initial procedure. According to the District ELL Plan students are assessed for language proficiency with IPT/IRW (Ballard & Tighe). and reference to Appropriate Programming, Categorical programs for ELLs and Monitoring of ELLs is not well elaborated.</p> <p>Applicants must refer to the LULAC META Consent Decree for teacher definitions and qualifications. Also refer to the District ELL plan for teacher categories and timelines. http://www.sarasotacounty schools.net/departments/esol/default.aspx?id=22026 (Teacher categories and timelines)</p> <p>The District ELL Plan limits the assessment and placement of ELL to 10 days once screened (HLS).</p> <p>The HIS charter application states that the school will provide teachers with ELL curriculum and instruction, testing and evaluation, methods and applied linguistics. Clarification is needed, are they referring to SC District ESOL training available online through PD? ESOL in-service credit is allotted from approved institutions. (to view District ELL plan follow this link: http://www.sarasotacounty schools.net/departments/esol/default.aspx?id=22112)</p> <p>State required tests for language program assessment are FCAT reading and CELLA. According to the District ELL plan, the Ballard & Tighe IPT/IRW language assessments are used to measure language proficiency raw scores and national percentiles accordingly.</p> <p>Pg 67-67 This section should be reviewed by school district ESOL staff for compliance with federal, state and local requirements.</p> <p><i>As an addendum to the charter application for this portion, attached please find an updated document named Imagine High School at North Port Section 1 part 7 ELL revision.</i></p>	

7. Final Comments from Charter Review Committee:

The initial review of this section by the CRC determined that there was insufficient evidence to determine the applicant’s understanding of statutory requirements regarding the education of English Language Learner students. The applicant provided additional program detail to support their assurances of commitment to serving those students.

The Standard is fully met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Pg 69 The applicant intends to follow the Sarasota School District Code of Student Conduct	

Concerns and Additional Questions	Reference
<p>Pg 69 The application does not contain a student schedule or school calendar.</p> <p><i>Student schedules will follow the master schedule framework outlined in the original charter application. Each student will receive a unique schedule based on their academic track, educational needs, and long term goals. The School will follow the approved Sarasota County School District Calendar each year.</i></p> <p>Pg 69 The application does not contain dismissal procedures.</p> <p><i>The school will follow the Sarasota County Code of Student Conduct, specifically Section 3, which addresses Behavior. Outlined in Section 3 are legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion. Parents/guardians and students will be required to enter into a parent/ school agreement concerning behavioral controls, attendance and parent involvement. Students can be reassigned to their districted schools when documented efforts to correct problems have failed and in accordance and cooperation with the Sarasota County School Choice office, their policies and procedures and the receiving district school.</i></p>	

8. Final Comments from Charter Review Committee:

The initial review of the application by the CRC did not find procedures for student discipline, suspension, dismissal and recommendations for expulsion. Subsequent clarification through documentation and answers to interview questions clarified the applicant's intent.

The Standard is fully met.

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.

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

Final X

Strengths	Reference
Appendix B The identified members of the school's governing board are local citizens and appear well qualified to oversee the operation and finances of the school.	
Appendix A The application includes articles of incorporation and by-laws for Imagine School at Sarasota, Inc., the Florida Non Profit Corporation applying for the charter.	

Concerns and Additional Questions	Reference
<p>➤ Governance: Has Imagine School of Sarasota, Inc. received a non-profit status yet? Per Statute 1002.33(12) (I): A charter school shall organize as, or be operated by, a nonprofit organization. Or does the Virginia non-profit corp. enough?</p> <p><i>As a Florida nonprofit corporation, Imagine School of Sarasota, Inc., is already a nonprofit organization. It is organized pursuant to Chapter 617, Florida Statutes, pertaining to nonprofit corporations, and its Certificate of Status, included in Appendix A to the Application, states specifically that it is a “corporation not for profit.” Tax exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code is not required for a Florida charter school unless it is seeking a long-term charter. Compare Fla. Stat. s. 1002.33(7)(a)12. (specifically requiring s. 501(c)(3) status corporation for a 15-year charter) to Fla. Stat. s. 1002.33(12)(i)(requiring a charter school to organize as or be operated by a nonprofit organization). However, Imagine School of Sarasota, Inc., intends to apply for Section 501(c)(3) tax exemption after its Application is approved. While ISNP is also a nonprofit corporation, Imagine School of Sarasota, Inc., is not dependent on ISNP for its nonprofit status.</i></p> <p>Pg 70, Appendix A The proposed legal structure of the governing board is complex and should be carefully reviewed by school district legal staff for compliance with state and local requirements.</p> <p>Pg 70 The application identifies Imagine Schools at North Port, Inc. as the Florida non-profit entity (organized under Chapter 617, Florida Statutes) applying for the charter and being responsible for the oversight of the operation and financial management of the school. However, the application goes on to state that the sole member of the identified non-profit entity will be Imagine Schools Non-Profit, Inc. (ISNP) a Virginia based non-profit corporation. As the “sole member” of Imagine Schools at North Port, Inc., ISNP has the authority to appoint and dismiss board members at will, calling into question the independence of the board and its ability to fulfill its statutory obligation to oversee the operation of the school. Additionally, ISNP is clearly identified as an “advisor and provider of resources” to the school, for which it will certainly be paid a fee. Thus, ISNP will be conducting business with the governing board whose membership it controls. Such an arrangement does not appear to have adequate safeguards to prevent “self dealing” and raises issues with regard to the board’s ability to ensure that transactions between the board and ISNP are the result of “arms-length, negotiated agreements consistent with the board’s statutory responsibility to manage public funds responsibly. The application as presented would appear to be problematic with regard to the legal structure of governing board, the adequacy of policies and procedures for board operation, and the provision of a clear and</p>	

sensible delineation of roles and responsibilities for governance and school management.

Pg 70 The primary contact for the submitted application is Justin Matthews (an Imagine employee) rather than a member of the governing board.

- Pg 71-75 While the application describes the responsibilities and an obligation of the governing board, the ability of the board to perform its duties is compromised by the ability of ISNP to appoint and dismiss board members.

Most charter schools in Florida are organized pursuant to Chapter 617 of the Florida Statutes, and this is the Chapter of the Florida Statutes under which the Imagine Schools at North Port, Inc. is authorized. It is also identical to the structure of the Imagine School at Broward, Inc., which was approved to open a charter school in August of this year by the Broward County School Board. Another charter school, which organized as a nonprofit corporation with a single member (KIPP Jacksonville), was also approved to open in August of this year by the Duval County School Board.

The Applicant's board is responsible for overseeing the operations of the School. This board is made up entirely of Sarasota County residents who have already been serving on the board of the Imagine School at North Port. No members of the board are employees or officers of ISNP or any other related companies. As board members of this existing school, they have overseen the expenditure of public funds on behalf of the school, which has been subject to independent annual audits. They have demonstrated their ability and skill to oversee the operations of this existing school as required by Florida law. As to the ability of ISNP to appoint and remove board members, in order to provide additional assurances beyond those already demonstrated by the past experience of the existing board, the Applicant is willing to amend its organizational documents to reflect the same level of control by ISNP as for the Imagine School at Palmer Ranch. This would still require final appointment or removal approval by ISNP, but such approval would not be unreasonably withheld.

9. Final Comments from Charter Review Committee:

A concern of the CRC related to the governance structure of the applicant related to the ability of the parent organization to appoint or dismiss local governing board members. The CRC recognizes a potential for diminution of control of the school by the local board with that arrangement. The applicant has indicated a willingness to address concerns associated with local control and appointment of local governing board members if the application is approved. The

CRC would recommend that any charter, if offered to this applicant, contain safeguards for the separation of interests and responsibilities in organization and finance between any entity providing services to the school and the local governing board.

The Standard is partially met.

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.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Appendix C An organizational chart and job descriptions are provided with the application.</p> <p>Pg 84-85 A plan for recruitment, selection and evaluation of the school leader is provided.</p> <p>Pg 86-87 The staffing plan for the five year term of the charter appears generally reasonable and appropriate as does the plan for recruitment and selection of staff.</p>	

Concerns and Additional Questions	Reference
<p>Pg 84-85 It appears that the final decision regarding selection of the school leader rests with the West Florida Regional Vice President (an Imagine employee) rather than the governing board. Additionally it appears that the same Imagine employee is responsible for the annual performance evaluation of the school leader. If there is board involvement in that process it is not stated</p>	

in the application.

Members of the board are part of the interview committee that reviews applicants for the school leader/principal and makes recommendations on a final hire. The full board will have a final vote to approve the school leader/principal. If the full board does not accept the recommendation of the interview committee, the interview committee is required to seek out other candidates. The annual performance evaluation of the school's leader/principal will be conducted by the Imagine's West Florida Regional Vice President, but this is done with input from the board of the school. Moreover, both the principal and Imagine's West Florida Regional Vice President are directly accountable and answer to the board with respect to the operation of the school.

There is concern that the applicant does not reflect in the budget a staffing plan that is sufficient for the range of courses required in a secondary school.

Our staffing plan for servicing intensive reading and math sections would include actively seeking an ESE teacher and elective teachers who are reading endorsed. In its first year of operation, flexibility will be critical to the success for Imagine high School at North Port. In response to the students' needs we will make any and all adjustments necessary, including perhaps moving to a 4x4 schedule instead of the sample schedule as shown in the charter application. Also keep in mind that the school will have the ability to utilize the Imagine K-8 instructional and support staff on a contracted/part-time basis as appropriate. This type of synergy will allow the entire K-12 Imagine school community to maximize staffing choice and student opportunities, and will allow us the benefits of a larger school in terms of the number of accessible staff, but with the personalization and individualized approach of a small school. Additionally, the projected \$40,000 in contingency plus the anticipated \$120,000 in surplus revenues provide even more flexibility toward the hiring of additional contracted, part time or full time staff. The goal of Imagine High School will be to meet our students' educational needs, and the budget will be amended as necessary in response to that need with adequate instructional staffing and quality instructional materials for students being our top two budgetary priorities.

10. Final Comments from Charter Review Committee:

Concerns upon initial CRC review of the application related to the processes used to select a school leader and the overall staffing plan of the school. The applicant provided clarification of the role of the governing board in selection of the school leader. In addition, the

staffing plan was described in more detail through documentation and the clarification interview process.

The Standard is fully met.

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 schools’s governing board and the ESP.
- A clearly defined performance-based relationship between the schools’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Final X

Strengths	Reference

Concerns and Additional Questions	Reference
Pg 90 The application indicates that this section is not applicable and refers reviewers to Part 13, Parent and Community Support and Partnerships for further information regarding the relationship between the school, governing board, and ISNP. Part 13, however, contains no additional information that would support the applicant’s contention that the school will, or will not, utilize the services of an ESP.	

The reference to Section 13 was a typographical error. Section 9 of the Application inquires whether the Applicant is filing the Application in conjunction with any partners. This is the section (pages 79-82 of the Application), in which the Applicant discusses its relationship with ISNP. A copy of the Affiliate Services Agreement, between ISNP and the Applicant, is included in Appendix A, and sets forth the services to be provided to the Applicant by ISNP. A discussion of ISNP's role as an ESP for purposes of the Model Application Form, is set forth below.

Pg 90 The applicant's statement that the school will not use the services of an ESP is simply not persuasive. It is clear that ISNP will provide extensive services to the school in several areas and will be paid for those services. ISNP appears to be an ESP pursuant to the ESP definitions provided in the Florida Model Application. This section, therefore, should be completed as a part of the application. The information required for this section would appear to be especially relevant given the concerns expressed in Section 9, Governance

Appendix A Despite the assertion in the application that the school will not utilize an ESP there is a 9 page "Affiliate Agreement" at the end of Appendix A. The Affiliate Agreement clearly defines an extensive array of services that will be provided to the school by ISNP and how ISNP will be reimbursed for those services. It is unclear as to whether this proposed agreement was the result of any arms-length negotiation process between the school's governing board and ISNP.

While ESP's are not defined in Florida Statutes or rules, it is clear from the Model Application Form that the type of ESP evaluated by this section is one that is totally unrelated to a charter school. However, the Florida charter law, in Section 1002.33(9)(g)2., Fla. Stat., allows charter schools to have parent organizations, and a parent organization is related to its subsidiary. Therefore, while ISNP cannot be the type of ESP addressed in Section 12 of the Model Application Form, Florida charter schools are clearly permitted to have parent organizations. In the absence of a section in the Model Application Form that specifically addressed parent/ subsidiary relationships for charter schools, the Applicant consulted with the Florida Department of Education to try to find an appropriate section of the Model Application Form to include information about its parent/ subsidiary relationship with ISNP. As a result, the Applicant included such information in Section 9 (Governance) of the Application, in response to the question regarding "partners" of the School.

Florida charter law allows charter schools to have parent organizations. Fla. Stat. s. 1002.33(9)(g)2. Parent organizations routinely provide services to their subsidiaries. While there is no statutory reference for the arms-length negotiation requirement referenced by School District staff, this requirement seems to conflict with Section 1002.33(9)(g)2., Fla. Stat., which allows Florida charter schools to have parent organizations. Nevertheless, the Affiliate Agreement clearly identifies the valuable services that will be provided to the

Applicant by ISNP. Such services are provided at rates commensurate with the market and are being provided at the same cost as the services provided to the existing Imagine School at North Port and Imagine School at Palmer Ranch.

11. Final Comments from Charter Review Committee:

The CRC expressed concern that the activities provided to the local school by Imagine Schools, Non-Profit appear to be those normally associated with an Educational Service Provider. The applicant states that the services provided (clearly identified in an Affiliation Agreement) represents allowable services by a parent organization and the relationship with this parent organization is described fully in other parts of the application. The CRC remains concerned that there is continuing lack of resolution on whether the parent company of the applicant meets the definition of an Educational Service Provider.

The Standard is partially met.

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Appendix D An extensive personal policies handbook is provided as a part of the application.	

Concerns and Additional Questions	Reference
<p>➤ If I’m reading the budget documents correctly, the school is planning on paying teachers \$36,000. This is very low compared to the District.</p> <p>Pg 91 The application states that teacher salaries will be competitive with those offered by the school district but provides</p>	

no salary schedule to verify that statement.

Imagine Schools is a private employer, and negotiates teacher contracts on an annual basis. Contracts and salaries are based on experience, certifications and degrees earned, and performance. Under this current process, Imagine Schools has been highly successful in recruiting and retaining highly qualified and high performing teachers.

12. Final Comments from Charter Review Committee:

The CRC had concerns on the initial review of the application about the applicant’s ability to attract and retain quality staff with the compensation levels proposed. The applicant supplied clarifying information.

The Standard is fully met.

13. Parent and Community Support and Partnerships

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>Pg 94-94 The application provides for the development of a PTA/PTO to encourage parent participation and involvement.</p> <p>#13 - parent and community support and partnerships evident; appreciate the statement, "We view our parents as consumers"</p> <p>Overall, the Imagine Charter School approach seems to be working for the North Port community. If there is one school that needs relief from over-crowding, it is North Port High School. I cannot recall when the next south county high school will be built, but this charter school could help alleviate some of the burden.</p>	

Concerns and Additional Questions	Reference
<p>Pg 93-94 A brief description of procedures for resolving parent and staff disputes is provided but the “chain of command” for dispute resolution is the principal and the Imagine Schools Regional Vice President. The governing board appears to have no role in dispute resolution.</p> <p><i>All Governing Board meetings are publicly noticed and have time in each agenda for public input, which would include opportunities for airing and resolution of complaints, disputes, etc.</i></p>	

13. Final Comments from Charter Review Committee:

The CRC, in its initial review of the application could not identify a role of the governing board related to parent and student dispute resolution. Subsequent clarification from board members demonstrated a clear understanding of their role in this area.

The Standard is fully met.

14. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Pg 96-99 The applicant provides a reasonable and appropriate plan for student admission and enrollment including an intention to establish a “feeder pattern” agreement with Imagine School at North Port K-8</p> <p>Pg 99 The applicant indicates the use of an “Exit Interview” to ensure that students will not be coerced to withdraw from the school</p>	

Concerns and Additional Questions	Reference

14. Final Comments from Charter Review Committee:

The applicant also presents evidence of community support for the school from parents, students, and local government.

The Standard is fully met.

III. Business Plan

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

15. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
<p>Applicant appears to have an understanding as what will be required in providing adequate facilities</p> <p>Pg 100 The applicant demonstrates an understanding of current market conditions and provides specific examples of construction and lease costs.</p> <p>Pg 101 The applicant indicates an intention to sublease available space from Imagine School at North Port middle school facility for the initial year of the charter (2011-2012).</p> <p>Pg 100-101 The application contains a backup plan, including a year’s deferral in opening if necessary, for acquiring a facility.</p>	

Concerns and Additional Questions	Reference
<p>A proposed plan along with design/construction timeline would help in understanding facility adequacy.</p> <p><i>The school is considering two primary options for the permanent High School facility. In either case, during the 2011-12 school year the 9th grade class will share space in the school's new Middle School Campus. Then the new High School facility will be completed prior to the commencement of the 2012-13 school year. In no particular order of preference, under Option A: the High School would lease the existing approx. 20,000 sq.ft. of additional buildings in the Woodlands Park and an additional 20,000 sq.ft. would be built on the empty parcel at the intersection of Toledo Blade and Panacea for the 2013-14 school year. Under Option B: a new approx. 40,000 sq.ft. High School facility would be built on a 6.5 acre parcel on Toledo Blade immediately North of the Middle School Campus. Attached please find preliminary designs for Options A and B.</i></p> <p>Pg 100-101 It would be helpful to have a year-by-year list of facility needs and lease costs.</p> <p><i>See above.</i></p> <p>#15 - developers currently in discussion regarding location; plan to defer opening to August 2012 if facility is not identified</p> <p><i>In the event, current primary options are rejected or run into insurmountable hurdles either due to land use approvals or financing, there is plenty of available developable land in the area and Imagine has the financial capacity to purchase, develop and construct a facility itself prior to August 2012. Should none of the options come to pass, Imagine High School at North Port will ask for a deferment for a planning year.</i></p>	

15. Final Comments from Charter Review Committee:

The Standard is fully met.

16. Transportation and Food Service

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
Pg 102-104 The applicant demonstrates an understanding of its obligation to provide transportation and food services. The applicant plans to contract with the school district for those services but will utilize private vendors if school district services are not available.	

Concerns and Additional Questions	Reference
#16 - states that FNS is first choice for meal service, but will write an RFP if unable to contract with the school district's FNS - good plan.	

Final Comments from Charter Review Committee:

The Standard is fully met.

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Final X <input type="checkbox"/>	Preliminary X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Appendix E The application includes required budget documents including a start up budget, a projected 5-year budget, and cash flow	

projections over the 5 year span of the charter. Assuming the applicant’s revenue and expenditure estimates are accurate, the school shows a positive fund balance for each year of the charter.	
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Concerns and Additional Questions	Reference
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<p>Imagine High School at North Port The estimated revenue budget needs to have more detail as to the estimated number of students by FEFP program to determine the amount of revenues. I did not find the 5% administrative cost due to the district in the budget. Currently the budget does not meet the standard. Another concern is that when the prior Imagine schools were approved it was assumed they would be granted 501C3 status. It now appears the governance of the imagine schools does not meet the federal nonprofit status. Until this matter is resolved I do not believe another Imagine charter school should be approved.</p> <p><i>Pages 208 & 209 of the application show our use of the DOE Charter School calculator to compute an estimated FEFP amount per student. 5% administrative fee is removed at the bottom of page 209. To our average of amount of \$6,044, we added \$1,400 for the Sarasota County local referendum and capital outlay, which is the current amount. See above in Governance section for response to 501c3 status.</i></p> <p>What are indirect costs and contingency in the budget?</p> <p><i>Indirect costs are explained in detail on page 143 of application (page 5 of Affiliate Agreement). Contingency is a percentage of revenue budgeted to be held in reserve each year for unexpected expenses. If not needed, these and all unspent funds go to surplus.</i></p> <p>➤ Don’t understand how the FTE/student was calculated. Appendix E The five year budget spreadsheet appears to incorrectly show the management fee to ISNP as loss mitigation. That needs to be clarified.</p> <p><i>5 year budget spreadsheet is correct, showing Loss Mitigation as zero. However, a 5 year summary page (page 199 in the application) was worksheet included in error and has incorrect labels. Please delete that page.</i></p> <p>Appendix E The five-year budget projections show an end-of-year fund balance for the school ranging from \$177,771 in year one to \$943,220 in year five. The disposition of those funds is unclear. Do they stay at the school under the control of the governing board or do they revert to ISNP pursuant to the management agreement?</p> <p><i>Surplus funds belong to the school and stay in the school’s bank account. In no way does the Affiliate Agreement call for any surplus to “revert” to ISNP (Imagine Schools Non Profit).</i></p> <p>Appendix E The budget shows an annual expense for “equipment</p>	
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use fee” of 165,000 for year’s one to four of the charter. Since there is no budget line item for purchase of furniture and equipment it would appear that all furniture, equipment, computers, etc. will be purchased by ISNP and leased back to the school. Is this correct?

The line item labeled “Equipment Use Fee (FF&E)” is the line item used either for purchase or lease of furniture, fixtures and equipment. Our intention is not to lease FF&E but to purchase FF&E outright. This has been further clarified by the School’s governing board to mean that the school itself would own the FF &E.

Appendix E The interest rate for the payback of the \$25,000 startup loan from ISNP appears to be 10%. Is this correct?

Page 106 of the application specifies what is covered in the startup budget line item. The startup cost is a monthly fee intended to cover the development and start up expenses incurred. No note is associated with this fee, thus there is no interest.

17. Final Comments from Charter Review Committee:

Several concerns were addressed by the CRC in its initial review of the application. The budget was found to have one error omitting one teaching unit that was present in the staffing plan. A revised budget was submitted correcting the error. The applicant clarified, through documentation and interview that the school’s furniture and equipment would be purchased and owned directly by the school.

The Standard is fully met.

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.

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

Strengths	Reference
<p>Pg 108-110 The applicant’s plan for managing the finances of the school appears to be generally reasonable and appropriate.</p> <p>Pg 110-112 The applicant demonstrates an understanding of the need for adequate insurance coverage and the amounts of coverage required in each area. The applicant has identified a seemingly well-qualified vendor for the school’s insurance needs.</p>	

Concerns and Additional Questions	Reference

18. Final Comments from Charter Review Committee:

The Standard is fully met.

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.

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

Strengths	Reference
<p>Pg 113 The application includes an action plan identifying the tasks to be accomplished from the award of the charter to the opening of school and includes the timelines for each task.</p>	

Concerns and Additional Questions	Reference
<p>Pg 113 It would have been helpful for the action plan to include the person(s) and/or group(s) responsible for each task identified in the plan.</p> <p><i>Attached to this document please find an updated action plan which includes the responsible party for each identified task.</i></p>	

19. Final Comments from Charter Review Committee:

The Standard is fully met.

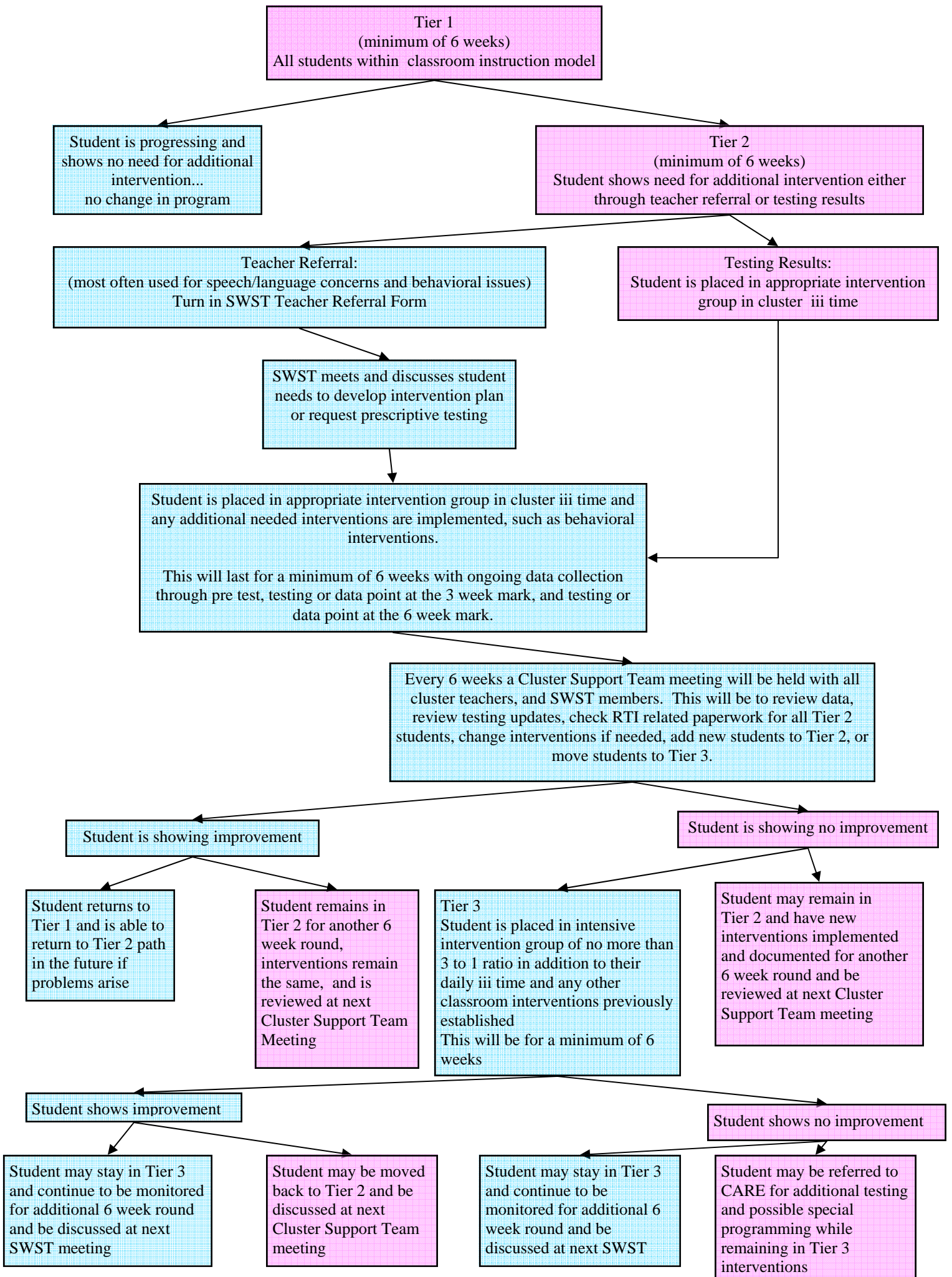


Imagine High School at North Port

Suggested 2011 - 2012 Instructional Focus Calendar

Date	Topic
June, 2011	Advisory Cohort Program Workshop <ul style="list-style-type: none"> • Mentoring • Character Education • Team Building Activities • Student Led Conferences
June, 2011	Inquiry based Learning
July, 2011	Content Area Workshops <ul style="list-style-type: none"> • Lesson Delivery • Pacing Guides • Collaborative Structures • Research based Best Practices in Instruction • Unwrapping Benchmarks • Assessments and Data Analysis • Enrichment • Interventions
July, 2011	Service Learning
August, 2011	FAIR Training
August, 2011	Advisory Cohort Program Workshop
September, 2011	Professional Learning Communities
September, 2011	Data Analysis, Data Binders, RtI
October, 2011	Content Area Workshops
October, 2011	Technology in all Content Areas Workshop
October 27, 2011	Inquiry based Learning/Planning
November, 2011	Diversity Training
December, 2011	Inquiry based Learning/Planning
January, 2012	Content Area Workshops
February, 2012	Lesson Study
March, 2012	Inquiry based Learning/Planning
April, 2012	Content Area Workshops
May, 2012	Data Analysis

- Training will be develop based on student data, student input, and needs of staff.
- Teachers will meet in vertical teams on a monthly basis.
- Classroom walkthroughs will be conducted for evidence of strategies or instructional practices.



7. English Language Learners

Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

An initial identification procedure will be established in order to identify students that may need to receive additional instructional strategies and techniques to improve their English proficiency. All students will be screened for language proficiency upon entry in accordance with the LULAC META consent decree using the Home Language Survey. The Home Language Survey is given to parents when students are enrolling in a public school for the first time. Based on parent responses, students qualifying for testing are tested within 10 days of entering the school using IPT/IRW. Students coming from other public schools will already have an LEP plan in place if needed. However, all students coming from public schools will have their cumulative folders assessed by the ELL Coordinator to make sure that appropriate testing took place in previous schools where needed. Once in program, ELL's will be monitored on a regular basis by the ELL Coordinator. LEP plans will be updated annually, and ongoing updates will occur when any aspect of the LEP plan requires modification. ELL's will be assessed annually using CELLA and FCAT Reading to determine language and academic proficiency levels, and teacher feedback will be monitored for academic issues. ELL students in program more than 3 years will be placed in a monitoring phase for a two year period in which they will be assessed using FCAT, CELLA, and teacher feedback forms to supervise academic growth. Once they meet district criteria for exit, their program will be modified accordingly.

Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

To ensure that classroom teachers are able to provide the appropriate individualization needed, all classroom teachers hired will be either ESOL-endorsed or working towards ESOL endorsement through participation in Staff Professional Development provided through Sarasota County Professional Development system or outside coursework in an accredited program. All teachers will fall within the time line required for obtaining the ESOL endorsement. All Category I teachers will acquire at least 60 in-service credits or 3 course credit hours in ESOL qualified courses prior to two years of employment and their full 300 credit hours within 6 years. Category I teachers may also receive a BA in TESOL and subject area or the K-12 ESOL coverage degree. They may alternately receive a passing score on the ESOL subject area exam and 120 ESOL credit points from two of the 5 endorsed courses. Category II teachers will acquire 3 semester hours or 60 in-service points within two years from date of hire. Category III teachers will acquire 3 semester hours or 18 in-service credits within two years. Category IV staff will acquire the Empowering ESOL Administrators course or 3 semester hours or 60 in-service credits within 3 years. The concept of nurturing every student's potential provides a foundation for each of the ELL programs. Where English as a Second Language is appropriate, the teachers will be certified to teach English as a Second Language or have the ELL endorsement. The curriculum used for ELL students is equal in scope, sequence, and quality to the regular core curriculum offered to all students. Services for LEP eligible students will be provided in a timely and appropriate manner. Students will be placed in courses with ESOL qualified teachers within 10 days of entry into school. LEP plans will be established and

maintained with an inclusion model as the primary methodology. The individual needs of ELL students are met through the teacher and individualized assignments. **If an ELL student requires services beyond available classroom accommodations and modifications, Imagine High School North Port will work closely with the Sarasota County school district to find an appropriate program placement for that student.** Teachers will receive in-services in ELL curriculum and instruction, ELL testing and evaluation, ELL methods, and applied linguistics. *Imagine High School at North Port* will provide equal instruction for the development of listening, speaking, reading, and writing skills of non-English speaking students through the standards-based curriculum. The standards-based academic content is taught in ways designed to make the content and performance expectations comprehensible to ELL students. The methodologies to be applied for ELL instruction include the following:

- Language experience approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Dramatizations
- Taped stories for listening centers
- Visual aids
- Brainstorming activities
- Simplification of text
- Follow-up guided reading activities
- Predictable stories
- Questioning techniques
- Student Partnering/Peer Mentoring

The School will evaluate the effectiveness of the ELL program through the analysis of data for ELL students and surveys provided to parents and staff. Data is gathered on ELL students yearly on annual tests for ELL students, district and state required tests and the Imagine Schools pre- and post-test to determine learning gains. This data will be evaluated to ensure that students are making the appropriate progress. Parents and teachers are also asked to evaluate the ELL program each year and are asked for suggestions on how to improve its effectiveness.