

**Sarasota County Public Schools  
2012-2013 Charter School Application Process**

**Sarasota Academy of the Arts Charter Application**

**Charter Review Committee (CRC) Evaluation Findings and Final Ratings**

The evaluation findings are based on the extent to which the charter school application addressed the criteria required to meet each of the nineteen standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings are based on the CRC’s review and analysis of each charter school’s original application submitted on August 1, 2012. Second ratings were determined based on the applicants’ responses to the CRC’s questions and requests for clarification. Please note that the SAA applicant disregarded instructions to only respond to the CRC’s specific questions and also responded in the section labeled “concerns/weaknesses.” The CRC only considered the applicant’s responses provided in the section “Areas in Need of Additional Information and/or Clarification.” Applicants were not permitted to amend the application or correct major or significant deficiencies identified in the original application. Considering all information presented, including the oral responses provided by each applicant during the September 27, 2012 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous consensus.

**Charter Review Committee Final Ratings Summary**

	I. Educational Plan Standards 1 – 8	II. Organizational Plan Standards 9 – 13	III. Business Plan Standards 14 – 19	
Charter School Applicant	Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline	Governance, Management, ESP, Employment, Student Recruitment & Enrollment	Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan	<b>Overall Total</b>
Sarasota Academy of the Arts	87.5% Meets 12.5% Partially Meets 0% Does Not Meet	75% Meets 25% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	89% Meets 11% Partially Meets 0% Does Not Meet

## Florida Charter School Application Evaluation Instrument

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

**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.

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

**Strengths**  
 The school’s overall vision and goals are defined. The mission states that assessment will guide differentiated instruction and remediation. (Pg 6, 7)  
  
 SAA will offer a rigorous academic program that integrates the arts throughout all core subjects. (Pg 8)

**Concerns/Weaknesses:**  
 How is SAA a unique charter since Sarasota County Schools already has a charter school that offers a similar program.  
  
 Response: This section is already rated as meeting the standard. SAA will teach classes in art and performing arts every day as a separate entity. The emphasis will be on developing the artistic and performance potential of every student. Because of this emphasis, the talent brought out through this program will naturally impact the other classes. Students will feel comfortable speaking in front of all classes, thereby increasing class participation. Feelings of success through positive artistic and performance expressions will further promote student confidence in all areas of the curriculum.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The applications states that “Sarasota Academy of the Arts will use research-based instructional methods and innovative approaches to improve student learning and academic achievement.” (Pg 8) Please be more specific as to what research-based methods will be utilized.</p>	<p>As stated in Section 3, the teachers at Sarasota Academy of the Arts will incorporate differentiated instruction and response to intervention into the daily classroom plans. They will plan lessons and assessments based on beginning of the year surveys regarding Gardner’s Multiple Intelligences and Learning Styles as well as using pre- and formative testing to move students through the curriculum. They will also include collaborative learning groups (<i>Productive Group Work</i>) as well as teacher-directed instruction. All teachers will be trained in these research-based methods and will continuously increase use of them over the five-year period.</p>	<p>Acceptable response. However, DI and GRR are indeed research-based strategies, but not necessarily “innovative.”</p>

**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.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school proposes to serve students who want to access a rigorous academic program while being exposed to a variety of learning activities that connects them with the curriculum of the arts and local partners within the arts community in Sarasota County.

**Concerns/Weaknesses:**  
 The school “community” is not defined.  
 Response: The school community includes students and families in the Sarasota community seeking a rigorous academic program supplemented by a strong visual and performing arts component.

The connection between the school’s focus and the target student population is vague.  
 Response: The school’s target population (as defined above) is consistent with the school’s mission identified in Section 1 of the application.

The application is unclear as to the specifics of the target population with regard to ethnicity. Recommend quantitative targets/goals with regard to student ethnicity based on district school zone where the charter school is located to be added to the charter contract should the application be approved.  
 Response: As identified in Section 13, SAA recruitment activities will encompass all segments of the Sarasota community. Sarasota Academy of the Arts will provide recruiting materials to organizations within the African-American and Hispanic communities to support a racial/ethnic population consistent with the school district averages.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Given that the proposal is to open enrollment to “all students who reside in Sarasota and the neighboring counties” (Pg 8) <u>please elaborate on how the student enrollment will reflect the demographics of the community.</u></p>	<p>As identified in Section 13, SAA recruitment activities will encompass all segments of the Sarasota. Sarasota Academy of the Arts will provide recruiting materials to organizations within the African-American and Hispanic communities to support a racial/ethnic population consistent with school district averages.</p>	<p>The applicant did not respond to the CRC’s question. The applicant references various target populations in this section and in the student recruitment section of the application - e.g., Sarasota, Manatee &amp; Charlotte, interested in the arts, within a 5 mile radius of school – we need clarification. The applicant already has a school site so it should not be difficult to describe the demographics of the school in relation to the community. <b>Request more clarification at the 9/27 interview. ****</b></p> <p><u>Interview findings:</u> The applicant was able to present a clear picture of the community, the students they intend to serve, and provided a description of a comprehensive plan to reach out to a broad segment of Sarasota and surrounding counties.</p>
<p>How will the school “attract students interested in visual and performing arts?” (Pg 8)</p>	<p>Recruiting materials will clearly reflect the school’s strong visual and performing arts component to attract students and families seeking that choice option. The application submitted on August 1<sup>st</sup> includes letters of support from PLATO, Players Theatre, Florida Studio Theatre, and Jump Dance. All of these organizations teach classes specifically for children who have an interest in the arts. It is hoped that they will partner with SAA to encourage these students to apply to SAA where those interests and talents can be cultivated through daily classes specifically in art and performing art. Students will also have many opportunities to demonstrate their talents through art portfolios, art shows, and performance throughout the community, state, and nation.</p>	<p>Acceptable response. It is not clear if the reference to “demonstrating their talents” (last sentence) is for admissions. The CRC does not believe this is the intent. The school may include a portfolio or art component to give preference to students interested in the arts, but this must be included in the in the mission statement and preference/lottery policy.</p>
<p>What measures will be taken to ensure all racial/ethnic groups are represented? (Pg 9)</p>	<p>Marketing/recruitment materials will be distributed through community centers and churches as well as through the newspapers and direct mailings. Marketing materials/notices will be published in English and Spanish and, if necessary, will be translated into other predominant home languages.</p>	<p>Acceptable response</p>

<p>For Section 2 C, please provide the projected percentages for ESE, ESOL, Low income, and minority student population to be served (Pg 9)</p>	<p>Enrollment projects for ESE and ELL students are identified in the Revenue Estimate Worksheets included in Appendix I, pages 3-4, 8-9, 13-14, 18-19, and 23-24 of the application for the five years. Projections for these populations are expected to be consistent with district averages. ELL students are projected at 6% and ESE students are projected at 19% for the first year.</p>	<p>Not fully addressed. <b>Present a follow-up question at the 9/27 interview</b> regarding the projections for low income and minority students. <b>*****</b></p> <p><u>Interview Findings:</u> The applicant addressed concerns to the CRC's satisfaction.</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.

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

<b>Strengths</b>
<p>SAA will follow the district school calendar.</p> <p>The master schedule includes a daily class period for enrichment/intervention depending on the needs of the students.</p> <p>The design is based on several research-based principles that support effective instructional practices and academic achievement for students.</p> <p>An emphasis on professional development guides teaching. (Pg 11-12)</p> <p>Knowledge and plan to implement educational best practices is evident.</p>

**Concerns/Weaknesses:**  
 The science and social studies hours do not meet the requirements for middle school.  
 Response: The middle school schedule has been adjusted to provide 52 minutes per day for Science and Social Studies. These extra minutes were taken from technology classes, changing that class from 45 to 30 minutes daily. The required 52 minutes was not readily found when investigating the time mandated for the courses. The amount was derived by taking the 135 contact hours required for high school and divided by the 180 calendar days. Now that we have been informed, we can easily adjust the schedule.

Regarding the statement that the school will “analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning.” It is a questionable practice to identify teacher weaknesses based solely on student standardized test data.  
 Response: SAA administration does not intend to base student, teacher, or program deficiencies solely on test scores. It is recognized, however, that these scores can guide the instructional program and that utilizing scores from a previous term can guide professional development.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The design is based on a number of research based principles. (Pg 11-16) How will SAA successfully implement all of them? Will more emphasis be placed on one of the stated principals?</p>	<p>Teachers will include differentiated instruction and response to intervention in daily plans. As stated on page 3 of this document, teachers would survey students at the beginning of the year to ascertain learning styles and “intelligences”. These would then be included in lesson presentations to enhance instruction and to provide students with alternative methods of demonstrating mastery. The other principles are embedded in the classroom planning. SAA leadership would not expect all of them to be implemented all of the time, but they are to be available and expected to be used when appropriate. All teachers will be trained in these research-based methods which will be fully implemented over the five-year period of the contract. SAA leadership believes the best teachers will make use of all of these principles in their endeavor to provide individual students the best opportunity for success.</p>	<p>The CRC has concerns about the recognition of seat time for elementary and middle school courses and the implementation with fidelity to the number of research-based programs/strategies planned.</p> <p><u>Interview Findings:</u>                      The responses provided were appropriate.</p>
<p>The “Assessment” paragraph only focuses on the post assessment and not the pre or ongoing (formative) ones. Hopefully, this has greater depth later. (Pg 15) Please address.</p>	<p>The paragraph on page 13 is an elaboration on assessment as part of the “focus” model, derived from the “8 - Step Instructional Process.” Assessment is to be at short, frequent intervals. When it is done immediately after a targeted skill has been taught, the teacher knows whether there is student understanding or not. This is formative. SAA plans to use pre- and post-testing in all core subject areas. The FAIR, an ongoing and formative assessment, will be given three times a year as will all district benchmark assessments as mandated. At the Middle School level, assessments online will be used as required according to the district calendar.</p>	<p>Acceptable response</p>

<p>Please clarify what is meant by “extended reading.”</p>	<p>Extended reading/math (page 10) refers to the additional reading or math instruction time required for students with deficiencies in those areas. The wording perhaps should have been “additional intensive reading/math time.”</p>	<p>Applicant needs to clarify their definition of extended reading and which students are the intended recipients. It was not clearly written.</p> <p><u>Interview Findings:</u> The responses provided were appropriate.</p>
<p>The applicant references research related to the importance and positive impact of arts education (Pg 16). Has consideration been given to the more recent research on the practice of arts <u>integration</u>?</p>	<p>Consideration has been given to integration of the arts. We do plan to use it throughout the Academy. SAA, however, will teach classes in art and performing arts every day as a separate entity. The emphasis will be on developing the artistic and performance potential of every student. Because of this emphasis, the talent brought out through this program will naturally impact the other classes. Students will feel comfortable speaking in front of other students and staff members, thereby increasing class participation. Feelings of success through positive artistic and performance expressions will further promote student confidence in all areas of the curriculum.</p>	<p>Acceptable, but disappointing response.</p>

**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-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

<b>Strengths</b>
Recognition that curriculum must be aligned to NGSSS and CCSS. (Pg 19)
The District’s Instructional Focus Calendar will be used. (Pg 19)
The District’s K12 Comprehensive Reading Plan will be used. (Pg 20)
Reading needs of students at all levels are addressed. (Pg 37-42)
FAIR scores guide student service in reading and also consider a variety of reading materials to meet those needs. (Pg 39-40)

**Concerns/Weaknesses:**  
 There is an incorrect listing of the Algebra I for HS credit course code. (Pg 31) Response: The title should have been HS Algebra 1  
 The course title and code is inaccurate for the math course students can take for high school credit. See above response.  
 F.S. 1003.413(3)(d) requires a policy on credit/course recovery courses through a competency based system. There is no reference to what will be used to establish the course recovery process. Response: Answer on page 14.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>There is no mention of differentiation of curriculum for grades k-2 to follow CCSS and grades 3-12 following NGSSS. (Pg 19)</p>	<p>Because the full implementation of Literacy Standards in grades 6 – 12 content areas was begun in 2011 and implementation has begun for Rich and Complex Text and Informational Text for Grades K -12, the differentiation was not mentioned separately. The emphasis in reading moves from the NCLB emphasis on the five priorities of reading (where comprehension is equal to the other four) to the CCSS emphasis on higher-level comprehension skills. In math, the movement is away from “mile wide-inch deep” curricula to conceptual understanding underlying the skills. Textbooks would be chosen that are aligned to the CCSS standards. Therefore, in 2013-14 there would be full implementation of CCSS for all content areas for grades K – 2 and the continuation of full implementation of content area literacy standards including: 1) text complexity, quality and range in all grades (K – 12), and 2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6 – 12).                      Students in grades 3 - 8 would follow the Blended CCSS/ NGSSS standards with this being the last year NGSSS are assessed on FCAT 2.0. Full implementation of content area Literacy Standards including: 1) text complexity, quality and range in all grades (K-12) and 2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12) would continue until 2014-15 when there will be full implementation of CCSS for all content areas in grades K – 12.                      Beginning with K – 2, teachers now have to focus on content depth, “chunking” the content standards, and clustering of learning goals. They must integrate skills from reading, writing, speaking, and listening, language, and mathematics into instructional units and not teach skills in isolation. The leadership of SAA understands that we are moving to full</p>	<p>The applicant has not explained nor acknowledged the differentiation of the standards that have been adopted at each grade level. <b>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</b></p> <p><u>Interview Findings:</u>                      The timeline of CCSS rollout is correct, but the spokesperson was not able to give an example of chunking the standards nor the clustering of learning goals so therefore did not demonstrate for this reviewer an understanding of the content of the CCSS.</p> <p>The spokesperson felt that learning more about the CCSS would come from paid professional development opportunities.</p> <p>The CRC hoped for further knowledge of CCSS through the actual website at no cost rather than learning more through the lens of a vendor and paying for services of a guided book study as discussed in the interview process by use of MagnetEd.</p>

	<p>implementation of CCSS in grades K – 8 (12) and will provide professional development for teachers so that they will be able to incorporate lessons that would allow students to meet the new standards.</p>	
<p>The applicant proposes to use Storytown, which is not aligned to CCSS. (Pg 22) What modifications to instructional materials does the applicant propose?</p>	<p>In 2010, Harcourt/Houghton Mifflin published an alignment of <i>Storytown</i> to Common Core standards. The format is unwieldy as it correlates Teacher Edition pages to standards, but the publishers have since made available the <i>Storytown</i> Core Enhancement Pack. If this were not available, we would have to purchase materials to supplement <i>Storytown</i>. Supplements particularly would need to be in the areas of teaching writing – informational, opinion, and narrative; providing high interest reading material, both fiction and non-fiction with increasing text complexity with time to read; and using materials or strategies that focus on close textual analysis. These supplements would be researched throughout this year as the educational leadership completes coursework in Common Core. Materials that could be included are DK Readers, text sets on sports or current issues, print-rich journals (<i>Scope, Junior Scholastic</i>, etc.), primary source documents, and trade books as well as textbooks in the content areas. If <i>Storytown</i> is not on the adoption list for 2013-2018, we would purchase an adopted series to be in alignment with the Sarasota County Reading Plan, which we have said we will follow. In all probability, SAA would purchase the newly adopted series on the state adoption schedule.</p>	<p>The applicant did not make a strong case or demonstrate the evidence of a scientifically-based reading research as the foundation to their reading instruction. <b>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</b></p> <p><u>Interview Findings:</u> The responses provided were appropriate.</p>

<p>Having only one content area teacher for all three middle school grades will require each teacher to have at the very least 6, possibly 8 preps in math and 4 preps in language arts. This violates the instructional contract of the school board <u>if</u> you choose to follow it.</p>	<p>SAA will not use the school board contract. The Academy will use a contract modeled on that of the Florida Consortium of Public Charter Schools. The SAA Board recognizes that the number of preparations will be difficult for teachers but they would be given a job description so would know this before being offered a contract. If multiple math classes at each level are necessary due to the level of prospective students, additional staff could be hired. This will depend upon the student population enrolled.</p>	<p>As noted, there is an incorrect listing of the Algebra I course code to be used for high school credit. The impact of one teacher required to teach all 6 middle school math courses and HS Algebra would not be best practices in terms of student time and teacher prep time.</p> <p>SAA does not have to follow district contract. But this practice may pose challenges in recruiting and retaining high caliber teachers. Additionally, teachers may experience “burnout” with more that three preps.</p>
<p>There is no description of how the CCSS will be implemented based on the timeline stipulated by FLDOE for specific grade levels and subject areas. (Pg 24-31). Please address</p>	<p>Please reference the first entry on this page. As required, full implementation of Florida’s CCSS begins this year for grades K-1; 2nd grade will be implemented in 2013-14. At the same time, Grades 3 – 8 would implement the Blended Curriculum based on CCSS and Supplemental NGSSS and would continue to implement Rich and Complex Text and Informational Text for Grades K-12. In 2014-15, there would be full implementation for grades K-12. The full implementation relates to English/language arts and math and literacy in the content areas (science, history/social studies, and technical subjects). The SAA educational team will continue to take coursework to ensure they can lead the school faculty and will provide professional development for the staff.</p>	<p>The applicant does not demonstrate an understanding of the correct standards that will need to be taught. In the response the applicant confirms limited knowledge by the statement: “The SAA educational team will continue to take coursework to ensure they can lead the school faculty and will provide professional development for the staff.” <b>CRC will question further at eh 9/27 interview to confirm a deep understanding. ****</b></p> <p><u>Interview Findings:</u> Clarification was asked regarding what coursework and MagnetED will be utilized. The applicant was advised that there is a cost for each person and each course and does not appear to be in the budget.</p>
<p>Regarding F.S. 1003.455 Physical Education. Will the school have a waiver process in place?</p>	<p>Yes, a waiver written according to F.S. 1003.455 Physical Education will be offered to parents. For students needing it, this time will be used for remediation.</p>	<p>OK</p>

<p>There is insufficient evidence of scientifically-based reading research which should be the foundation of the school’s reading instruction (Pg 37-42). Please explain.</p>	<p>The applicant feels that the information provided in Section 4 of the application is consistent with statutory requirements. Because of the cumulative educational experiences of the leadership team, we most definitely ascribe to the idea that reading education from the earliest years is paramount. We know that the FLDOE only adopts programs that are research-based and are aligned with CCSS or NGSSS. We have stated that we will follow the Sarasota County K-12 Comprehensive Reading Plan which we know is also written to be in compliance with CCSS and NGSSS. This plan was studied in detail and specialists at the district level, whose expertise we value, were consulted. Pages 19 – 27 discuss SAA’s Reading and Language Arts at K-8 levels. On these pages, five sources are directly referenced and others are used as a basis for our reading philosophy. Pages 37 – 42 describe the reading program in more detail. The FLDOE websites as well as other sources relating to reading are referenced. At the time the application was being developed, the main reading program available was <i>Storytown</i>. The research shows it is a strong program. After reading the adoption committee reports from several states in addition to Florida, it was found that “Storytown is a reading program that is based on scientifically based research and includes instructional content based on the five essential components of reading instruction integrated into an instructional design that includes the following: instructional strategies, instructional sequences, practice opportunities, and student and resource materials for a diverse population.”</p> <p>This is a time of change from NCLB focus on instruction of the five priorities of reading instruction to the CCSS greater emphasis on critical reading and higher-level comprehension. SAA will use a state-adopted reading/language arts series. The CCSS literary strategies will most certainly be integrated into the content area. One of the leadership team is now enrolled in a CCSS class to increase her knowledge in this area and its application to the classroom. If a reading series is adopted that is more aligned to CCSS, we would adopt it or use the expansion pack for <i>Storytown</i> if that is still part of the district plan.</p>	<p>CRC respectfully disagrees. The CRC has the same concerns as expressed on page 11 of this document.</p> <p>CRC will question further at eh 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> The responses provided were appropriate.</p>
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<p>Teachers’ “Individual Professional Development Plans” must include reading strategies for their content. (Pg 42) How will the school meet this requirement?</p>	<p>SAA’s Principal will maintain an “Individual Professional Development Plan” for each teacher.</p> <ul style="list-style-type: none"> <li>• During preplanning week, the principal will meet with teachers to develop the individual plans.</li> <li>• Teachers will be assisted to develop their goals based on needs of students and accomplished practices.</li> <li>• They will write measureable goals.</li> <li>• Areas for inservice will be developed which could include: NGCAR-PD, instruction in CCSS and its implementation, reading material related to reading or writing in the content area, training in writing strategies.</li> <li>• Teachers will implement what they learn and monitor student progress throughout the year.</li> <li>• They will evaluate at the end of the year and use this as one basis for planning for the next year.</li> </ul> <p>Access to professional development will be provided through the school, the district, and through college level coursework. All Middle School teachers will take the CAR-PD training during the first year so that they can provide the necessary intensive instruction for Level 2 FCAT2.0 students.</p>	<p>Acceptable response. However, the applicant is making an assumption that inservice and training of the school’s particular needs will be addressed by attending district trainings.</p> <p>Please be advised that CAR-PD is fee-based and is offered on a limited basis. The applicant is strongly advised to investigate other possible options.</p> <p><u>Interview Findings:</u> There is an incorrect assumption that the district will provide the NGCAR-PD courses as needed.</p>
<p>If there is only one teacher for levels 6-8 and one class of 8<sup>th</sup> grade middle school math, how will one teacher teach the benchmarks for course 3, course 3 advanced, and HS Algebra 1 and meet seat time requirements within it? (Pg 72)</p>	<p>If upon examining the levels of student achievement of prospective students, it is determined that all three courses are necessary, SAA has budget reserves that can be used to hire more instructional personnel. SAA plans to employ a part-time teacher appropriately certified in High School level math to teach the HS Algebra 1 class, thereby meeting seat-time requirements without putting a burden on other math teachers.</p>	<p><b>Confirm “SAA has budget reserves” check budget and inquire at 9/27 interview. ***</b></p> <p><u>Interview Findings:</u> If budget permits, the response is appropriate.</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 standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- 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.

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

**Strengths**

The applicant acknowledges that students will participate in all state-required assessments as well as formative assessments for progress monitoring (Pg 50 and 53).

Goal 2 for lowest quartile student in reading and math is well specified and a technology goal is included .(Pg 50).

The school proposes to follow the district’s Student Progression Plan (Pg 51).

**Concerns/Weaknesses:**

Yearly measurable educational goals and objectives are broadly stated and not defined. The applicant refers to future School Improvement Plans as the way to indicate academic improvements in years 2 – 5.

Response: For grades and subjects where FCAT2.0 is administered the percentage of students demonstrating grade level proficiency on FCAT2.0 will meet or exceed the district averages. For grades or subjects where FCAT is not administered, other measures such as SAT-10, FAIR, curriculum assessments, and EOC exams will be used.

Goal 1 specifies increasing student performance in all grades in reading, writing, science, math and civics, however, only reading and math goals are provided. Specific writing, science or civic goals performance/outcome expectations are not specified (Pg 50). Targets for the state End-of-Course (EOC) exam should be included.  
 Response: The level of student performance in all grades using the FCAT2.9 in Writing and Science would be at the percentage equal to or above the district average. Civics and Algebra 1 would be at an 85% proficiency rate on the initial EOC exam. Students not taking FCAT2.0 or EOC exams would be judged on the FAIR with 85% scoring at the green level.

Given the school’s mission/focus on the visual and performing arts and an academic program with a “strong infusion of the arts,” it is disappointing not to see goals and objectives tied to these areas and/or to arts integration. (Pg 50)  
 Response: 100% of the students will participate in daily classes in both visual and performing arts. Parents and students will know the expectations of participation at the time of enrollment. Since this is based on daily participation, it is expected that all students will increase in proficiency in both the visual and performing arts. An important goal is to build self-confidence and, as said in the application, enable students to be able to speak in front of others – such as in an interview – with security and confidence in their ability to think quickly and formulate answers ( a goal related to CCSS for students in literacy in the content area).

Lots of goals, but the charter should identify “specific” goals related to high performance in each subject area. (Pg 52)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please clarify Objective 2 under Goal 1. What is meant by “learning gains as established by FLDOE/Accountability, Research and Measurement Department?”	The reference to the FLDOE Division was included in error and should be deleted.	OK
What is the “Engrade program” referenced under Goal 3, Objective 4? (Pg 50)	The “engrade” program is a 24/7 access program for parents and teachers. Student assignments, grades, study guides, rubrics, etc. are available. Students can also submit work digitally through the program using the “turn in” option. The administrative portion can be used to track student achievement.	Acceptable response.
What are the school’s plans for course-recovery? (Pg 52)	Course-recovery classes will be offered as necessary. For Middle School, it will be suggested that students enroll in an online course such as with Florida Virtual School. An Extended Day course may be made available. It could also be provided by replacing an elective with course recovery activities during the school day. With a small student body, the method for offering the course will depend on the number of students needing course-recovery. At the third grade, students who score at Level 1 or 2 on the FCAT 2.0 Reading would be evaluated via portfolio or the reading subtest of the SAT10 or would be enrolled in mandatory Summer Reading Camp.	<p>What is “extended day?” CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> The applicant was able to elaborate and provide examples.</p>

<p>Applicant proposes to use SAT-10 from spring grade 1 and spring grade 2 as baseline for following school year. (Pg 52) Please be advised that the SAT-10 program is a district program and is not administered at grade 1. What other measure will the school use for entering grade 2 students?</p>	<p>The SAT-10 would be used for students entering from private schools or other districts that use the SAT-10 in spring first grade. Students entering from Sarasota County would have to be evaluated based on the FAIR scores as well as previous academic records, teacher observation, and textbook series placement tests. They would then be provisionally placed in a grade level. The early fall FAIR score would then be used as a baseline for that student.</p>	<p>Acceptable response.</p>
<p>Charters may incur a cost to participate in SAT-10. Is the applicant planning to purchase and administer their own SAT-10 program?</p>	<p>Yes</p>	<p>OK</p>
<p>The application does a good job describing the progress monitoring process for students, however, the application does not fully describe how the instruction or educational program will be evaluated and adjusted based on data (Pg 54). Please address.</p>	<p>Ongoing acquisition of data as well as end-of-course or FCAT scores can be used to evaluate the success of an instructional program. Upon reception of the data, results will be reviewed by the academic leadership and then shared with teachers at the monthly grade-level meetings. The staff and administration would then examine the results in light of student achievement. The program could then be modified or adjusted to better guide instruction. For example, if scores are consistently low for math problem-solving, the instructional materials and/or delivery system would be examined and changes would be made. The leadership team and teaching staff would work together to make changes most beneficial to the students.</p>	<p>Acceptable response.</p>

**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:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

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**  
 SAA indicates services will include regular and resource class placement. (Pg 56)

**Concerns/Weaknesses:**  
 The applicant’s response speaks to assessment only, not how effectiveness will be determined based on how students will engage and benefit from the curriculum. (Pg 57/E)  
 Response: The applicant respectfully disagrees with the statement that the application does not speak to program effectiveness or to student engagement and benefit from the curriculum. The most obvious measure of program effectiveness and the benefit to students is whether or not students are making academic progress. Section 6, E and F, clearly defines that: ESE’s students will participate in all benchmark, formative, and summative assessments, 2) ESE assessment data will be analyzed annually and throughout the school year to monitor student progress, 3) assessment data will be shared on a regular basis with parents, students, and staff, and 4) assessment data will be used throughout the school year to inform and guide instruction.  
  
 The committee cannot determine if the staffing plan aligns with the number of SwD students to be served because projections for SwD are not provided. (Pg 58) Response: See below.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
As required in Section G, please provide the projected percentages (the numerical values) of Students with Disabilities to be served. (Pg 57)	The number of ESE students projected for each year of the charter is clearly reflected in the Revenue Estimate Worksheets in the Budget Section 13 and Appendix I. The respective numbers and percentages are 36 (approximately 19%) in year 1, 40 (19%) in year 2, 44 (19%) in years 3, 4, and 5.	Acceptable response.
Please demonstrate how the staffing plan aligns to the student projections (Section H, Pg 58)	The applicant feels that the proposed level of ESE staffing (i.e. one ESE coordinator and one ESE teacher, with related services to be provided by contracted staff) is consistent with the number of ESE students projected and the level(s) of ESE services to be provided for the first year. As stated in the application, additional ESE staff will be added in subsequent years if warranted by increased numbers of ESE students.	<p>Pursue further at the 9/27 interview.***</p> <p><u>Interview Findings:</u> Upon discussion, the CRC feels confident that the applicant understands the staffing needs and is prepared to make adjustments based on enrollments. Additionally, reserves in the budget would permit the hiring of additional staff.</p>
How will students “exhibiting talents in the arts” be identified? (Pg 58)	Due to the focus of the school, we expect to attract students and parents with an interest in performance and visual arts. Individual talents and strengths will be demonstrated through portfolios, auditions, and daily participation in the visual and performing classes. In such classes, evaluation through participation is constant and ongoing.	Acceptable response.

**7. English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(10)

**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.
- 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 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**

**Concerns/Weaknesses:**  
 The application contains several outdated references and in some cases incorrect information. The applicant has not demonstrated a sound understanding of ELL requirements. In light of this, it is difficult to discern if the applicant will have the capacity to meet state and federal requirements.  
 Response: The applicant apologizes for the errors. A consultant was hired for this section because it is an area with which no prospective administrator was familiar. The out-of-date district plan published on the website was used but since receiving this analysis, we have been directed to the 2011-2012 English Language Learners (ELLs) Database and Program Handbook. The applicant will employ the necessary number of ESOL professionals and paraprofessionals and will consult with the district to be sure we are in compliance.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The completed Home Language Surveys need to be forwarded to the ESOL Liaison/Contact at the school (not the district) so that the student may be assessed in a timely manner. A copy should be forwarded to the ESOL District Office. (Pg 59) Please confirm understanding.</p>	<p>This is understood.</p>	<p>OK</p>
<p>The evaluation criteria for exiting the ESOL program is not current. The applicant is advised to refer to current exit criteria going into effect as of Spring 2012 CELLA administration. (Pg 60) How the application will be modified to address this?</p>	<p>An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining: 1) Scores of proficient at the applicable grade level on each CELLA subtest (listening, speaking, reading, and writing) administered annually pursuant to Rule 6A-6.9021, F.A.C.; and 2) Scores on applicable FCAT in Reading, as follows: a. For students in grades K-2, CELLA is the only assessment required and FCAT is not required; b. For students in grades 3-8 (9), an achievement level of 3 or higher on applicable FCAT in Reading. The student must be followed up for a two-year period after having exited the ESOL program.</p>	<p>Acceptable response. The applicant researched the topic and provided the correct information.</p>

**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)

**Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

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**  
 SAA will follow the Sarasota County Schools Code of Conduct for all discipline infractions. (Pg 62)  
 The application addresses RTI and Tiers.

**Concerns/Weaknesses:**  
 While the application states that the charter school will adopt the district Student Code of Conduct, the application is absent specific evidence related to its use in daily operations. The supplemental student handbook in Appendix B does not refer in appropriate areas to the district Code of Conduct and may contain policies that do not meet current statute or legal precedent of a public school.  
 Response: It is unclear what “evidence” the sponsor is seeking regarding the use of the Code of Student Conduct in daily operations. The applicant will conduct professional development regarding the Code of Conduct and the school’s discipline procedures for all staff prior to the opening of school. Additionally, the applicant has reviewed and revised the school’s supplemental disciplinary procedures to ensure that there are no conflicts or areas of inconsistency with the District Code of Conduct.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
How will the Management/Discipline Plan differ (if at all) for the various levels (K-5, 6-8)?	Classroom teachers are responsible for establishing a behavior management plan for their classrooms. Once developed, the behavior management plan will be submitted to and approved by the school administration prior to the opening of school to ensure compliance with the Code of conduct and the school's supplemental procedures. There will not be major differences at the administrative level.	Acceptable response.
Please briefly describe (rather than bullet the primary components) the school-wide plan for the implementation of MTSS. (Pg 63)	<p>SAA will form an MTSS team to plan, oversee, and evaluate the RtI for academics and behavior. Staff members will be given training before the school year starts and will receive ongoing training throughout the year. Before anything can be accomplished, all of those involved must understand that behavioral skills must be learned and must be taught. This might include modifying the environment or teaching appropriate replacement skills. The team will consist of the principal, the ESE Liaison and or Teacher, a classroom teacher, and other support staff. Since it is a collaborative venture, members would actively seek input from stakeholders including teachers and parents. The MTSS team will meet weekly at the beginning of each semester and at least once monthly thereafter unless additional meetings become necessary.</p> <p>School-wide expectations and goals would be established at tier 1. At tier 2 there would be targeted intervention and supports and at tier 3 there would be individualized interventions and supports.</p> <p>The process is to be data-driven. Teachers would have a method for record-keeping on which they would document areas of need (academic or behavioral), contact with parent/guardian, and interventions used. From this, teachers and the team would be able to identify problems, analyze the data to ascertain why the problem is occurring, design an appropriate intervention, and evaluate the effectiveness of the RtI/intervention strategies.</p> <p>It is imperative that the interventions used are "scientifically research-based." A recommended resource for finding interventions is the "What Works Clearinghouse," located at <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.</p> <p>After interventions have been in place, evaluation of the process should be done. Data should be available from all three tiers to show the effectiveness of the interventions. The strategies should have been</p>	Acceptable response. Very well done.

	<p>evaluated for fidelity. When this is done, the decision can be made by the team to alter the interventions or revisit the problem-solving process. Coaching by designated staff with the appropriate skills would be utilized to support the school-based team in RtIB. Professional development would be aligned with the expected responsibilities of the staff and team members. This may include developing and gathering data sources, interpreting data, matching interventions outcomes to student need, presenting intervention outcomes to others, and engaging in problem-solving processes.</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(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- 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 sensible method for resolving disputes between parents and 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**  
 The role of the governing board members and leadership team is defined. A brief resume for members of the governing board is included.

**Concerns/Weaknesses:**

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

**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 and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- 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**  
 The role of each member of the leadership team is identified.

**Concerns/Weaknesses:**  
 Please note that the school will be responsible for the training and professional development of their teachers and staff. Charter school staff are provided opportunities to participate in district PD sessions, but district PD offerings in a given year may not cover all of the school’s PD needs.  
 Response: Various other avenues for professional development are listed in Section 3 of the application and elsewhere in this response. The school’s professional development plan includes: 1) professional development provided through participation in School District offerings, 2) professional development provided “in house” by the school’s leadership team, 3) professional development provided via online training, 4) professional development through enrollment in college/university courses, and 5) professional development provided by consultants or vendors as necessary.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Middle school staffing may not be sufficient to meet the instructional needs of students in core subject areas. For example, the math teacher could have up to 8 preps and the LA teacher could have 6 preps (intensive reading not included). These numbers do not include these teachers prepping for the enrichment/intervention class (Pg 72-73). Please address.</p>	<p>Once the population is established, the staffing could be adjusted. Charter schools are not bound by school district contracts and it is not atypical for charter school teachers to have duties and responsibilities (e.g. home visits, extended school day, mentoring, tutoring and additional course preparations) beyond those that would be assigned to a teacher employed by the school district. Prospective staff members will be clearly informed of these additional responsibilities before being offered employment at SAA.</p>	<p>Understood, but it appears unrealistic.</p>
<p>Based on staffing allocation for teachers, how will teachers be scheduled for the enrichment/intervention class?</p>	<p>Enrichment/intervention will be done by differentiated instruction in the regular classroom where possible. If extra time is needed for intensive instruction, it will be done through the built in time for learning support or by using an area specialist who is not a regular classroom teacher. Teachers trained with CAR-PD would deliver the instruction for Level 2 FCAT 2.0 Reading students. Level 1 FCAT 2.0 Reading students would be instructed by Reading-endorsed teachers who will teach intensive reading. The math teacher would teach the Level 1 FCAT 2.0 Math students.</p>	<p>Acceptable response. May be a challenge the first year with new teachers who may or may not have experience with Florida’s requirements and PD opportunities not available during the summer.</p>
<p>Other than reliance on district PD programs, what other provisions are planned for the school to prepare and train teachers and staff? (Pg 73)</p>	<p>As stated in the chart on page 14 of the application, professional development will be provided by the district, SAA, and through college level courses. Teachers will be advised of district offerings and encouraged to take advantage of them. Other sources would be:</p> <ul style="list-style-type: none"> <li>• in-house professional development opportunities delivered via DVD series facilitated by an SAA faculty member</li> <li>• access to webcasts and approved online courses</li> <li>• speakers brought to campus</li> <li>• workshops.</li> </ul> <p>Instructional staff will be encouraged to take coursework to increase their number of credit hours above the current degree level. Specific plans will be made when student assessment and individual professional development plans indicate a need. As discussed earlier in this document, individual professional development plans will be maintained. These will serve as a guide in deciding which venues would be most valuable.</p>	<p>Acceptable.</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 of how the proposed relationship with the ESP will further the school’s mission.
- 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**

**Concerns/Weaknesses:**

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 or a sound plan for development of policies and procedures.

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"/>

<b>Strengths</b>
A draft SAA Employment Handbook is provided (Appendix A).

<b>Concerns/Weaknesses:</b>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The equity statement is not up-to-date. (Pg 74)	This section is rated as meeting the standard. The equity statement has been updated as requested.	OK

**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**  
 The school intends to develop partnerships with community organizations to recruit interested students. (Pg 75)

**Concerns/Weaknesses:**  
 The CRC is concerned that the open enrollment timelines and the scheduled lottery process may inadvertently limit access to parents in the targeted areas (as specified on page 8) and will not meet the Florida Statute requirements for equal opportunity to enroll in the school. F.S. 1002.33 (10)(b) Eligible Students. "The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process."  
 Response: Please see item #2 below.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Marketing materials must be translated in the primary home languages of students currently enrolled in district schools. (Pg 75). Please confirm.</p>	<p>This is understood. Marketing materials will be translated into the primary home languages consistent with district requirements. It is our observation that the languages used on the district website are English and Spanish. It is noted that standard forms and informational letters sent to parents are provided in Spanish, Russian, Ukrainian, Haitian Creole, and Vietnamese, but Spanish and English are the languages used for supplementary reading and math materials for 2<sup>nd</sup> and 3<sup>rd</sup> grade ELL students and on the Education Channel.</p>	<p>The CRC was not requesting that the proposed school go beyond any district requirement. Detailed information about marketing strategies and the provision of materials in multiple languages was not, to the best of our knowledge, in the original application.</p>
<p>The committee is concerned that the school proposes 2 brief enrollment periods (February and March) and two subsequent enrollment periods in June and July. It appears that the lottery will only occur if there are no openings after each of the four enrollment periods. Parents from target areas other than the immediate community may not receive information about the school until after the February/March periods and will not have an opportunity to attend (Pg 75)</p>	<p>The applicant respectfully disagrees with the statement that the proposed open enrollment timelines and scheduled lottery process may limit access to parents in the targeted areas and are not consistent with statutory requirements. The applicant proposes two initial, month-long enrollment periods followed by two additional enrollment periods if needed. Each enrollment period is at least one month in length. The lottery process is scheduled to occur at the end of any enrollment period where the number of applicants exceeds program capacity. The “targeted area” cited in the analysis is the area in which transportation will be provided. Any student who “submits a timely application” will be eligible for enrollment, although students residing outside the “targeted area” may not be eligible for transportation services. The applicant feels that these recruitment and enrollment procedures are reasonable, appropriate, and clearly compliant with statutory requirements.</p>	<p>The response does not address the CRC concerns. A broader initial open enrollment window is generally accepted in the Florida charter school and authorizer community as standard acceptable practice, particularly in the first year of a charter school’s operation. A 2-month window is recognized by experts in the field to be needed to adequately provide the time necessary to meet other statutory requirements related to enrollment, such as: achieving a proper ethnic balance and communicating in the native language of potential enrollees. In addition, this allotted time allows the charter school to educate the local community related to the charter school’s program and affords parents time necessary to research and ultimately, if they choose to, pre-enroll within a timeframe that would allow their child equal access to a seat at the charter school.  <span style="color: red;">Pursue this matter at the 9/27 interview. ***</span>                      See notes from Section II.</p>

<p>Given that 1) class sizes will be small, 2) enrollment preference is given to children of staff and Board member (most of whom are current employees/board members of the community private school) and 3) the “target market is within a 5 mile radius” of the existing school, how will the school reflect the student population described in Section 2?</p>	<p>The statement that “enrollment preference is given to children of staff and board members (most of whom are current employees/board members of the community private school) is inaccurate. Enrollment preferences for siblings and children of employees and board members of the proposed charter school are clearly permissible under FS 1002.33. The status of any student as a child of an employee or a board member of any private school will not be a consideration for enrollment in SAA.</p>	<p>Pursue this matter at the 9/27 interview. ***</p> <p><u>Interview Findings:</u> After a lengthy discussion, the applicant is sensitive to the CRC’s concerns and assured the CRC that every effort will be made to ensure equal access to all students.</p>
<p>It is unclear how the recruitment plan will address community outreach toward various ethnic groups located within the geographic area. Please explain.</p>	<p>The applicant will provide recruiting material to organizations in the African-American and Hispanic communities as well as the Boys and Girls Club and YMCA After-school Programs to encourage enrollment of interested students and families.</p>	<p>OK</p>

**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 acquiring 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**  
 The charter will lease the facility currently used by the private school.  
 The facility is appropriate and adequate to meet the educational and safety needs of the students.

**Concerns/Weaknesses:**

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

**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)

**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"/>

<b>Strengths</b>
The school plans to contract with Sarasota School District for transportation services and are willing to change start/end times, if necessary.

<b>Concerns/Weaknesses:</b>
The response to this section is simply a statement that they will contract with the district. The applicant is encouraged to become familiar with the state requirements and with the implications of contracting for services. Response: Rated as meeting the standard.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please be advised that if the school contracts with a provider other than the district it is responsible for ensuring that the drivers meet state/federal requirements. (Pg 79).	This is understood.	

<p>The application states that the school will "...provide transportation for students residing between two and five miles from the school." (Pg 79) Will other options/strategies be considered so families beyond the 5 mile radius are not inadvertently discouraged to enroll?</p>	<p>Other options/strategies for transporting students beyond the identified transportation area are not required by statute and could be cost prohibitive. That said, SAA will, during negotiation of the transportation contract, explore the possibility of adding additional "pocket pickups" outside the identified transportation area if that can be done at a reasonable cost. If at a later date, we see a need for additional transportation, other options will be explored and discussed with the director of transportation.</p>	<p>Acceptable response.</p>
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**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 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"/>

<b>Strengths</b>
The school intends to contract with Sarasota County School’s Food & Nutrition Services. (Pg 80)

<b>Concerns/Weaknesses:</b>
The response to this section is simply a statement that they will contract with the district. The applicant is encouraged to become familiar with the state requirements and with the implications of contracting for services. Response: Rated as meeting the standard.

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

**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.
- A sound plan to monitor the budget and make adjustments as necessary.

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**  
 Budgetary projections which are consistent with all parts of the application.  
 The estimated fund balance is above 10% for all the 5 years.

**Concerns/Weaknesses:**  
 Less than \$2,000 for professional development is not realistic.  
 There does not appear to be a budget allowance for substitute teachers.  
 Response: This section is rated as meeting the standard. Please see Section 10 for additional details regarding the school’s professional development plan. An allocation for substitute teachers has been added to the budget.

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

**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 clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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**  
 The application clearly describes the financial management process (Pg 83)

**Concerns/Weaknesses:**  
 Monthly financial reports must also be in compliance with GASB (Appendix J, p. 5)  
 Response: The applicant will submit all required financial reports in compliance with GASB requirements.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The applicant did not fully respond to part E. Please describe the specific insurance coverage (proposed amounts/costs) the school will obtain for general liability, auto, rent, workers comp, etc, as requested in the model application.</p>	<p>The specific insurance coverage in each required area is projected as follows:</p> <ul style="list-style-type: none"> <li>- General Liability - \$1 million in coverage (includes sexual/physical abuse) at a cost of \$5,500.</li> <li>- Excess Liability Umbrella – additional \$4 million coverage at a cost of \$4,000.</li> <li>- Property – \$2 million in coverage at a cost of \$6,000</li> <li>- Auto (if applicable) – \$1 million in coverage for at a cost of \$4,000.</li> <li>- Student Accident/Injury Coverage – Up to \$25K per injury at a cost of \$2,500</li> <li>- Work Comp is already listed separately on projected budget worksheets in Appendix I of the original application.</li> </ul>	<p>Acceptable response.</p>

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

**Concerns/Weaknesses:**  
Key actions steps are missing, vague references to time periods without specific dates. (Pg 85)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please specify dates for marketing, enrollment and lottery. (Pg 85)	The dates for marketing, enrollment periods, and lottery (if necessary) are identified in Section 13. These dates have been incorporated into the Action Plan.	We do not see mention of month/duration of marketing activities on Section 13.