

**Sarasota County Public Schools**  
**2013-2014 Charter School Application Process**  
**Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2013**

**Sarasota Military Academy Prep Charter Application**

Dear Charter Applicant:

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on August 1, 2013 (and corrected on August 14, if applicable). The CRC feedback is divided into three categories: 1) Strengths, 2) Concerns/Weaknesses and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” The addenda process may not be used to submit new information (not requested) or substantive changes to the submitted application.

Please use this document to submit your responses to the items under “Areas in Need of Additional Information and/or Clarification” and adhere to the following guidelines:

- Use the column labeled “Charter Applicant’s Response” to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.
- Do not respond to the remarks under “Concerns/Weaknesses.” Applicants are not permitted to correct major deficiencies or amend the original application, therefore, please do not enter information in this box.

**The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 4:30 pm on Wednesday, September 18, 2013.** Also provide 6 hard copies of the document. Please follow the directions provided on the cover letter regarding format, number of copies, etc. when you submit your revisions. If you have questions, call (941) 927-9000, ext. 32262.

**Florida Charter School Application Evaluation Instrument**

The following definitions guided the CRC’s 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>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
Mentorship of the middle school cadets by the high school cadets shows continuity between schools. (Page 1)
Graphic demonstrates understanding of what differentiated instruction looks like. (Page 8)
The purpose and values of the proposed SMA Prep school are clear and well reflected in the school’s mission and vision. The expectations set for students are high and aligned to the school’s core values. (Page 4)
Military modeled environment with a focus on “Global leadership” that promotes student-directed leadership. (Page 6)
School will implement Differentiated Instruction and Gradual Release of Responsibility as the foundation for best practice in teaching and learning. (Pages 7-9)
Professional development goals integrate curriculum, instruction and assessment. (Page 12)

**Concerns/Weaknesses:**  
 The data proposed to gage academic success (Section 1, Pages 6-7) is limited to FCAT and FAIR. Although the application mentions “other proven assessment tools” these are not defined.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
How will you determine individual student needs on specific standards in Reading based on FCAT 2.0 data? (Page 6)	
Regarding the tutoring at school four days a week, how will this be reflected in the student’s daily schedule? (Page 9)	
To measure learning outcomes, what other tools will you use in your data analysis to identify adequate progress? (Page 10)	

**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.

<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>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**  
 The school’s projected enrollment and local interest in SMA-Prep is strong. (Page 13)

**Concerns/Weaknesses:**  
 The applicant should have included an evaluation of the make-up or composition for the area to project diversity.  
 The application does not fully address the information requested in Section 2.B of the Model Florida Charter School Application. (Page 13)  
 The information provided in Section C does not meet the evaluation criteria. The applicant did not address how student enrollment projections were determined. (Page 13)  
 The application would be stronger had the applicant addressed the type of marketing research (if any) was conducted to determine a need for the school and to determine projections, to gain an understanding of the demographics of the community and the population of students (e.g., minority, ESE/ELL, low income composition). ( Page 13)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
The application only provides student enrollment projections for three years. Please provide projections by grade level for years 4 and 5. (Page 13)	
Please note that the class size amendment, for charter schools, requires an <u>average</u> of 22 students per class, not 25 as indicated in the application. Please clarify. (Page 13)	
How were the student enrollment projections derived? Was consideration given to the enrollment of other neighboring schools? (Page 13)	

**3. Educational Program Design**

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

**Statutory Reference(s):**

s. 1002.33(7)(a)(2)

**Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

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

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

<p><b>Strengths</b></p> <p>The educational design is well-structured. In addition, the school serves a niche not presented in Sarasota County. (Section 3)</p> <p>The program aligns to the mission of the school. The instructional models proposed for implementation are research-based and well established in the district. (Pages 15-17)</p> <p>Differentiated Instruction and Gradual Release of Responsibility as the foundation for best practice in teaching and learning. (Pages 17-18)</p>
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<p><b>Concerns/Weaknesses :</b></p> <p>Section F in the application “If the school intends to replicate an existing school design” is partially completed.</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Is the applicant submitting the SMA Prep application as a replication of an “existing school design?” If so, the application	

<p>does not fully address Sections 3.F and 3.G, as required below in the Model Florida Charter School Application. (Page 18)</p>	
<p>Please clarify if the school intends to replicate an existing school design. If so, please provide the FLDOE verification and provide a full response to Sections 3.F and 3.G.</p> <p>F. Provide evidence that the existing design has been effective and successful in raising student achievement.  <i>The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.</i></p>	
<p>If the school intends to replicate an existing school design:                  G. Describe the applicant’s capacity to replicate an existing school design.  <i>The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.</i></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 checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

A solid description of the reading curriculum is provided. (Page 47)

Including the whole staff in some form of reading professional development is a strong goal. (Page 48)

The character development education curriculum is consistent with the school’s mission and philosophy. (Page 39)

**Concerns/Weaknesses:**

The application does not demonstrate a clear understanding of the curriculum and course requirements for middle school students. Examples follow:

The application does not provide information on how the school will evaluate the effectiveness of the curriculum, as required in the Model Charter School Application.

Legislative changes from Senate Bill 1079 effective July 1, 2013 have not been addressed for interventions, EOC requirements, etc.



Biology for high school credit does not align with the district’s SPP and is not referenced as an option in earlier plan. (Page 31)

The Career and Education Planning presented is not updated to current legislative requirements. (Page 39)

CAR-PD no longer exists and while NG-CARPD certainly has some sound instructional components, it has not been updated to align with CCSS. (Pages 40, 48)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The application states that the school will follow the district’s core curriculum plan (page 20) and the Student Progression Plan (SPP) and yet some courses listed in this section are not part of the district’s SPP. Please clarify.	
How will the English Lang Arts (ELA) and mathematics standards be integrated into the curriculum for the non-academic areas?	
How does the school plan to address the Common Core ELA standards in Social Studies, Science, and Career and Technical subjects?	
How does the school plan to be certain that all teachers can incorporate the Comprehension Instructional Sequence (CIS)? (Page 41)	

**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.

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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

The goal to have 100% of students participating in a Leadership/Medal of Honor program each year (page 54) sets high expectations for good conduct and leadership for SMA Prep students.

A sound plan for sharing test results with parents is provided. ( Page 57)

**Concerns/Weaknesses:**

Overall concern: For the most part, the information presented in this section of the application is broad, somewhat vague and lacking details such that it is difficult for the committee to determine if the application meets the evaluation criteria. The assessment plan is not sufficiently detailed.

The application does not state goals and objectives and what the targets or improvements are expected each year. (Pages 53-54) Some

objectives are stated on page 54 of the application, but they do not address all content areas, or grade, or years of the charter.

The information provided under section B is insufficient to determine if the applicant understands the requirements for middle school course recovery and promotion. The applicant did not provide a description of clear criteria for promotion from one grade level to the next. (Page 54)

The applicant’s response to Part 5.E lacks specificity. The Model Florida Charter School Application calls for a description of the types and frequencies of assessments the school will use to monitor student progress. The applicant’s response that they will follow the district’s testing calendar and agree to the annual School Improvement Plan goals does not fully address the question posed.

In this same section the application states that the school plans to administer other “school level assessments that are not part of the district’s assessment system” yet does not provide any detail about these tests or evidence that these assessments are reliable and valid. (Page 55)

Throughout the application the applicant refers to and includes ESOL students in the category of exceptional education students.

The RtI/MTSS process throughout the entire curriculum and disciplinary procedures are not fully explained.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
How will the FLKRS assessment be used? (Page 54)	
What are the “internal placement assessments” the school will use to determine student placement? And how will the assessments/placement procedures align with the district’s Student Progression Plan? (Page 54)	
The district does not administer the Stanford Achievement Test in middle schools. Specifically, how will the Stanford Achievement Test be utilized at the proposed school? (Page 54)	
Please describe in more detail what the “research-based assessment tools deemed appropriate” consist of. (Page 55)	
The response to E is too vague on how assessment data will be used to “monitor” student performance. Will this be part of the MTSS process? (Page 55)	
Will the state-required CELLA assessment be used in any way to monitor student progress? (Page 56)	

**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.

<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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

**Concerns/Weaknesses:**  
 Rather than responding directly to the Section 6, parts A – I, the applicant inserted text verbatim from the high school charter contract between the district and SMA. In most instances the contract verbiage does not correspond to the information requested in the Model Florida Charter School Application for these areas. (Pages 58-59)

The applicant incorrectly states that gifted students have IEPs. (Page 59)

The application does not address how the school will ensure that students with disabilities will have an equal opportunity for enrollment.

The application does not describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student’s needs.

The application does not describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The application lacks a clear explanation as to how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

The application lacks the staffing plan for the school’s special education program, including the number and qualifications of staff.

The plan for evaluating the effectiveness of programs serving ESE and gifted students is not comprehensive.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
What are the student enrollment projections for ESE and gifted, by grade level, and how were the projections attained?	

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

**Strengths**  
 The use of a variety of methods to engage English Language Learners (ELL) who are below grade level in order to meet their needs and enable them to benefit from the curriculum. (Page 60)

**Concerns/Weaknesses:**  
 The procedures for identifying ELLs and providing support services are not described in the application. (Page 60, Part A)  
 A sound plan for educating English language learners is not presented; no programs or services are listed. (Page 60)  
 The application does not provide a detailed plan on how they will meet the needs of ELL students. The staffing plan is not provided and no information was submitted related to staff qualifications. (Page 60)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
What is the projected number of ESOL Certified Teachers? (Page 60)	

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

<b>Strengths</b>

<p><b>Concerns/Weaknesses:</b></p> <p>The CRC is very concerned that the school proposes to drug test middle school students, ages 11 – 14, and questions whether this is a legally sound policy. (Page 61)</p> <p>The application lacks a detailed plan for classroom management, as requested in Section 8, Part A. (Page 61)</p> <p>There is no outlined process on how students will be withdrawn. References to “administrative procedures” are vague. (Pages 61-62)</p> <p>It is not clear how PBS will be implemented and how it is part of the MTSS process. Therefore it is difficult to determine what the management program will look like and whether or not it is an adequate plan.</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The application proposes to follow the district’s Code of Student	



<p>Conduct, which prohibits drug testing of students. (Page 61) Please address this conflict.</p>	
<p>The application lacks a detailed plan for classroom management. The application references a “clearly defined Classroom Procedures and Expectations” document. Please provide a copy. (Page 61)</p>	
<p>The information presented under Part B related to dismissal procedures is text taken verbatim from the charter contract between the district and SMA. The committee is asking for draft copy of the documents referenced on page 61 – the Parent Contract and the School’s Admission Policy. Please submit. (Page 61)</p>	
<p>It appears as if there is a more in-depth approach to the Military model of expectations, which is fine, but how does PBS tie in to that whole philosophy?</p>	

**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.

<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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

**Concerns/Weaknesses:**  
 The applicant did not follow the format and outline of the Florida Model Charter School Application. It is very difficult to follow the applicant’s responses because the majority of the narrative provided is taken from the charter contract between the district and SMA; there is no one-to-one correspondence to the items/requested information in the sections of the Model Florida Charter School Application.

The governance section does not clearly address if the school will have a management company. (Page 64-65)

The application does not provide an organizational chart or a description of the reporting structure and relationship of governing board and school, as required in Section 9.A. (Page 63)

The application failed to address Section 9. G, which requires that the application list each of the proposed members of the school’s governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, the application must include a brief description of the person’s background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

The application does not provide a full description of how the governing board will fulfill its responsibilities and obligations. (Page 64)

What relevance does the information presented in the application under C, D, E and F (page 65) have to the information requested for those sections in the Model Florida Charter School Application?

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please provide an organizational chart for the school and a narrative description of the chart. (Page 63)	
The applicant failed to address Section 9 F, which requires that the application describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development. Please address this question.	
Please provide a list of the proposed governing board members and their curriculum vitae.	
The application discusses terms for a school using a management company or an educational service provider (pages 64-65, E-G). The information is confusing and conflicts with other parts of the application. What is the school’s plan? Will the school contract for services with a management company? Or an ESP provider? Please clarify. (Page 64)	

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

<b>Strengths</b>
The management structure provided is appropriate (as per chart in attachment A of the application).
The school’s plan for recruitment, selection, and development of qualified staff meets the evaluation criteria. (Page 68)

<b>Concerns/Weaknesses:</b>
The application does not include a viable and adequate staffing plan. (Page 67)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
None.	

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

<b>Strengths</b>
n/a

<b>Concerns/Weaknesses:</b>
n/a

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
n/a	

**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.

<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>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>
The application includes contract language related to the principal and teacher evaluation requirements of Section 1012.34, F.S.

<b>Concerns/Weaknesses:</b>
The application does not provide a compensation plan. (Page 70)
The application states that the “School will implement written policies and procedures” but the application does not provide the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program. (Page 70)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Because the narrative presented in the application is taken verbatim from the high school charter contract between the district and SMA, the information is presented as an “If, then…” situation. So, will staff be public or private employees? (Page 71)	
If personnel policies and procedures have not been developed please provide a clear plan, including timeline, for the development and approval by governing board. (Page 70)	

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

<b>Strengths</b>
SMA Prep enrollment policies are appropriate and meet statutory requirements. (Page 73)

<b>Concerns/Weaknesses:</b>
The application does not fully explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools. (Page 73)
The application does not fully describe the lottery process. (Page 74)
The CRC is extremely concerned about the proposed policy to conduct random drug testing of 11 – 14 year old students (page 74). The school purports to follow district policies yet drug-testing of students is not part of Sarasota County Student Code of Conduct procedures nor is it approved as a method to ensure drug-free schools.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
The application does not fully explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools. How will the	

<p>school know? What is the anticipated racial/ethnic composition of the target student population in relation to the community? (Page 73)</p>	
<p>What is the start and end of the enrollment period and at what point in time is a lottery conducted? (Page 73 and timeline in Section 19, Page 82)</p>	
<p>In lieu of drug testing students, has the school considered other alternatives, such as a comprehensive awareness and prevention plan, the use of PBS/MTSS methods and guidance counselors to assist students who may be experiencing issues with substance abuse?</p>	
<p>Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts. Provide a draft copy of the parent/student contract. (Page 74)</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.

<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>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

SMA has provided a possible site with building layout and parking. Also included are types of spaces needed with square footages needed and an estimated cost to construct. The budget for the land is \$780,000 while the County appraisal is at \$407,300, hopefully they can get it for the lower.

SMA has previous experience with constructing a school and knowledge of the size and numbers of spaces they will need. It is recommended that they look over the budget again with the above mentioned in mind. (Pages 85-89, Addendum B)

**Concerns/Weaknesses:**

The facility budget is based on 350 students while elsewhere in the document it states that they plan on starting with 425 and working up to 525. Classroom size is stated at 800 s.f. which is smaller than DOE’s recommended size of 960 for grades 6-8. Allowed but a larger classroom would allow for additional students if enrollment increases.

The estimate talks about administration and cafeteria in the same building, while admin/media is shown on the site plan. No cafeteria shown on the site plan. Total s.f. is listed at 42,000 s.f. compared to an estimated 52,000 s.f. based on DOE's recommended areas. The estimate states a cost per s.f. of \$72.00 for the shell of the structure. There is no mention of mechanical, electrical, plumbing, fire alarm & sprinklers or FF&E. A cost of \$150-\$160/s.f. seems more reasonable. The schedule allows 7 months for construction which is very aggressive (tight).

It was difficult to follow and evaluate the applicant's responses because the majority of the narrative provided is from the charter contract between the district and SMA. There is no one-to-one correspondence to the items/requested information in the Model Charter School Application. (Page 75)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
In addition to architect's map and aerial photo, please provide a narrative description of the proposed facility, including location, size and layout of space. (Page 75)	
Describe how the facility will meet the school's capacity needs for students to be served.	
Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.	
What is the alternate plan for facilities if the proposed facility is not available or is not ready for the school's opening?	

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

**Strengths**

The applicant acknowledges that transportation must be provided to meet state statute. (Page 76)

**Concerns/Weaknesses:**

The application does not describe how the school plans to follow the requirements required for transporting students and other state and federal laws.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The application does not provide a plan for transportation. (Page 75)	
Again, because the application is text copied verbatim from the high school charter contract between the district and SMA, it is not clear if the school plans to contract with the district or with another provider. Please reconcile "should the school choose to provide its own transportation" and "the school may enter into a separate agreement with the sponsor." Which is it? (Page 76)	

**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.

<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>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths**

SMA Prep Charter indicates that they will provide a Child Nutrition Program for free, reduced, and paid students.

**Concerns/Weaknesses:**

The application language states that “if” the school uses the services of the Sponsor, they will provide the lunches. However, there is no indication of what will happen if SMA Prep chooses not to use the FNS services of the Sponsor. (Page 77)

**Areas in Need of Additional Information and/or Clarification**

Because of the “If then...” scenarios, the food service plan is unclear. What is the plan?

**Charter Applicant’s Response**

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

**Strengths**

**Concerns/Weaknesses:**  
 The SMA Prep budget plan does not meet the criteria requested in Section 17 for Budget information. Sections A through F are deficient in that it does not provide the budget requested in the level of detail required to adequately evaluate the viability of the budget plan. (Section 17, Page 78)

The budget submitted in the application by the Sarasota Military Prep charter school does not meet the standard for the following reasons:

- The 3 year budget does not contain any of the State Board red book functions or objects to determine that the school will be in compliance with class size, provides for necessary support services in the operation of a school etc.
- The budget submitted does not provide sufficient detail to determine the number of staff being funded or the staff functions and has no provision for applicable payroll taxes or any other employee benefits.
- The budget submitted has one line item entitled Other expenses: (Equipment; Insurance: utilities; supplies; etc) that does not

detail the individual composition of the various appropriations.

- The CRC cannot determine if provisions are made for instructional materials, staff development, a required audit, etc.

In summary the submitted budget does not have the 5 year required budget, a required monthly cash flow, proper accounting terminology, and the applicable State Board red book accounting of functions, objects, and fund accounting.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
None.	

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

**Strengths**

**Concerns/Weaknesses:**  
 The applicant did not follow the format and outline of the Model Florida Charter School Application. It is very difficult to follow the applicant’s responses because the majority of the narrative provided is from the charter contract between the district and SMA, and there is no one-to-one correspondence to the items/requested information in the sections of the Model Charter School Application.

Internal controls are not presented. (Pages 78-79)

The application does not provide a clear description of how the school’s finances will be managed. (Page 79)

The application does not provide adequate detail in order to discern if the school’s system of internal controls will be sufficient to safeguard finances. (Pages 79-80)

The applicant did not describe the insurance coverage the school will obtain. (Page 80)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
What internal controls will be in place to safeguard finances?	
Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors and officers liability coverage.	



**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.

<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>Final</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>

<b>Concerns/Weaknesses:</b>
The action plan and timetable is sparse and minimally meets the standard. (Page 82)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
None.	