

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

Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2012

AMIkids Sarasota County 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, 2012. The CRC is offering each applicant an opportunity to submit additional data to clarify the information contained in the original application. The CRC feedback is divided into three categories: 1) Strengths, 2) Concerns/Weaknesses and 3) Areas in Need of Additional Information and/or Clarification.

Please use this document to submit the information requested by the CRC in Section 3. In completing this form, please adhere to the following guidelines:

- Use the column labeled “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.
- The addenda process may not be used to submit new information or substantive changes to the submitted application.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 12:00 pm on Wednesday, September 19, 2012. Please follow the directions provided regarding format, number of copies, etc. when you submit your revisions.

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.

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

Strengths

The mission is well-written, with clear goals and a good explanation of guiding principles and beliefs (Pg 9-10). The school will serve students in grades 7 – 12 who are not successful in the traditional school setting.

The school will be based on the AMIkids Personal Growth Model that incorporates social development and positive behavior modification.

The program supports students with developing behaviorally into productive citizens as they learn to make better choices for themselves.

Concerns/Weaknesses:

No mention is made of Common Core State Standards, however, CCSS will not immediately impact grades 7-12.

The reference to AYP reports is outdated (Pg 11)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
The applicant mentions having self imposed goals several times, however, does not elaborate on what these goals are. (Pg 12)	
Experiential Education is claimed to be a core part of the proposed school, however, it is not mentioned in the school's mission statement. (Pg 14) Please explain.	

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

Strengths

The school is accepting of all students regardless of their academic and/or behavioral needs.

The school will specifically focus on students that have at-risk behaviors that cannot be serviced by Phoenix due to their discipline records.

Concerns/Weaknesses:

The information presented is not sufficient to provide a clear description of the students to be served.

The applicant does not fully describe how the enrollment projections were obtained.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify how students will be identified or why students would choose to attend.	

The specific targeted population is not identified. How were the enrollment projections derived? (Pg 15)	
Why was sixth grade excluded? A solid middle school program requires all three years.	
What marketing campaigns/tools will be used to advertise the school throughout the community to draw students? (Pg 14-15)	

3. Educational Program Design

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

Statutory Reference(s):

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

Evaluation Criteria:

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

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

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

Strengths

AMIKids is well-aware of the blending of NGSSS and Common Core State Standards. Odyssey-Ware is a research-based program.

A blended model of instruction will be implemented. (Pg 15-16)

The Cone of Learning helps define the structures for instruction in the school. (Pg 18)

A course recovery program is included.

Concerns/Weaknesses:

Reference to Louisiana Content Standards and not Florida (Pg 16).

The educational program design has many inter-related components but the overall framework and design is not clear.

The staffing needs to support the programs appear unrealistic given the size of the school.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
As shown on the chart, Teacher # 2 will have Math 6-12, Biology, and middle grades science certification. Not impossible, but improbable. (Pg 15)	
How does the school propose to fund a 15:1 ratio serving regular and ESE regular class placement only? (Pg 15)	
Teachers will have at least 4 different course preps; this does not include any advance level courses that they may need to prepare. (Pg 15-16) Please clarify.	
How do you propose to meet IDEA requirements for ESE, without an ESE certified teacher in staffing allocation?	
Please clarify the curriculum for AMIKids: Project-based learning, Differentiated Instruction, Individualized Instruction, Experiential Education Curriculum, Service Learning, AMI Kids Personal Growth Model	
Is the Experiential Education Curriculum aligned to Florida's NGSSS-CCSS? Evidence of this alignment is missing. Is this supplemental curriculum? (Pg 17)	

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

Strengths

Concerns/Weaknesses:
 The applicant does not demonstrate a good understanding of Florida’s requirements for curriculum.
 There is no explanation for the school’s reading curriculum for level 1 and 2 students nor a reading plan.
 The curriculum and course offerings are not in alignment with current cohort graduation requirements.
 The listing of ELA courses is missing many of the M/J courses. (Pg 29) The listing of Mathematics courses is incorrect. There is no M/J course 3, there is no high school pre-algebra course offered anymore. (Pg 30)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify: “ The curriculum has been designed to meet or exceed the Florida Curriculum Standards” What are these? Where is your curriculum stated? (Pg 29)	
The application states that “Since there is not one commercial program... AMIKids will look at different research-based models to meet the needs...” These models need to be identified to assure alignment. (Pg 32-33)	
The curriculum and course offerings are not in alignment with current cohort graduation requirements. (to include but not limited to: PERT offerings, advanced classes in ELA, Math, SS, Sci, graduation requirements for Science courses, early graduation options, DE options. (Pg 33)	
The curricula strategy set for students below and above reading level is not addressed. (Pg 32) Please explain.	
What research-based evidence can you provide supporting the effectiveness of a phonics program for your students? (Pg 32)	
What is the content of the professional development on “effective strategies”? (Pg 33)	

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

Strengths
Early identification of student needs is based on assessments.
The applicant proposes to follow the district’s Student Progression Plan. (Pg 40)

Concerns/Weaknesses:
The applicant did not fully respond to Section 5 (Pg 38) References to AYP criteria are outdated. General statements about improving FCAT are vague and do not meet the application requirements to provide goals/objectives for each of the 5 years of the charter specifying how much growth or improvement is expected each year.
The applicant did not describe the high school graduation requirements or methods to determine if students are on track. The applicant needs to demonstrate an understanding of these requirements beyond merely acknowledging that they will follow the district plan. (Pg 40)

Thirteen different assessments are “listed,” however, the applicant did not address the question as to how these assessments relate to each other or how they will be used to monitor student progress.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
“Improve performance on the FCAT Standardized Test each year in each subtest.” What kind of improvement? Learning gains? High achievement? Lowest 25%? Be specific (Pg 40)	
The school’s goals do not fully align to the school’s mission and focus beyond academics. There are no goals/objectives for the key high school indicators of success. (Pg 39) Are any planned?	
Under the section related to the use of baseline data, the applicant inserted (copy-paste) 2 ½ pages of test descriptions and a test calendar. Describe how do all of tests create a balanced assessment program?	

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

Strengths

Concerns/Weaknesses:
 Answers to required questions are not aligned to State Board requirements for provision of services to ESE populations. The top of page 47 indicates that the district ESE compliance liaison will review and ensure proper placement of students. The ESE compliance liaison does not function in that capacity at any school. (Pg 47)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Reference to ESE Teacher/Liaison will... when ESE teacher/Liaison is not in the staffing allocation. Mention of district compliance liaison responsibility is not clearly understood by the	

<p>applicant. Please clarify how you will ensure a plan for evaluating the school's effectiveness in serving and identifying ESE students, including gifted. (Pg 46-49)</p>	
<p>The SWD projections appear to have been derived from the current AMIkids program, not for the proposed charter school. What are the SWD projections for the school based on the target population described in Section 2?</p>	

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The AMIkids application does not demonstrate an understanding of state and federal requirements regarding the education of English language learner students

 The applicant does not appear to be familiar with the ESOL endorsement requirements and courses offered through the District. (Pg 52)

 The school’s capacity to serve the needs of ELL students is questionable.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Refer to District ELL Plan for identification procedures, testing instruments to be used to assess student’s linguistics ability, and testing timeline. (Pg 49)	
Please provide clarification about the alternate teaching strategies to be implemented. (Pg 49)	
Clarify “agreement with Recovery School District” to support services. Note: School site will be responsible for providing educational support to ELLs. (Pg 49)	
How will teachers obtain ESOL training or certification if not ESOL endorsed or certified? Who will be responsible for providing the annual training on the integration of strategies and support for ELLs?	

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

Strengths
The school will use Tiers.

Concerns/Weaknesses:
Since AMIkids at its foundation focuses on behavior modification and Social Development, this section should have provided a more in-depth overall plan in terms of behavior and climate guidelines rather than just a “bullet” list overview. (Pg 53)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
How is the behavior plan infused within the regular school day? Specialized programs or interventions for the most disruptive students?	

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

Strengths

Concerns/Weaknesses:
 The information provided by the charter applicant is unclear as to who is responsible for the daily operations of the school, and which entity is responsible for the continuous oversight of the school operations and finances.

 The governance board configuration may be in violation of Florida Statute 112.313. (Pg 56-93)

 Page 70 refers to Louisiana parish.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
<p>The first question under this section (“describe the legal structure of the governing board”) is not succinctly addressed; rather, the applicant provides an excerpt (AMIKids Board Leadership Guide, pages 55 – 68) as a response. Please respond in a brief paragraph to the information requested. (Pg 54)</p>	
<p>Please clarify the organizational structure shown in the flow chart on page 70. What, specifically, is the relationship of AMIKids, Inc to the Governing Board and the school?</p>	
<p>The proposed administration to staff ratio is quite high and may impact administration salary needs.</p>	
<p>The Quorum must be the majority (50% plus 1) not 1/3. (Pg 74) Please confirm.</p>	

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

Strengths

Concerns/Weaknesses:
The staffing plan submitted is unrealistic and not aligned with the projected student enrollment.

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

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

Strengths

Concerns/Weaknesses:
 It is unclear as to the specific services that will be provided as a result of the contract between the charter applicant and the educational service provider in exchange for the proposed fees as per the agreement.

The charter applicant’s multiple references to “Government Contracts” within the ESP Independent Contractor agreement infer a potential third party to this agreement.

The charter applicant’s multiple references to “Government Contracts” within the ESP Independent Contractor agreement disallow the

review committee from ascertaining the specific terms of compensation for overt services provided, a performance-based reciprocal relationship between the between the governance board and the ESP, as well as clearly defined and judicious provisions for termination of the Independent Contractor agreement.

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

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

Strengths
Employee procedures and policies are appropriate. (Pg 124)

Concerns/Weaknesses:

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

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

Strengths
The recruitment and marketing plan provides for a variety of strategies and media. (Pg 144)

Concerns/Weaknesses:
The plan does not address how ethnic/racial balance will be obtained.
The applicant did not submit a clear and thorough plan for admissions and enrollment. No timeline, preferences, or process for enrollment information was provided.
The application states that the “lottery – not applicable,” which is not in compliance with Florida Statute. (Pg 145)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
What is the procedure and timeline for enrollment required to meet F.S. 1002.33 (10)(b)?	
What is projected racial/ethnic and low income enrollment for the school relative to the demographics of the community?	
Please provide a copy of the parent contract that is referenced on page 148 but not included.	

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

Strengths
The school proposes to use the existing AMIkids facility. (Pg 149)

Concerns/Weaknesses:

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

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

Strengths
The applicant is encouraged to contract with Sarasota County School Board for transportation services.

Concerns/Weaknesses:
Bus passes for SCAT does not meet state requirements for transportation.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please define “reasonable distance” = 2-4 miles. What about ESE outside of range?	
How will compliance with driver qualifications and requirements be assured if the school contracts with a provider?	
Bus passes for SCAT does not meet state requirements for transportation. Has another alternative been considered?	

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

Strengths
 The proposal also indicates that AMIKids will be willing to change sponsorship to SCS if necessary. Coming under the umbrella of FNS will greatly reduce the amount of time and paperwork required by AMIKids and FNS to provide meal service.

Concerns/Weaknesses:
 Page 153 indicates that “The current NSLP sponsor is AMIKids Sarasota County”. Food and Nutrition Services is currently billing the alternative school program.

Areas in Need of Additional Information and/or Clarification	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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
<p>The application does not fully address the required information in this section to such an extent that the committee was not able to evaluate the proposed budget or the financial viability of the school. Specifically, the budget does not meet the standard for the following reasons:</p> <p>Each budget submission indicates it is for the fiscal year 2013-2014, which does not allow for determining which year each budget is for.</p> <p>There is no worksheet supporting the revenue computation for each year.</p> <p>It appears any balances from the current AMI operations will be the start up funds. However there is no written information to support the assumption.</p>

In response to “describe the school’s fundraising plan,” the application provides an 18- page chapter outline of a manual (pg 153 – 173) that is difficult to follow.

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<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
The stated amount of general liability insurance coverage is not sufficient. (Pg 175) Please correct.	
Please describe the insurance coverage amount planned for automobile, property, and workers comp. (Pg 175)	

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 type="checkbox"/>	<input type="checkbox"/>
Final	<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
Please add key steps in the timeline. (Pg 175)	