

**Sarasota County Public Schools**  
**2014 – 2015 Charter School Application Process**  
**Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2014**

**SKY Academy of Englewood 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, 2014. 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.” This clarification process may not be used to submit new information (not requested) or make 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.” Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to 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 12:00 noon on Thursday, September 18, 2014.** 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:

<b>Meets the Standard</b>	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.
<b>Partially Meets the Standard</b>	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
<b>Does Not Meet the Standard</b>	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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Strengths

SKY Academy at Englewood plans to serve up to 375 students in grades 6-8. The mission is to promote high standards of academic achievement through the infusion of wellness strategies. (Page 6)

SKY stands for Strength and Knowledge at the YMCA.

#### Concerns/Weaknesses:

None noted.

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

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

Strengths
The SKY Academy at Englewood plans to serve grades 6-8 students from the Englewood, North Port and the north Charlotte County areas. (Page 13)
The applicant used the FourSquare Research (a market analysis) findings to develop enrollment projections. (Pages 14-15)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify the statement “the school will target families who have an existing membership at the YMCA.” (Page 13) Will students whose families have YMCA memberships receive enrollment preference?	
What is the anticipated percent enrollment for ESE and ELL students?	

**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"/>

**Strengths**

The school plans to offer additional instructional support before and after school as well as during the summer. (Page 17)

The emphasis on Wellness Instruction aligns with the school’s mission. Students will have free YMCA membership. (Page 17)

**Concerns/Weaknesses :**

The daily instructional schedule does not allow for intensive remediation/intervention. (Page 16)

The applicant may not be fully aware that the Florida Standards Assessment (FSA) is based on the Depth of Knowledge. (Page 27)

The applicant references the achievement performance of the existing SKY Academy Venice in support of the potential success of replicating the same academic program in the new school. Although the SKY Academy Venice received an A rating in its first year of operation, the school’s achievement and rating has declined in years 2 and 3. The school is currently rated a “C” school. (Page 41)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
How will students in need of Intensive Reading be served within the 7 period day? (Page 16)	

**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**

The school will provide a Reading Coach to support teachers and provide additional work focused on data driven instruction.

The application describes a rigorous instructional plan based on sound pedagogy.

The Wellness Curriculum and instructional methods promote the vision of the school.

**Concerns/Weaknesses:**

In some instances there is a lack of alignment between the course offerings and the instructional schedule.

The technology learning resources along with the district adopted textbooks budget may not be realistic. (Pages 42, 45)

The application does not provide a clear description of how students in need of Intensive Reading are being served? (Page 45) (Also see Education Program Design Section 3)

It is not clear how teachers in “other core areas” will be prepared to address the ELA Standards in the content areas. (Pages 45, 70)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Please clarify what is meant by the statement “The school reserves the right to omit or add courses as needed or as teacher certifications permit.”	
What supplemental subjects will be offered to students? How do the supplemental subjects fit into a daily schedule which already includes a fitness/wellness course each day? (Page 44)	
How will the student schedule be adjusted so that students can receive assistance from “hourly interventionists”? (Page 76)	

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

**Strengths**

The school provides measurable goals for all grade levels and content areas and the annual achievement targets reflect high expectations for student performance. (Pages 82-83)

The school proposes to follow the district’s Student Progression Plan for middle school. (Page 84)

The school will adopt the district’s local assessment program as well as implement their own school-level monitoring assessments. (Pages 87-88)

The described plan for providing information to parents about their students’ progress and end-of-year achievement results is comprehensive and includes a variety of communication methods. (Pages 91-92)

<b>Concerns/Weaknesses:</b> None
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<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
The school's assessment program includes a significant number of non-required assessments. Please clarify the school's use of diagnostic tests and the use of formative assessments. (Pages 86-88)	
Relative to the population of ESE students projected for enrollment and the level of services the school will provide, who are the students who will be administered the FAA? (Page 88)	

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

**Strengths**

**Concerns/Weaknesses:**

The information in the application does not provide sufficient evidence to support a deep understanding of the certification requirements needed to implement services for Students with Disabilities. (Page 93)

The level of service the school plans to provide is incongruent with subsequent sections in the application that pertain to the range of services. (Pages 93-94 & Section 5)

The description of the MTSS process lacks important detail and demonstrates a limited understanding of the MTSS process. (Page 96)

The applicant should already be familiar with the sponsor’s role and the charter school’s responsibilities for the evaluation and placement

of ESE students. It is disappointing to see such misconceptions reflected in the application.

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

**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**

**Concerns/Weaknesses:**

The information in the application does not support a demonstrated understanding of state and federal requirements regarding the education of English language learner students. The application provides narrative from the district ELL plan. This will not suffice in demonstrating that the school will be able to meet its obligations.

The application is not clear as to who will be responsible for assessing students to determine eligibility. (Page 110)

Contrary to what is stated, curriculum content is to be presented in English using ESOL Strategies to make the content comprehensible. We do not teach the content in the student’s home language. (Page 111)

It is not evident that the school understands the record keeping procedures and the requirements for documentation. (Page 112)

The applicant does not demonstrate a thorough understanding of state requirements, such as the purpose and use of CELLA. (Page 115)

The staffing plan for the school’s English language learner program is not viable. The number of teachers is not specified. The assumption that all teachers will have ESOL endorsement is unrealistic. (Page 114)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant’s Response</b>
Who will be responsible for determining eligibility of ESOL students? (Page 110)	
What Curriculum Content are you planning to provide in the Home Language? (Page 111)	
Note: Please be informed that the <i>Student ELL Plan</i> should be filed in the student’s <i>Cumulative ESOL File</i> at all times throughout the school year. Also, in addition to the items mentioned on page 112, other documents such as the <i>Parent Notification of Placement</i> , the <i>Programmatic Assessment</i> , and the <i>Student ELL Plan</i> are required as part of the each student’s Cumulative ESOL File. (Page 112)	

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

**Strengths**

The school will follow district guidelines and procedures when taking disciplinary actions for behavior violations. (Page 117)

The school will follow the Sarasota County Schools Code of Conduct. (Page 118)

**Concerns/Weaknesses:**

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
On page 117 it states that the school-wide PBS model is a “...proven, research, and evidenced-based behavior framework.” On what basis was it determined that the PBS model is research-based?	
How will classroom and school-wide interventions be aligned to the school’s PBS model? (Pages 117-118)	

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

#### Strengths

All facets of the governance criteria are clear, well-written, and conform to the law. (Appendix L)

#### Concerns/Weaknesses:

The school is filing the application in conjunction with the non-profit organization, the SKY Family YMCA. The application does not provide a description of the nature and purpose of the school's partnership or an explanation of how the SKY Family YMCA will be involved in the governance of the school. (Page 132)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
How will the SKY Family YMCA be involved in the governance of the school? (Page 132)	
On page 122 it states that the school's Governing Board is comprised of five members that were selected locally, which implies the school has an established Board. However, on pages 129 and 131 it states that the founding board will elect and establish the Governing Board. Please clarify.	
The application states that the Chairperson of the school's Governing Board has already been established and we understand this person to be Mr. Modzelewski, who is also the CEO of the YMCA. It appears that the partner organization, the YMCA Family, may have significant influence over the school beyond providing oversight. (Pages 130-131 and organization chart). Please comment.	

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

**Strengths**

The application presents a solid plan for the recruitment and selection of the school leader. Recruiting strategies are appropriate and well explained.

The staffing plan of the proposal states that the school will open with sufficient staff to serve a student population of at least 200 students. The school plans to maintain a 22:1 staffing ratio at each grade. (Page 137)

**Concerns/Weaknesses:**

Comment only: Although positions were not identified, the staffing section for ELL states the school will hire teachers who are ESOL certified or endorsed to address students’ proficiency levels (page 138), and teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students to comply with students with disabilities and their IEP needs. (Page 137)

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
The staffing plan is presented in narrative format. As requested in the application template, please “provide a staffing plan for each year of the charter term aligned with the school’s projected enrollment,” or indicate where in the application this information appears. (Page 137)	

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

<b>Strengths</b>
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<b>Concerns/Weaknesses:</b>
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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.

<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"/>

<p><b>Strengths</b></p> <p>The compensation plan is competitive for the Sarasota area therefore the school should be able to attract a good pool of teacher/staff candidates. (Page 144 and Appendix P)</p> <p>Personnel policies are clear and well-defined. (Page 145 and Appendix M)</p>
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<p><b>Concerns/Weaknesses:</b></p> <p>None</p>
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<p><b>Areas in Need of Additional Information and/or Clarification</b></p> <p>None</p>	<p><b>Charter Applicant’s Response</b></p>
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**13. Student Recruitment and Enrollment**

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

**Statutory Reference(s):**

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>

<p><b>Concerns/Weaknesses:</b></p> <p>The use of the district’s demographic data (page 147) does not align or support the school’s stated goals for the community it plans to serve (page 13). It states that “SKY Academy will strive to ensure that the demographics for the student population mirror that of Sarasota County Public School District.” (Page 147)</p> <p>Based on the eligibility criteria listed, the applicant may not fully understand the enrollment preferences charter schools may implement pursuant to s.1002.33 (10)(d). (Page 148)</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The application states that the school will recruit students enrolled in programs at the YMCA. Will enrollment preference be given to these students? (Page 147)	
Please clarify the target population and enrollment preferences the school plans to implement. (Page 148)	

<p>Please provide a copy of the parent contract referenced on page 149 of the application.</p>	
<p>The application states that “if a student is dismissed from school for contract violations they will only return at the beginning or end of each grading period.” What criteria will be used for permitting the dismissed student to return? How many times in the school year will the student be permitted to return after dismissal? (Page 149)</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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Strengths

SKY Academy Englewood has chosen to locate on an existing site, 701 Medical Blvd., Englewood, owned by the YMCA to construct a new building. The application provides two acceptable backup plans. (Pages 151-152)

#### Concerns/Weaknesses:

There is no site plan provided to show if the (approximately 30,000 s.f. as provided in the last application) building will fit on the small site. Floor plans were not provided showing all of the spaces listed in the application so it is difficult to ascertain if 30,000 is adequate.

The proposed construction budget of 3.2 million would be inadequate to construct the proposed building especially in today’s construction market.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Please indicate the line item in the budget that addresses the projected cost for construction and related architectural fees.	

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

**Strengths**

The information appears to indicate an understanding of federal and state transportation rules and regulations. (Page 153)

**Concerns/Weaknesses:**

Costs for transportation expenses do not appear in the budget.

The transportation plan does not address how the school will comply with reporting requirements such as in-service training, inspections, etc. If the school is providing their own services, the school is responsible for meeting reporting requirements.

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

The application states that SKY will use their own buses and also that they will contract with Sarasota. (Page 153) Please clarify.

**Charter Applicant's Response**

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

**Strengths**

SKY Academy Englewood will be their own National School Lunch Program (NSLP) sponsor. (Page 156)

SKY Academy already has experience as an NSLP provider for the Venice campus.

**Concerns/Weaknesses:**

None

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

None

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

**Strengths**

**Concerns/Weaknesses:**

The documentation in Appendix Q, *2013-2014 FEFP State and Local Funding* detail reports of revenues do not match the revenue numbers on the five year annual financial plan. Also the FEFP detail revenues have been computed based upon level 254 and 255 ESE students that do not match the type students being served in the ESE portion of the application.

The budget also has an estimated amount from the local voted millage (referendum). The budget should be based upon the revenues received through the Florida Education Finance Program, which should not include the voted millage.

The Five Year Annual Budget for salaries does not have sufficient detail to enable the reviewer to determine if the amount for salaries includes the number of staff needed. It is unclear as to how the line item revenue amount minus the salary expenses is computed.

It is also unclear as to how the line item revenue minus salary expenses is estimated for a 5% enrollment shortfall.

<b>Areas in Need of Additional Information and/or Clarification</b>	<b>Charter Applicant's Response</b>
Can one assume that the reference to non-salary expenditures using a basis of 800 students is a typo? (Page 161)	
Please clarify the number of teachers and support staff.	
Comment: Please be advised that the local voted millage (referendum) should not be considered in the school's budget.	

**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.

<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"/>

**Strengths**

The application provides a detailed and clear description of the procedures for financial management and internal controls. (Pages 166-169)

The application lists all the required insurances. (Page 168)

**Concerns/Weaknesses:**

None

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

None

**Charter Applicant’s Response**

**19. Action Plan**

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

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

<b>Strengths</b>
The action plan addresses the key events and provides an adequate and reasonable timeline for implementation. (Pages 170-171)

<b>Concerns/Weaknesses:</b>
None

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