

NAVIGATOR ACADEMY OF LEADERSHIP SOUTHSHORE

Florida Charter School Application Evaluation Instrument

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

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

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

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input type="checkbox"/>	<input checked="" type="checkbox"/>

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)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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

Strength	Reference
<p>Navigator Academy of Leadership Southshore’s mission <i>aims to help students become independent learners and leaders by developing each child’s intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading, and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, our students will be well-rounded CEOs of their learning.</i></p> <p>The vision of the school is <i>to provide a welcoming environment where every student is empowered and inspired to develop agency over learning. Our goal is to create educational studies in a safe and nurturing environment that will include inquiry and exploration.</i></p>	<p>Page 10</p>

2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

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

Strengths	Reference
The school will serve students in grades K-5.	Page 12
The target population is students who are age/grade-appropriate residing within the school district and reflecting the community to be served.	
The school will be located at 0 Bishop Road in Wimauma.	Page 14
The application provides a clear and conservative explanation for the projected enrollment including clear rationale for expected growth.	Page 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:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and 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
 - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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

Strengths	Reference
The educational program design clearly describes the educational practices and teaching methods to be implemented and includes curricular resources to be utilized.	Pages 16-18
The application provides a clear research-base for the educational program design and instructional resource components.	Pages 19-20
The application includes a daily school schedule, annual calendar and provides the annual number of instructional minutes/days.	Pages 20-21,158-161
The application describes how the school will assist students in attainment of the state adopted standards and improved student performance.	Pages 21-22

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 well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

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

Strengths	Reference
The curriculum and instructional methods identified establish a clear framework for teaching and learning, support the mission of the school, are research-based, and align to state standards.	Pages 23-25
A curriculum plan includes description of instructional materials and sample scope and sequence connected to the identified materials.	Pages 26-28, 30-33, 165-187
There is clear emphasis on English Language Arts and Reading within the curriculum and instructional plans.	Pages 28-30, 148-237, 188-287
A clear description of how student’s below grade level will be served and supported through Multi-tiered Systems of Supports is evident in the application.	Pages 34-36, 39-40
A clear system and structure to support students at risk of not meeting academic standards or of dropping out was described in the application.	

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:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- 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.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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

Strengths	Reference
The application includes a clear understanding of the state academic accountability provisions, assessment components and goals mandated by the state.	Pages 37-42
The application includes measurable goals for student academic growth and improvement and includes mission-specific goals for leadership skill development.	Pages 37-39
The school will adopt the school district's Pupil Progression Plan and the application clearly describes student grade level and course placement procedures.	Page 40
There is a clear description on how the school will communicate promotion criteria, performance data, and learning progress to parents and students, as well as ensure privacy of academic performance data and student information.	Pages 40-45

Strengths	Reference
<p>The application includes a comprehensive assessment plan to evaluate student progress, including an assessment progress monitoring schedule.</p>	<p>Pages 41-42, 394-402</p>
<p>A plan to use student achievement data to inform decisions and adjustments to the educational program was evident in the application.</p>	<p>Pages 42-44</p>

6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- 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 through the IEP process.
- 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 projections.

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

Strengths	Reference
The application addresses all the requirements of the law and evaluation criteria, to include a continuum of special education services including consultation, collaboration, support facilitation and “pull out” model.	Pages 46-57
The application shows a clear understanding and commitment to collaborating with the sponsor to ensure appropriate placement of students through the IEP process.	Pages 47-48
The application addresses a clear plan including Multi-tiered Systems of Support and the Florida Continuous Improvement Model for identifying students with special needs that have not yet been identified.	Pages 48-51

Strengths	Reference
A realistic enrollment projection of Students with Disabilities is provided based on trends in the organization’s elementary school and a staffing plan that aligns with projections is evident.	Pages 46, 55, 83
The application addresses how the school’s effectiveness serving exceptional students will be evaluated.	Page 55
The application addresses how the school will identify and serve gifted students.	Page 56-57

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)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan 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.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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

Strengths	Reference
The application addresses all the requirements of the law and evaluation criteria, to include appropriate identification and placement procedures, interventions, teaching and learning strategies and accommodations.	Pages 58-61
Realistic ELL student enrollment projections and a dedicated ESOL program support staff are provided in the application.	Page 61
The school will follow Hillsborough County Public Schools’ ESOL Programmatic Procedures.	

8. School Culture 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.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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

Strengths	Reference
The school culture and discipline program incorporates strategies from <i>The Leader in Me</i> and <i>The 7 Habits of Highly Effective Teens and People</i> to promote a positive culture of leadership for students and educators that reinforces intellectual and social development and provides a comprehensive approach to school-wide and classroom management.	Page 71
To establish guidelines for model student behavior the school will also adopt a Code of Collegiality based on the acronym “TAAL – Think, Act, Accountability, and Learn” that has been aligned to the “7 Habits” and will provide students with opportunities to reflect and learn from their mistakes.	Pages 65-66
The school will adopt the Hillsborough County Public Schools’ Code of Student Conduct. A clear understanding of the Code of Student Conduct is demonstrated in the application.	Pages 66-67
A sample Parent & Student Handbook containing the Student Code of Collegiately and Code of Student Conduct is provided in the application.	Pages 288-319, 403-467

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strength	Reference
Co-curricular and Extracurricular activities to be offered are listed and will be funded through in a manner that will ensure all students have the ability to participate.	Page 69

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.

10. 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:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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

Strengths	Reference
The roles and responsibilities of the governing board are clearly defined along with appropriate delineation between governance, management, and school leadership roles.	Pages 71-75, 152-153, 506-512
The governing board is comprised of members with a variety of expertise who reside in Hillsborough and Polk counties and currently govern Navigator Academy of Leadership Valrico and Navigator Academy of Leadership Davenport.	Page 72-73, 411-436, 490-505
There is a clear grievance process for parents presented in the application which includes a commitment to adopt procedures for complaint resolution in alignment with F.S. 1001.42(8)(c)1-6.	Page 77

11. Management and Staffing

The Management and Staffing 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:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

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

Strengths	Reference
A sound plan for the recruitment and selection of a highly qualified school leader is addressed in the application.	Pages 80, 514-19
The roles and responsibilities for administering the day-to-day activities of the school are described in the application, organizational charts, and job descriptions.	Pages 79-82, 506-587
There is a viable and adequate staffing plan with aligned job descriptions for personnel provided in the application.	Pages 83, 517-587
A sound plan for the recruitment and retention of school staff is evident in the application.	Pages 84-88

12. Human Resources and Employment

The Human Resources and 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 clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

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

Strengths	Reference
A performance evaluation plan aligned to the Student Success Act was presented in the application.	Pages 91-92
The school offers a compensation plan in alignment with the Student Success Act.	Page 92-93
Clear hiring procedures and progressive discipline policies are evident in the application.	Pages 93-95
A plan to address leadership and staff turnover is clearly articulated in the application.	Page 95-96
The policies and procedures that hold staff to high professional standards are provided in the application.	Pages 588-695

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strength	Reference
A comprehensive professional development plan to support teachers and instructional leaders aligned to the educational program is evident in the application.	Pages 97-100

14. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
A comprehensive student recruitment plan is evident in the application.	Pages 101-102
Enrollment and admissions practices presented in the application are in accordance with applicable law.	Pages 102-103, 696-723

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	Reference
The plan for parental involvement is clearly delineated in the application. The plan includes implementation of a Educational Excellence Advisory Council, Parent Associate for Community and Culture, Student Led Parent/Teacher Conferences, Parent/Teach Conferences, Open Houses, Family Days, Community Service Projects, and regular parent communication via Class Dojo, the school website, monthly e-newsletters, event calendars, and social media posts.	Pages 101-102
The application includes a description of the establishment of dispute resolution procedures designed to resolve and protect the rights of parents.	Page 77

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.

16. 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:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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

Strengths	Reference
<p>The school will be located 0 Bishop Road and US Highway 301 South in Wimauma.</p> <p>The application addressed realistic facility needs and projections of facility requirements, along with a clear plan and timeline for building the facility and a back-up facility plan should timelines be unforeseeably delayed.</p> <p>Evidence of necessary resources and an adequate budget demonstrating an understanding of fair market costs were included in the application.</p>	<p>Pages 107-111</p> <p>Pages 724-726</p>

17. 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:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

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

Strength	Reference
The transportation plan provided in the applications ensures equal access will be provided to students within a reasonable distance to the school and ESE students. This may occur through private providers or parent transportation agreements.	Pages 112-114

18. 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 and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

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

Strengths	Reference
The school will participate in the National School Lunch Program to provide food service to its students and will follow all required protocols within the contract. Free and reduced priced meals will be provided for eligible children. The process for the collection and monitoring of applications and guidelines is delineated in the application.	Page 115-117

19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

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

Strengths	Reference
A plan to ensure the safety of students and staff and the protection of the school facility and property is outlined in the application.	Pages 118-121
The school will partner with Hillsborough County Public Schools for a Safe School Officer.	Page 118
A plan for adopting an active assailant response plan and provision of training is described.	Page 118-119
The school will identify a School Threat Assessment Team as required in law. An outline of requirements of the Threat Assessment Team and SESIR reporting requirements are provided in the application.	Pages 119-121

20. 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 that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

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

Strengths	Reference
Budgetary projections are consistent with and support all key aspects of the application including the school’s mission, educational program, staffing plan, and facility.	Pages 122-127, 745-758, 815-816
A realistic assessment of projected sources of revenue and experiences to ensure financial viability of the school is provided in the application.	
The school will receive a start-up loan from an external provider to support start-up expenses of the school. A letter of commitment and terms is provided in the application.	Page 724-725, 816

21. 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, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

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

Strengths	Reference
There is a comprehensive financial management system in place with clear description of how the school’s finances will be managed. The school will adopt internal controls with clear roles and responsibilities for day-to-day operations and board oversight.	Pages 127-129
Provisions for an annual financial audit are established and evident in the budget.	Pages 129-130
The plan includes appropriate public transparency and a plan to securely store financial records.	Pages 130-132
All insurance requirements are addressed in the application.	Pages 132

22. Start-Up Plan

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

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

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

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

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

Strength	Reference
There is a realistic start-up implementation plan and timeline with flexibility provided in the application.	Pages 133

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

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

Strengths	Reference
The Board has selected Compass Charter Schools, a for profit management company, as their Educational Service Provider (ESP). The ESP is contracted for services that are needed by the school and the executed management agreement will be required prior to contract finalization.	Pages 143-157,759-761
A draft management agreement is provided in the application.	Pages 767-782

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference
The school currently operated by the governing board and managed by Compass Charter Schools have zero audit findings and has maintained a school grade of “B” over the last three years. The additional school managed by Compass Charter Schools has zero audit findings and has maintained a “C” grade over the past two years.	Pages 762-766, 803-814