I. EDUCATIONAL PLAN

1) Mission, Guiding Principles, & Purpose

A. Provide the mission statement for the proposed charter school.

<table>
<thead>
<tr>
<th>DOE Application:</th>
<th>The mission statement should in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school’s mission statement provides the foundation for the entire application.</th>
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| Fl. Statues 1002.33(2)(a), F.S. | (2) GUIDING PRINCIPLES; PURPOSE.—
(a) Charter schools in Florida shall be guided by the following principles:
1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.
2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.
3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school.
(b) Charter schools shall fulfill the following purposes:
1. Improve student learning and academic achievement.
2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.
3. Encourage the use of innovative learning methods.
4. Require the measurement of learning outcomes.
(c) Charter schools may fulfill the following purposes:
1. Create innovative measurement tools.
2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
3. Expand the capacity of the public school system.
4. Mitigate the educational impact created by the development of new residential dwelling units.
5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.
(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:
(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:
1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.
(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.
(a) The charter shall address and criteria for approval of the charter shall be based on:
### Criteria Stipulated Evaluation Instrument

| 1002.33(7)(a)(1), F.S. | The educational 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. 

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom, and to what degree.

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. |

| Application Meets Standard | ☑ | Application Partially Meets Standard | ☐ | Application Does Not Meet Standard | ☐ |

#### Strengths:

- The applicant has a compelling mission statement that defines the purpose and values of the school.
  - **Purpose:** To provide a rigorous, content-rich, classical liberal arts and sciences education (Page 1)
  - **Values:** Scholarship, citizenship, and moral virtue that promote academic potential and personal character.
- The applicant included the first 2 components of the DOE’s required parts of a school’s mission statement: (Page 1)
  - **Indicate what the school intends to do:** provide a rigorous, content-rich, classical liberal arts and sciences education (Page 1)
  - **For whom:** students (Page 1)
- The applicant’s mission statement also states how it will accomplish the above components:
  - **How:** by reinforcing the common principles of scholarship, citizenship, and moral virtue that promote academic potential and personal character. (Page 1)

#### Concerns and Additional Questions:

- The applicant did not define the third component of the DOE’s definition of a school’s mission – *To what degree.*
### I. EDUCATIONAL PLAN

#### 1) Mission, Guiding Principles and Purpose

B. Describe how the school will utilize the guiding principles founds in s. 1002.33 (2)(a), F.S.

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### 1002.33(6)(a)(1), F.S.

1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.

#### (7) CHARTER.

- The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

#### (a) The charter shall address and criteria for approval of the charter shall be based on:

1. The school’s mission, the students to be served, and the ages and grades to be included.

### 1002.33(7)(a)(1), F.S.

**Criteria Stipulated Evaluation Instrument**

The educational 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.

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom, and to what degree.

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.
### Strengths:

In accordance to 1002.33(2)(a) F.S., the applicant addressed the 3 guiding purposes: (Pages 1-4)

- The applicant describes how it will meet high standards of student achievement:
  - “emphasis on literacy in all area is the cornerstone of classical education” (Page 1)
  - Provides description of “classically-based” curriculum (Page 1)
  - “Classical Education uses history as its organizing principle. For example, when students study Ancient Greece, they concurrently study Ancient Grecian art, music, and literature. As students progress through the curriculum, they are able to build from a broader to a deeper understanding of history, work with more sophisticated texts and develop a clear concept of how ideas have unfolded over time.” (Page 1)
  - “Adherence to a clear process….. students must master the expected material or skills inherent to each stage.” (Page 2)
- The applicant describes how it will promote enhanced academic success and financial efficiency by aligning responsibility and accountability:
  - “…challenging students through explicit teaching of the fundamentals of all skills and subjects….All apportionment and allocation of resources (staff and fiscal) shall be aligned with our vision…”(Page 2)
  - “The Governing Board will have strict control over the budget and approval of expenditures and will be ultimately responsible for the results produced in PCCA…” (Page 3)
- In the section, provide parents with sufficient information on whether their child is reading at grade level…”
  - “Parents will receive weekly grade reports via a comprehensive online gradebook component and day to day communication through student planners, in addition to formal quarterly, semester and yearly progress reports.” (Page 3)
  - “All data and information will be shared with parents in a timely manner” (Page 4)
- The K-8 option is not currently available as part of Brevard’s traditional schools. This provides a diverse educational opportunity within the district school system.
- The applicant states they will participate in the school district’s school improvement process. (Page 2)

### Concerns and Additional Questions:

- The district cautions the applicant that some of its described “traditional” methods may not be aligned with NGSSS and CCSS. For example: on page 7 states in the Explicit English Grammar Instruction – diagramming.
1. EDUCATIONAL PLAN

1) Mission, Guiding Principles and Purpose

C. Describe how the school will meet the Prescribed Purposes of a charter school found in s. 1002.33(2)(b).

| DOE Application: | In accordance with the law, charter schools shall fulfill the following purposes:
|                  | • Improve student learning and academic achievement.
|                  | • Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.
|                  | • Encourage the use of innovative learning methods.
|                  | • Require the measurement of learning outcomes. |
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|                    | (a) Charter schools in Florida shall be guided by the following principles:
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| 1002.33(2)(c), F.S. | (c) Charter schools may fulfill the following purposes:
|                    | 1. Create innovative measurement tools.
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| 1002.33(6)(a)(1), F.S. | (6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:
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(a) The charter shall address and criteria for approval of the charter shall be based on:
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| Criteria Stipulated Evaluation Instrument | The educational 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.

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom, and to what degree.

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. |
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:

In accordance to 1002.33(2)(b), F.S., the applicant addressed all 4 prescribed purposes of a charter school within the context of its vision and mission. (Pages 4-9)

- **Improve student learning and academic achievement:**
  - Emphasize an education in the humanities, the sciences, and the arts (Page 5) using:
    - Core Knowledge Sequence
    - Riggs Institute
    - Singapore Math
    - Full Option Science System (FOSS)

- **Increase learning opportunities for all students, with a special emphasis on low-performing students and reading:**
  - Emphasizing foundational skills and rich content (Page 6)
  - Literacy is a cornerstone (Page 5)
  - 2 hour reading block

- **Encourage the use of innovative learning methods:**
  - Classical Education methods (Pages 7-8) including:
    - Explicit and systemic phonics instruction
    - Explicit English Grammar Instruction
    - Flexible Ability Groupings
    - Utilization of Primary Source Documents
    - Teaching of Study Skills
    - The Socratic Method

- **Require the measurement of learning outcomes:**
  - The applicant will participate in all aspects of assessments required by Florida Statute (Page 8).

Educational priorities are well-defined. Some of the increased learning opportunities include: students will study Latin; two hour English/Language Arts instructional block provided; and tutoring is “programmed” within operating budget. (Pages 5-7)

Concerns and Additional Questions:

- Philosophy of school is based on classical education and is not necessarily “innovative”; however, the applicant acknowledges this limitation within the context of the application. (Page 7)
## I. EDUCATIONAL PLAN

### 1) Mission, Guiding Principles and Purpose

D. Describe how the charter school will fulfill the optional purposes of charter schools founds in 1002.33(2)(c), F.S. This section is optional.

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☐ Application Meets Standard
☐ Application Partially Meets Standard
☐ Application Does Not Meet Standard

Strengths:

Concerns and Additional Questions:

NOT APPLICABLE – APPLICANT DID NOT ANSWER THIS OPTIONAL QUESTION
I. EDUCATIONAL PLAN

2) Target Population and Student Body

A. Describe the anticipated target population to be served.

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<th>DOE Application:</th>
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<td>(10) ELIGIBLE STUDENTS.— (e) A charter school may limit the enrollment process only to target the following student populations: 1. Students within specific age groups or grade levels. 2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students. 3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15). 4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district. 5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. 6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor. 7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least $10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4. (b) A sponsor shall receive and review all applications for a charter school using an evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications received on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school year.</td>
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district’s next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may receive applications later than this date if it chooses. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of an application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the application.

2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.

7) CHARTER.—

The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address and criteria for approval of the charter shall be based on:

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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.

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.
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:
In accordance to 1002.33(10), F.S., the applicant states:
- The school will serve students in grades K-8 (Page 9)
- “School will be open to any age/grade appropriate student residing within the school district” (Page 9)
- The applicant states that it will meet all applicable state and local health, safety and civil rights requirements. (Page 9)
- Provides a stated plan of action (hold a lottery) if enrollment exceeds capacity

Concerns and Additional Questions:
I. EDUCATIONAL PLAN

2) Target Population and Student Body

B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the number of students to be serve in each grade, the number of students expected in each class, and the total number of students enrolled.

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2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.

7) CHARTER.—

The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address and criteria for approval of the charter shall be based on:

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Maximum Class Size

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</tr>
<tr>
<td>• If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.</td>
</tr>
</tbody>
</table>
Application Partially Meets Standard

Strengths:

- PCCA will adhere to class size requirements found in Section 1003.03 of the Florida Statutes (Page 10)
- Recognizes the need to possibly adjust the school’s plan if there are changes to Florida laws regarding charter schools.
- K-8 configuration minimizes transitions.

Concerns and Additional Questions:

- In chart illustrating projected student enrollment, there is conflicting information for the number of students in year 3 (FY17). The executive summary states a total of 380 students (page 1), while the application itself states 402 students total for year 3 (Pages 1 and 10).
- The chart the applicant provides on Page 10 does not provide information on the number of classrooms the school projects to have.
  - Therefore, the District could not be determined if the proposed student membership reflects the appropriate number of students in each class per grade level.
J. EDUCATIONAL PLAN

2) Target Population and Student Body

C. Provide a description of how the student population projections were developed.

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<tr>
<th>DOE Application:</th>
<th>(10) ELIGIBLE STUDENTS.—</th>
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</thead>
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<td>Fl. Statue 1002.33(10)(e)</td>
<td>(e) A charter school may limit the enrollment process only to target the following student populations:</td>
</tr>
<tr>
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<td>1. Students within specific age groups or grade levels.</td>
</tr>
<tr>
<td></td>
<td>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</td>
</tr>
<tr>
<td></td>
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</tr>
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<td></td>
<td>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</td>
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<td>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</td>
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<td>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</td>
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<td>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least $10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</td>
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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.
Application Partially Meets Standard

Strengths:

- Applicant reviewed potential growth of Florida and Brevard County overall population.
- Applicant will use its established private VPK program as a base for population in the lower elementary grades (Page 11)

Concerns and Additional Questions:

- In the applicant’s review of potential growth in Brevard, they did not focus on student age population which is declining.
  - In 2012-13 Brevard Public School (BPS) Enrollment (including traditional and charter schools) declined by 227 students, with charter school enrollment down by 71 students
  - For 2013-2014, BPS student membership has declined by over 3,500 students (as of 8/19/2013 membership count), with charter schools declining by 33 students, despite the opening of 3 new charter schools this school year.
  - Schools that the applicant’s sister preschool currently transports to also have declining enrollment as of the 8/19/2013 membership count (schools are located in the applicant’s preferred location)
    - McAuliffe Elementary: down 53 students from 2012-13
    - Columbia Elementary: down 37 students from 2012-13
    - Jupiter Elementary: down 137 students from 2012-13
    - Sunrise Elementary: down 27 students from 2012-13
    - Turner Elementary: down 127 students from 2012-13
    - Odyssey Preparatory Academy Charter School: opened in 2013-14 at 163 student below projection 2012-13
I. EDUCATIONAL PLAN

3) Educational Program Design

A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

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

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.
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:
- School will follow and support BPS annual calendar.
- School meets 150 min per week requirement for K-5 PE (Page 12)
- School meets 90 min reading block requirement for K-5 (Page 12)

Concerns and Additional Questions:
- Net calculation for instructional times are not accurate (Page 12)
  - Elementary (K-6):
    - Application states 1,005 instructional hours
    - Actual calculation: 6.5x180=1170 hrs (with lunch) or 6.0x180=1080 hrs (without lunch)
    - Sample daily schedule illustrates 5.5 instructional hrs a day or 990 hrs a year
  - Middle (7-8):
    - Application states 1,050 instructional hours
    - Actual calculation: 8.0x180=1440 hrs (with lunch) or 7.10x180=1278 hrs (without lunch)
    - Sample daily schedule illustrates (Page 13)
      - 6.42 instructional hrs a day or 1155 hrs a year (with study hall) or
      - 5.83 hrs a day or 1050 instructional hours a year (without study hall)
- PE block elementary – did not see Physical Education instructor funded or equipment necessary for an activity class.
- Semester long PE course – will need to keep in mind EOC for all courses.
- Civics appears to be in 6th grade rather than 7th in traditional BPS schools.
I. EDUCATIONAL PLAN

3) Educational Program Design

B. Describe the proposed charter school's educational program.

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Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:
• The applicant provides information in reference to instructional programs incorporated throughout the curriculum (Pages 13-15)
  o Classical education model and focused on literacy
  o Innovative instructional approach – classical education integrates literature with history and science.
  o Core Knowledge Sequence
  o Riggs Curriculum
  o Singapore Math
  o Socratic Seminars
• Emphasis on mastery learning, rather than covering content.
• Significant amount of language, writing, and reading expected in all content areas is consistent with current research.

Concerns and Additional Questions:
• Although the applicant identified instructional programs stated above, the applicant did not identify any comprehensive training models (schedules) that ensure instructional staff has been trained and can implement the various identified instructional strategies with high fidelity.
  o The classical education model that integrates literature with history and science, along with Socratic seminars requires comprehensive training as well as dedicated budget and time to implement.
• The applicant appears to place more emphasis in this section on eventually adding a high school than their proposed K-8 school. The applicant states, “The goal for Pineapple Cove Classical Academy is to graduate students …” (Page 13). It also states on Page 15, “In the middle and eventually high school…” (Page 15)
  o This is disconcerting since the school plans to start out as a primary school.
## I. EDUCATIONAL PLAN

### 3) Educational Program Design

#### C. Describe the research base for the educational program.

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|---------------------------------------------|-------------------------------------------------|
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:

- The applicant provides research including reference to Piaget, “the Trivium” (classical education) (Page 16)
- Provided explanation of the research base for classical education

Concerns and Additional Questions:

- Applicant did not include references with research. Therefore, accuracy and timeliness of research cannot be determined.

- Research articles, studies and evaluation of the Core Knowledge Sequence, noted in earlier sections of the application, is dated – most recent is 2005.

- Most of the research included is over 5 years old, or in some cases over 10 years old. This questions the significance of this research to today’s proposed school. As a standard, research should be no older than 3 to 5 years.

- “While other programs claim to be aligned to the Common Core State Standards (CCSS), Core Knowledge Language Arts (CKLA) does not. CKLA is not aligned to the CCSS—the CCSS are aligned to CKLA.”
  - The website does not have alignment beyond grade 3.

- FOSS science is based on “kits” – unclear about the reliable alignment with Literacy Standards.

- BPS Resource Teacher for reading is not familiar with CKS or Riggs Institute; therefore, the district is unable to determine if these curricula are properly aligned with standards.
## I. EDUCATIONAL PLAN

3) **Educational Program Design**

### D. Explain how the educational program aligns with the school’s mission.

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<td>- The applicant illustrates how classical education places emphasis on</td>
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<td>citizenship, character, and personal responsibility, which is</td>
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<tr>
<td>integrated into the school’s mission statement. (Pages 18-19)</td>
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<td>- The applicant states that its curriculum and its components are</td>
</tr>
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<td>widely used in successful classical academies across the country.</td>
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<tr>
<td>It also states strong character traits that will guide students and</td>
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<tr>
<td>teachers. However it does not show how Riggs Reading, Singapore</td>
</tr>
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<td>Math Core Knowledge and FOSS are aligned to the school’s mission.</td>
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</table>
I. EDUCATIONAL PLAN

3) Educational Program Design

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.

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Application Does Not Meet Standard

Strengths:
- Applicant states Core Knowledge, Riggs, and Singapore Math are aligned to Common Core Standards (Pages 19-20)

Concerns and Additional Questions:
- Applicant does not address this question. The applicant only provides information on how its educational programs align to Common Core Standards, but does not correlate this information to how its services will help its targeted population.
- Applicant does not correlate Common Core Standards to Classical Education which is the foundation of the proposed school’s curriculum.
- Applicant states that it will offer tutoring out of its operating budget (Page 7), but this component is not reflected in this section of the application
- The applicant does not adequately address a comprehensive professional development plan to ensure teachers have an understanding of the Common Core Standards.
I. EDUCATIONAL PLAN

3) Educational Program Design

If the school intends to replicate an existing school design:

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

| DOE Application: | • The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.  
  • An applicant is considered to be replicating an “existing school design” if:  
    • The proposed school is substantially similar overall to at least one school, and  
    • The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).  
    • For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as replication of an existing school design. |
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| □ Application Meets Standard |
| □ Application Partially Meets Standard |
| □ Application Does Not Meet Standard |

Strengths:

Concerns and Additional Questions:

Although the applicant indicated they consulted with Hillsdale College on the classical education approach, they did not indicate a plan to replicate a specific school design.

NOT APPLICABLE – APPLICANT DOES NOT INTEND TO REPLICATE A SPECIFIC SCHOOL DESIGN
II. EDUCATIONAL PLAN

3) Educational Program Design

If the school intends to replicate an existing school design:

G. Describe the applicant’s capacity to replicate an existing school design.

| DOE Application: | • The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.  
| | • An applicant is considered to be replicating an “existing school design” if:  
| | • The proposed school is substantially similar overall to at least one school, and  
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- Application Meets Standard
- Application Partially Meets Standard
- Application Does Not Meet Standard

**Strengths:**

**Concerns and Additional Questions:**

NOT APPLICABLE – APPLICANT DOES NOT INTEND TO REPLICATE A SPECIFIC SCHOOL DESIGN
**EDUCATIONAL PLAN**

4) **Curriculum Plan**

A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

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Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths

- Reading instruction through 6th grade (Riggs); includes the classics. Latin will be the basis for vocabulary and language.

- P. 26 & 27: Applicant uses hands-on approach to science with FOSS, as well as the use of primary source documents to teach Social Studies content. Both will provide an authentic approach to learning, but may take a considerable amount of PD for elementary teachers.

Concerns and Additional Questions:

- The district notes that it will be a challenge to align traditional teaching methodologies (diagramming, direct instruction) with expectations of CCSS.

- The district has concerns that the budget does not fully support materials and PD for: Riggs Reading Inventories, Singapore Math, Core Knowledge, Harvey’s Revised Elementary Grammar, FOSS, & Latin.
  - During the interview, clarification was provided regarding all the above concerns.

- It should be noted that the school’s middle school curriculum will evolve to accommodate changes in state skill standards. The school will not have middle school levels until their 4th year of operation.

- Reading Program: (Pages 21-22)
  - K-6
    - The applicant fails to provide information regarding reading differentiated instruction for students reading at, below, or above grade level, which is a requirement by law and a requisite of the FLDOE Model Charter Application.
    - Applicant claims Riggs’ has been successful in inner-city schools with children of varied backgrounds, but does not adequately cite the research.
  - 7-8
    - Applicant did not provide a reading program for 7-8; therefore, the District is not able to substantiate the delivery of a core reading instruction.

- Grammar, Writing, Vocabulary, and Literature: (Pages 22-23)
  - K-6
    - The district questions how “diagramming to create a visual picture of the rules of language” (page 23) align with Common Core/ NGSSS
    - “While other programs claim to be aligned to the Common Core State Standards (CCSS), Core Knowledge Language Arts (CKLA) does not. CKLA is not aligned to the CCSS—the CCSS are aligned to CKLA.” The website does not have alignment beyond grade 3.
  - 7-8
    - The district questions how “diagramming to create a visual picture of the rules of language” (page 23) align with Common Core/ NGSSS
The district is concerned that the budget does not reflect applicant’s multi-references to the use of literature to teach Core subject areas.

- **Mathematics:** (Pages 23-25)
  - K-8
    - The applicant does not address students working at or below grade level except to say that middle school students not ready for Algebra will remain in Singapore math textbooks
    - Applicant does not identify textbooks for middle school Pre-Algebra/Algebra 1

- **Science:** (Pages 25-26)
  - K-8
    - FOSS science is based on “kits” – unclear about the reliable alignment with CC Standards.

- **History, Geography, and Civics:** (Pages 26-27)
  - K-8
    - The applicant does not identify textbooks for the history, geography, civics curriculum; therefore the District is not able to substantiate the delivery of a core instruction.
    - The applicant states that it will use primary source documents and traditional works of literature with historical themes and premises to teach K-8 history. The district is concerned that the budget does not support the required literary works.
I. EDUCATIONAL PLAN

4) Curriculum Plan

B. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

| DOE Application: |  
|------------------|---|
| Fl. Statute      |   |
| 1002.33(6)(a)(2) |   |
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**Strengths:**
- All curricular programs are research-based.

**Concerns and Additional Questions:**
- Research noted is from 2000
- The applicant did not include research on Core Knowledge and Riggs to ensure research base will stand up to the demands of CCSS.
- The applicant did not include timely research on identified curricular programs and their alignment to Classical Education, which is the proposed focus of the charter school.
I. EDUCATIONAL PLAN

4) **Curriculum Plan**

C. Describe the school’s reading curriculum. Provide evidence that reading is a primary focus of the school and that there is curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum strategy for students reading below grade level.

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Application Meets Standard

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Application Does Not Meet Standard

Strengths:
- The applicant indicates a plan to participate and adopt the district’s K-12 Comprehensive Reading Plan, including hiring a certified reading coach. (Page 42)
- Stresses the importance of phonemic awareness in the early grades and the need to continue the emphasis as necessary as children progress through school.
- The applicant includes:
  - Integration of content during reading.
  - Planned walkthroughs targeting use of high-yield strategies.
  - Data chats.
  - Immediate intensive intervention (iii) (Page 41)
  - Schedule for reading instructional minutes for students reading below grade level

Concerns and Additional Questions:
- No specific reading program other than Core Knowledge and Riggs
- Rigid approach to instruction, slight over-emphasis on handwriting skills.
- The district is concerned that the applicant’s budget does not fully support the following:
  - “Mandatory” PD before the opening of school
  - Full-time reading coach (Page 41)
  - Reading resource teacher (Page 41)
- The applicant does not address Response to Intervention (RtI)
- The applicant mentions PLCs, but does not include a professional development component for this practice. (Page 41)
- There is very limited reference to “Writing” within the application
- The District continues to see a pattern of definitions, research and redundant information instead of “how” the applicant will implement stated programs and/or strategies.
I. EDUCATIONAL PLAN

4) Curriculum Plan

D. Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

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Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:
- Applicant states that it will use MTSS for students entering below grade level (Page 47)

Concerns and Additional Questions:
- The response lacks specific details on how students who enter the school below grade level will be engaged in and benefit from the curriculum; there will need to be more than “scaffolding” for students. (page 46)
- Applicant states that lower teacher to student ratios will allow for more individualized support; however, the school will meet class size amendment and will not have small class sizes. (Page 46)
- Applicant states that students requiring more intensive reading assistance will be placed in the Comprehensive Research Based Reading Plan. No information on this Plan was included in the application. (Page 47)
- The district is concerned that the applicant’s budget does not fully support purchase/training for: Reading Mastery, Early Success, Corrective Reading, Soar to Success, & Voyager Passport. (Page 46)
  - The district questions how these programs integrate with the classical education approach.
- It is unclear how PCCA will monitor performance of BGL, ESE and ELL.
I. EDUCATIONAL PLAN

4) Curriculum Plan

E. Describe the proposed curriculum areas to be included other than the core academic areas.

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**Strengths:**
- Elementary: Latin; technology integration, Visual Arts, Music, PE (Pages 47-49)
- Middle School: Sports, Odyssey of the Mind, Character Education (Pages 49-50)

**Concerns and Additional Questions:**
- The district is concerned that the budget may not support the required technology infrastructure and equipment required for testing and the applicant’s proposed program of study.
- Arts education is not hands on – simply a study of music, art masters, etc
  - Within a classical education format, I would expect arts education (visual arts, music, photography) to be hands on.
## I. EDUCATIONAL PLAN

### 4) Curriculum Plan

**F.** Describe how the effectiveness of the curriculum will be evaluated.

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<td>The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.</td>
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<td>a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically based reading research.</td>
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<td></td>
<td>b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages</td>
</tr>
</tbody>
</table>
instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school. Instructional personnel certified pursuant to s. 1012.55 who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. 1012.57 for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.

4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

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<td>The Curriculum Plan section should explain not only what the school will teach but also how and why.</td>
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<td>A response that meets the standard will present a curriculum plan that:</td>
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<td>- Provides a clear and coherent framework for teaching and learning;</td>
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<tr>
<td>- Is research-based;</td>
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<td>- Is consistent with the school’s mission, educational philosophy and instructional approach;</td>
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<td>- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled, and</td>
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<td>- Will be appropriate for all students at all levels.</td>
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Strengths:
The applicant states that the effectiveness of the curriculum will be evaluated annually by:
(Pages 50-51)
- Goals in SIP
- FCAT 2.0/PARCC/other state mandated assessments
- Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP)

Concerns and Additional Questions:
I. EDUCATIONAL PLAN

5) Student Performance, Assessment and Evaluation

A. State the school’s educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress will be evaluated, and the specific results to be attained.

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|                  | b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school. |
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A response that meets the standard will present:
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Application Partially Meets Standard

Strengths:
- The applicant provides measurable objectives to demonstrate learning gains for students in grades K-8 in Reading and Mathematics (Pages 51-56)
  - NWEA-Map
  - PARCC
  - AMO
- The applicant states that it will follow state guidelines for assessment should PARCC not be implemented at time of school’s opening.
- In another question (Pages 58-59) applicant will use FAIR and CELLA

Concerns and Additional Questions:
- The applicant fails to provide measurable objectives to measure academic student achievement for Science
- The applicant fails to demonstrate evidence of computer-based testing for high stakes assessments (EOCs) or procedures to support high stake computer-based testing to meet standard procedures of administration.
- Is the NWEA-MAP correlated to Common Core Standards to ensure that students are preparing for state standards?
1. EDUCATIONAL PLAN

5) Student Performance, Assessment and Evaluation

B. Describe the school’s student placement procedures and promotion standards.

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|-----------------|--|
| ☑ Fl. Statue    | 
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Page 56 of 117
| 1002.33(7)(a)(5) | charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22. 

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- Plans for sharing student performance information that will keep students and parents well informed of academic progress. |
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:

- Applicant states that it will follow the district’s Student Progression Plan and/or state statutes (Page 56)

Concerns and Additional Questions:
1. EDUCATIONAL PLAN

5) Student Performance, Assessment and Evaluation

C. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in 1003.428, F.S., and any other proposed additional requirements.

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|------------------|-------------------|
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Criteria Stipulated on Evaluation Instrument

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☐ Application Meets Standard

☐ Application Partially Meets Standard

☐ Application Does Not Meet Standard

Strengths:

Concerns and Additional Questions:

NOT APPLICABLE – THIS IS NOT A CHARTER APPLICATION FOR A HIGH SCHOOL
# I. EDUCATIONAL PLAN

## 5) Student Performance, Assessment and Evaluation

**D. Describe how baseline achievement data will be established, collected, and used.**

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**Strengths:**
- The applicant states that it will collect baseline data for each student (K-8) utilizing the results of FCAT/PARCC and/or NWEA-MAP (Pages 57-58)

**Concerns and Additional Questions:**
I. EDUCATIONAL PLAN

5) Student Performance, Assessment and Evaluation

E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.

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application meets standard

application partially meets standard

application does not meet standard

Strengths:

- In accordance /EOCs, as well as FLKRS, DIBELS, DAR, FAIR, CELLA, and other curricular assessments (Riggs, MAP, etc) (Pages 58-59)

Concerns and Additional Questions:
I. EDUCATIONAL PLAN

5) Student Performance, Assessment and Evaluation

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

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Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:
- The applicant states, “Teachers and administrators will hold team meetings to discuss the growth and progress of individual students.” (Page 60)
- The applicant will use PMPs, IEPs, and MTSS to drive instruction.

Concerns and Additional Questions:
- The applicant states, “We will rely heavily upon our experienced and well trained teachers to be constantly aware of individual needs within their classrooms.” (Page 60)
  - There is no evidence that the school will only hire “experienced” teachers
  - There is lack of evidence of trainings for teachers in many areas
I. EDUCATIONAL PLAN

5) Student Performance, Assessment and Evaluation

G. Describe how student assessment and performance information will be shared with students and with parents.

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<td>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on:</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.</td>
</tr>
<tr>
<td>1002.33(7)(a)(4)</td>
<td>4. The methods used to identify the educational strengths</td>
</tr>
</tbody>
</table>
and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1003.428, s. 1003.429, or s. 1003.43.

| Criteria Stipulated on Evaluation Instrument | The educational 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. 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.
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 programs.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress. |
☑ Application Meets Standard

☐ Application Partially Meets Standard

☐ Application Does Not Meet Standard

Strengths:
- The applicant states that it will share assessment and performance with parents in various ways including: (Page 63)
  - Parent-teacher conferences
  - Interim reports
  - Open communication (email, phone calls, etc)
  - Online grade book
- Applicant states that it will follow FERPA and F.S. 1002.22 in all communications (Page 64)

Concerns and Additional Questions:
I. EDUCATIONAL PLAN

6) Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- **The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**

- **The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80%) of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**

- **The school wills serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).**

### DOE Application:

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### Criteria Stipulated on Evaluation Instrument

The educational 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.

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.

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.

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<th>Application Meets Standard</th>
<th>Application Partially Meets Standard</th>
<th>Application Does Not Meet Standard</th>
</tr>
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</table>

Strengths:
- The plan listed on page 53 includes provisions to work with students achieving Level 1 and 2 and the Lowest 25% on state accountability measures.
- There is evidence of PCCA’s plan to incorporate students who are gifted and work with BPS concerning SWD.

Concerns and Additional Questions:
A. The level of service that the school will provide to students with disabilities is unclear.

“Pineapple Cove Classical Academy will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations”.

- There is no provision to serve students in a resource setting (40-80% of the time in class with non-disabled peers). Although provisions are made for itinerant speech language pathology and occupational therapy for students requiring those supports, the staffing ratio of 1:30 for exceptional education (including needs for gifted students) would not be sufficient to serve resource placement.
I. EDUCATIONAL PLAN

6) Exceptional Students

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

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- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:

- Strength include their marketing plan:
  - PCCA will be open to any students residing in Brevard County or surrounding counties who would otherwise qualify to attend regular public school in Brevard County. If applications exceed capacity, a lottery will be held to determine admission and a list will be maintained by grade level in order of the lottery results. PCCA will not discriminate on the basis of disability, including ESE students with IEPs and students with Section 504 plans, or on a student’s status as an English language learner. PCCA will follow the anti-discrimination provisions of Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), F.S. Statute 1000.05, the Florida Education Equity Act, and the 1990 Florida Consent Decree. PCCA will guarantee that admissions policies will be nonsectarian and nondiscriminatory.

- In addition, Pineapple Cove Classical Academy’s marketing strategy materials will include an explanation of the school that highlights the following:
  - Tuition-free
  - Public charter school
  - Accommodates students with “exceptionalities,” “disabilities,” and “limited English proficiency”

Concerns and Additional Questions:

- Although the marketing plan makes clear provisions for enrollment of students with disabilities. The school does have staffing levels or provisions incorporated to take students who need resources beyond regular class setting with push-in support. Staffing ratios may not be sufficient to provide multiple levels of support.
I. EDUCATIONAL PLAN

6) Exceptional Students

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student’s needs.

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Criteria Stipulated on Evaluation Instrument

The educational 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.

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- 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.
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:
- As indicated on page 65, PCCA has a plan to use MTSS to guide the intervention process. Appropriate protocols are listed to ensure appropriate evaluation of children if transferring with an IEP from out-of-state, from another school in state, or through intervention.

Concerns and Additional Questions:
“It is the intention of PCCA to accept all students who apply to the School and are properly chosen through the lottery system in place. PCCA will clearly state in its parent handbook and all registration materials the level of services the School is able to provide. When a student with an IEP enrolls in PCCA, whether from within Brevard Public Schools or as a transfer student from within Florida or out-of-state, we will communicate with District ESE staff to inform them of the enrollment.”

1. “Our ESE Specialist or Guidance Counselor will carefully review each student’s IEP to ensure that the services it prescribes align with those available from the School and that it can be implemented as written.”

2. “If a discrepancy is identified or there are questions or concerns regarding the content of the IEP, we will work with the district and the parents through an IEP team process to ensure proper placement of the student. The IEP team will review the unique needs of the student and the strengths and limitations that PCCA offers as a school. The IEP team shall then determine the appropriate special education and related services, accommodations, and placement for the student.”

3. “For some students, the IEP team may determine that the IEP can be revised to provide different, but equally effective, services and supports in order to meet the student’s needs resulting from the disability.”

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3. “For some students, the IEP team may determine that the IEP can be revised to provide different, but equally effective, services and supports in order to meet the student’s needs resulting from the disability.”
BPS to serve students who the team has determined cannot be served at the charter. This will be the bulk of students with disabilities who try to enroll as PCCA has only accounted for students with disabilities who are coded regular class placement (with nondisabled peers at least 80% of the time).
I. EDUCATIONAL PLAN

6) Exceptional Students

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

<table>
<thead>
<tr>
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Criteria Stipulated on Evaluation Instrument

The educational 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.

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.

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
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- 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.
Application Meets Standard

☑ Application Partially Meets Standard

☐ Application Does Not Meet Standard

Strengths:
The plan as written on page 66 and 67 is comprehensive and includes a continuum of services that are extensive and appropriate.

Concerns and Additional Questions:
The staffing plan and ratio will not be sufficient to provide the proposed services.
I. EDUCATIONAL PLAN

6) Exceptional Students

E. Describe how the school’s effectiveness in serving exceptional education students will be evaluated.

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- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.
☑ Application Meets Standard

☐ Application Partially Meets Standard

☐ Application Does Not Meet Standard

Strengths:
The plan is thorough, meets state accountability rules, and covers the breadth of MTSS including: universal screening, data-based conferencing, and research-based intervention.

Concerns and Additional Questions:
I. EDUCATIONAL PLAN

6) Exceptional Students

F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum

| Criteria Stipulated on Evaluation Instrument | The educational 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. 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. A response that meets the standard will present:

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**Strengths:**
As indicated on page 69 and 70, plan is comprehensive and appropriate.

**Concerns and Additional Questions:**
I. EDUCATIONAL PLAN

6) Exceptional Students

G. Provide the school’s projected population of students with disabilities and describe how the projection was made.

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- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.
Application Partially Meets Standard

Strengths:

Concerns and Additional Questions:
The plan is built on an inclusive setting. However, a 1:30 ratio would be difficult to provide students who need a more restrictive setting or more extensive support and accommodations. The plan does not specify how the projection for ESE or gifted was achieved. The plan does specify that appropriate levels of staffing will be maintained but does not specify a budget to fulfill the need if it arises.
## I. EDUCATIONAL PLAN

### 6) Exceptional Students

#### H. Identify the staffing plan, based on the above projection, for the school’s special education program, including the number and qualifications of staff.

|------------------|---------------------------------|---
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- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:

Concerns and Additional Questions:

“The school structure for the staffing plan will be based on an inclusion model for each student in need. An IEP that complies with state and federal mandates will be developed for students with disabilities. PCCA will ensure that we hire and recruit an adequate number of ESE and ESOL certified faculty to meet the needs of our projected population. Based on current projections, anticipated ESE staffing is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Ratio</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE Students with Disabilities</td>
<td></td>
<td>45</td>
<td>60</td>
<td>67</td>
<td>81</td>
<td>89</td>
</tr>
<tr>
<td>ESE Teachers (Disabilities)</td>
<td>1:30</td>
<td>2</td>
<td>2</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>ESE Gifted Students Teachers (Gifted Endorsed)</td>
<td>1:30</td>
<td>18</td>
<td>23</td>
<td>27</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

During our first year of operation we intend to contract with the District or an outside agency to provide additional extended services, as determined by the needs of our student population, and may include but will not be limited to the following positions:

- OT/PT
- Speech Pathologist
- School Psychologist

Pineapple Cove Classical Academy will revisit the number of ESE staff needed once enrollment is established and will ensure that as enrollment increases and the school expands, that we have sufficient ESE support to meet the needs of our students”.

As indicated by the highlighted (grey) wording above, the district questions if the applicant’s budget is sufficient to achieve a new staffing ratio as needed. Although the gifted ratio states 1:30, it is 1:17.5 by year 5. It si suggested that one gifted endorsed teacher be moved to accommodate ESE which would make a 1:22 ratio for ESE. This would also provide some provision for students needing services within the “resource” category.
I. EDUCATIONAL PLAN

6) Exceptional Students

I. Describe how the school will serve gifted and talented students.

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<tr>
<th>DOE Application:</th>
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<tr>
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<td>1002.33(16)(a)(3)</td>
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<td>(16) EXEMPTION FROM STATUTES.—</td>
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<td>(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:</td>
</tr>
<tr>
<td></td>
<td>3. Those statutes pertaining to the provision of services to students with disabilities.</td>
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Criteria Stipulated on Evaluation Instrument

The educational 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.

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.

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.
<table>
<thead>
<tr>
<th>Application Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Partially Meets Standard</td>
</tr>
<tr>
<td>Application Does Not Meet Standard</td>
</tr>
</tbody>
</table>

**Strengths:**
Staffing, compliance, and curriculum.

**Concerns and Additional Questions:**
I. EDUCATIONAL PLAN

7) English Language Learners

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

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<td>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</td>
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<td>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</td>
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<td></td>
<td>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</td>
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5. Students who have successfully completed a voluntary prekindergarten education program under ss. 1002.51-1002.79 provided by the charter school or the charter school’s governing board during the previous year.

6. Students who are the children of an active duty member of any branch of the United States Armed Forces.

(e) A charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.
2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.
3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).
4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.
5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.
6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.
7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least $10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.

(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal
opportunity of being selected for enrollment in a charter school.

(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.

(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. 1002.331. A sponsor may not require a charter school to waive the provisions of s. 1002.331 or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. 1002.331(2) as a condition of approval or renewal of a charter.

(i) The capacity of a high-performing charter school identified pursuant to s. 1002.331 shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.

| Criteria Stipulated on Evaluation Instrument | The educational 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.

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.

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
- 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. |
☐ Application Meets Standard

☐ Application Partially Meets Standard

☒ Application Does Not Meet Standard

Strengths:
- The applicant states that all students will be screened using the Home Language Survey (Page 74)

Concerns and Additional Questions:
- Does staffing plan/budget support the following:
  - ELL Specialist (Page 75)
  - Guidance Counselor (Page 78)
- BPS’ model is immersion, not bilingualism. Does the school intend to provide bilingual education to their projected ELL enrollment of 5?
  - During interview process, applicant clarified that it will use the immersion model.
- The goal of the program is primary language acquisition for academic success…clear articulation of this goal would be helpful.
- No mention of the ELL audit folder within the cumulative folder
- Applicant states “ELL will receive support services within the classroom.” This is vague…push in model or ELL accommodations?
- Applicant states “K-2 program exit and 3/5 exit…”
  - Students must be proficient in all areas of CELLA not just 2
  - FAIR is not a criteria or tool for exit
  - Exit is never determined by the school specialist…either mastery of content or decision of ELL committee
I. EDUCATIONAL PLAN

7) English Language Learners

B. Identify the staffing plan for the school’s English language learner program, including the number and qualifications of staff.

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<td>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</td>
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|                  | 3. Students who are the children of an employee of the charter school.  
|                  | 4. Students who are the children of:  
|                  | a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or  
|                  | b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c). |
5. Students who have successfully completed a voluntary prekindergarten education program under ss. 1002.51-1002.79 provided by the charter school or the charter school’s governing board during the previous year.

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(e) A charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.

2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.

3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).

4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

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Criteria Stipulated on Evaluation Instrument

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A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
- 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.
Application Meets Standard

Application Partially Meets Standard

Application Does Not Meet Standard

Strengths:

- The applicant states that it will ensure that its teachers are able to provide appropriate individualization as needed and will work with teacher on appropriate staff development. (Pages 78-79)
- The school plans on hiring part-time ELL specialist in year 1.

Concerns and Additional Questions:

- The applicant states, “The school offers instructional services through an English immersion program…” which contradicts statement in previous section where it states “bilingualism.”
- The applicant mentions modifications: BPS does not currently alter any curriculum for ELL students (modifications) only accommodations are made.
  - During the interview process, the applicant clarified that it will make accommodations, not modifications.
- The applicant states “remains the same as they are for fluent English speakers” which is confusing.
- Applicant states, “If the school has 15 or more (per language group)… the school will ensure a linguistically qualified teacher or paraprofessional will be staffed…”
  - Clear difference ought to be noted:
    - 15 of the same language = 1 bilingual assistant
    - 50 ELL = 1 ESOL teacher (ESOL endorsed..no language requirement)
- The applicant references a monitoring plan, which is confusing. Is this in reference to a PMP? The ELL plan is already in place.
  - During the interview process, the applicant clarified that this is in reference to a PMP, but it will follow the ELL plan as required.
- The applicant states it will hire a part time ELL specialist. This seems excessive for an ELL population of 5.
I. EDUCATIONAL PLAN

7) English Language Learners

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

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- 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. |
Application Partially Meets Standard

Strengths:
- The applicant states it will use PMP or MTSS to monitor ELL students. (Page 79)

Concerns and Additional Questions:
- The applicant references “ELL with disability”
  - Process not articulated
  - Glaring absence of the ELL committee in the monitoring process
- No timeline provided for re-evaluations nor monitoring
I. EDUCATIONAL PLAN

8) School Climate and Discipline

A. Describe the school’s planned approach to classroom management and student discipline.

| DOE Application: |  
| Fl. Statue |  
| 1002.33(7)(a)(7) | 7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address and criteria for approval of the charter shall be based on:

7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.

1002.33(7)(a)(11) | 11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

1002.33(9) | 9) CHARTER SCHOOL REQUIREMENTS.—

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.

(b) A charter school shall admit students as provided in subsection (10).

(c) A charter school shall be accountable to its sponsor for performance as provided in subsection (7).

(d) A charter school shall not charge tuition or registration fees, except those fees normally charged by other public schools. However, a charter lab school may charge a student activity and service fee as authorized by s. 1002.32(5).

(e) A charter school shall meet all applicable state and local health, safety, and civil rights requirements.

(f) A charter school shall not violate the antidiscrimination provisions of s. 1000.05.

(g) In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute their accounting system:

1. In accordance with the accounts and codes prescribed...
in the most recent issuance of the publication titled “Financial and Program Cost Accounting and Reporting for Florida Schools”; or

2. At the discretion of the charter school’s governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to this paragraph.

Charter schools shall provide annual financial report and program cost report information in the state-required formats for inclusion in district reporting in compliance with s. 1011.60(1). Charter schools that are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent but must reformat this information for reporting according to this paragraph. A charter school shall provide a monthly financial statement to the sponsor unless the charter school is designated as a high-performing charter school pursuant to s. 1002.331, in which case the high-performing charter school may provide a quarterly financial statement. The financial statement required under this paragraph shall be in a form prescribed by the Department of Education.

(h) The governing board of the charter school shall annually adopt and maintain an operating budget.

(i) The governing body of the charter school shall exercise continuing oversight over charter school operations.

(j) The governing body of the charter school shall be responsible for:

1. Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit the report to the governing body.

2. Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.

3. a. Performing the duties in s. 1002.345, including monitoring a corrective action plan.
   b. Monitoring a financial recovery plan in order to ensure compliance.

4. Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

(k) The governing body of the charter school shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports. The
Department of Education shall develop a uniform, online annual accountability report to be completed by charter schools. This report shall be easy to utilize and contain demographic information, student performance data, and financial accountability information. A charter school shall not be required to provide information and data that is duplicative and already in the possession of the department. The Department of Education shall include in its compilation a notation if a school failed to file its report by the deadline established by the department. The report shall include at least the following components:

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(n) 1. The director and a representative of the governing board of a charter school that has earned a grade of “D” or “F” pursuant to s. 1008.34(2) shall appear before the sponsor to present information concerning each contract component having noted deficiencies. The director and a
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2.a. If a charter school earns three consecutive grades of “D,” two consecutive grades of “D” followed by a grade of “F,” or two nonconsecutive grades of “F” within a 3-year period, the charter school governing board shall choose one of the following corrective actions:

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(III) Reorganize the school under a new director or principal who is authorized to hire new staff; or

(IV) Voluntarily close the charter school.

b. The charter school must implement the corrective action in the school year following receipt of a third consecutive grade of “D,” a grade of “F” following two consecutive grades of “D,” or a second nonconsecutive grade of “F” within a 3-year period.

c. The sponsor may annually waive a corrective action if it determines that the charter school is likely to improve a letter grade if additional time is provided to implement the intervention and support strategies prescribed by the school improvement plan. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of “F” is subject to subparagraph 4.

d. A charter school is no longer required to implement a corrective action if it improves by at least one letter grade. However, the charter school must continue to implement strategies identified in the school improvement plan. The sponsor must annually review implementation of the school improvement plan to monitor the school’s continued improvement pursuant to subparagraph 5.

e. A charter school implementing a corrective action that does not improve by at least one letter grade after 2 full school years of implementing the corrective
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3. A charter school with a grade of “D” or “F” that improves by at least one letter grade must continue to implement the strategies identified in the school improvement plan. The sponsor must annually review implementation of the school improvement plan to monitor the school’s continued improvement pursuant to subparagraph 5.

4. The sponsor shall terminate a charter if the charter school earns two consecutive grades of “F” unless:
   a. The charter school is established to turn around the performance of a district public school pursuant to s. 1008.33(4)(b)3. Such charter schools shall be governed by s. 1008.33;
   b. The charter school serves a student population the majority of which resides in a school zone served by a district public school that earned a grade of “F” in the year before the charter school opened and the charter school earns at least a grade of “D” in its third year of operation. The exception provided under this sub-subparagraph does not apply to a charter school in its fourth year of operation and thereafter; or
   c. The state board grants the charter school a waiver of termination. The charter school must request the waiver within 30 days after completion of school grade appeals. The state board may waive termination if the charter school demonstrates that the learning gains of its students on statewide assessments are comparable to or better than the learning gains of similarly situated students enrolled in nearby district public schools. The waiver is valid for 1 year and may only be granted once. Charter schools that have been in operation for more than 5 years are not eligible for a waiver under this sub-subparagraph.

5. The director and a representative of the governing board of a graded charter school that has implemented a school improvement plan under this paragraph shall appear before the sponsor at least once a year to
present information regarding the progress of intervention and support strategies implemented by the school pursuant to the school improvement plan and corrective actions, if applicable. The sponsor shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

6. Notwithstanding any provision of this paragraph except sub-subparagraphs 4.a.-c., the sponsor may terminate the charter at any time pursuant to subsection (8).

| Criteria Stipulated on Evaluation Instrument | The educational 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.

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A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
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☑ Application Meets Standard

☐ Application Partially Meets Standard

☐ Application Does Not Meet Standard

Strengths:

- The applicant states that the students will learn to take ownership of their learning (Page 80)
- The applicant states that teachers will practice “strong classroom management” (Page 80)
- The applicant states that it will use techniques outlined in Fred Jones “Tools for Teaching” or Doug Lemov’s “Teach like a Champion” (Page 81)

Concerns and Additional Questions:

- The applicant states that teachers will practice role-playing of classroom management techniques prior to the start of school. The budget needs to reflect such training opportunities. (Page 81)
I. EDUCATIONAL PLAN

8) School Climate and Discipline

B. Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, and dismissal.

<table>
<thead>
<tr>
<th>DOE Application:</th>
<th>7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</th>
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<tr>
<td>Fl. Statue</td>
<td>(a) The charter shall address and criteria for approval of the charter shall be based on:</td>
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<tr>
<td>1002.33(7)(a)(7)</td>
<td>7. The admissions procedures and dismissal procedures, including the school’s code of student conduct.</td>
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<tr>
<td>1002.33(7)(a)(11)</td>
<td>11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.</td>
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<td>1002.33(9)</td>
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<td>(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.</td>
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<td>(b) A charter school shall admit students as provided in subsection (10).</td>
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<td>(c) A charter school shall be accountable to its sponsor for performance as provided in subsection (7).</td>
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<td>(d) A charter school shall not charge tuition or registration fees, except those fees normally charged by other public schools. However, a charter lab school may charge a student activity and service fee as authorized by s. 1002.32(5).</td>
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<td>(e) A charter school shall meet all applicable state and local health, safety, and civil rights requirements.</td>
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<td>(g) In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute their accounting system:</td>
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<td>1. In accordance with the accounts and codes prescribed in the most recent issuance of the publication titled</td>
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“Financial and Program Cost Accounting and Reporting for Florida Schools”; or 
2. At the discretion of the charter school’s governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to this paragraph.

Charter schools shall provide annual financial report and program cost report information in the state-required formats for inclusion in district reporting in compliance with s. 1011.60(1). Charter schools that are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent but must reformat this information for reporting according to this paragraph. A charter school shall provide a monthly financial statement to the sponsor unless the charter school is designated as a high-performing charter school pursuant to s. 1002.331, in which case the high-performing charter school may provide a quarterly financial statement. The financial statement required under this paragraph shall be in a form prescribed by the Department of Education.

(h) The governing board of the charter school shall annually adopt and maintain an operating budget.

(i) The governing body of the charter school shall exercise continuing oversight over charter school operations.

(j) The governing body of the charter school shall be responsible for:
1. Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit the report to the governing body.
2. Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
3. a. Performing the duties in s. 1002.345, including monitoring a corrective action plan.
   b. Monitoring a financial recovery plan in order to ensure compliance.
4. Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

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Strengths:

- The applicant states that it will follow the district’s Code of Student Conduct (Page 81)
- The school will have students wear uniforms
- The applicant mentions policy and requirements for bullying and harassment claims (Page 84)

Concerns and Additional Questions: