

June 16, 2025

**M E M O R A N D U M**

**TO:** Jim Murdaugh, Ph.D.  
President

**FROM:** Calandra Stringer, Ph.D.  
Vice President and Provost

**SUBJECT:** Charter School Application Evaluation and Recommendation

---

**Item Description**

This item is a request to approve the charter school application for the Innovation Academy of Excellence.

**Overview and Background**

In December 2022, TSC was approved by the Florida Department of Education to serve as an authorizer of Florida's public charter schools. As an authorizer, the College is responsible for meeting the following core principles: ensuring that schools maintain high standards, upholding school autonomy crucial to student success, and protecting student and public interests.

This item represents the results of the evaluation of Innovation Academy of Excellence's charter school application. The application was reviewed by TSC's Charter School Office which consists of stakeholders from Academic Affairs, Student Affairs, and Administrative Services. The school has a sound educational plan that aligns with TSC's commitment to academic excellence and student success. Additionally, Innovation Academy of Excellence provides access to high quality education choices for students and their families and accelerated pathways to college and careers that lead to greater socio-economic mobility. TSC recommends approval of the application for Innovation Academy of Excellence.

Innovation Academy of Excellence charter school application may be reviewed at:  
[https://link.tsc.fl.edu/Resources/Innovation-Academy-of-Excellence\\_Submitted-on-June-2-2025.pdf](https://link.tsc.fl.edu/Resources/Innovation-Academy-of-Excellence_Submitted-on-June-2-2025.pdf)

**Funding/ Financial Implications**

None.

**Past Actions by the Board**

None.

**Recommended Action**

Approve the Innovation Academy of Excellence charter school application.

## Florida Charter School Application Evaluation Instrument

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

### Capacity Interview:

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

The following definitions should guide the ratings:

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

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

---

---

### OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

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

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

Name of Person Completing Assessment: Tallahassee State College Charter Review Committee  
Date: 6/4/2025

Title: Calandra Stringer, Provost, VP, Academic Affairs – Charter Review Committee Chair

Signature: Calandra Stringer

### **I. Educational Plan**

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

#### **1. Mission, Guiding Principles and Purpose**

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

#### **Statutory References:**

s. 1002.33(2)

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
Focus is on grades 6-8 which aligns with the district's mission of accelerating learning through dual enrollment.  Strong focus on innovation and STEM which is a priority of the district.  A STEM-rich, standards-based curriculum; personalized learning plans (PLPs); ethical use of AI; experiential and place-based learning; strong parent engagement through student-led data chats	Page 6
<b>Concerns and Additional Questions</b>	<b>Reference</b>

## **2. Target Population and Student Body**

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

### **Statutory Reference(s):**

s. 1002.33(10)

### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
School is open and inclusive to all populations.  The goal of the school is to prepare students for STEM careers and college pathways.  Innovative concept of a micro schooling with the small capacity.	Page 7

<b>Concerns and Additional Questions</b>	<b>Reference</b>

### **3. Educational Program Design**

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

#### **Statutory Reference(s):**

s. 1002.33(7)(a)2.

#### **Evaluation Criteria:**

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

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

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

<b>Strengths</b>	<b>Reference</b>
Innovation in the curriculum by embedding ethical AI skills and teaching AI literacy.  Dual enrollment options and preparation for those options embedded within the curriculum.  Commitment to STEM education and career readiness  Embedding CTE academies focused on STEM  Based on Dr. Robert Marzano's research; Guaranteed and Viable Curriculum (GVC)	Page 9

<b>Concerns and Additional Questions</b>	<b>Reference</b>

#### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

##### Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

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

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

Strengths	Reference
Alignment with Florida B.E.S.T. standards; scaffolded instruction; differentiated learning; use of adaptive technology; cross-curricular integration  Embedding and integrating AI throughout curriculum demonstrates innovation.  STEM Integration and dual enrollment readiness is included along with project-based learning (PBL).  Strong use of virtual lab simulations, AI lab, AR and VR experiences embedded in the curriculum and aligned to Florida standards.  AI Google Tech Lab and innovative STEM labs are included in the curriculum.	Page 10

Concerns and Additional Questions	Reference

### **5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

#### **Statutory Reference(s):**

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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

<b>Strengths</b>	<b>Reference</b>
Use of FAST (ELA and Math), EOC for Algebra and Civics, grade 8 science assessment	Page 19-20
Personalized learning plans for each student to track performance	
AI-supported micro-assessments for real-time insights	

<b>Concerns and Additional Questions</b>	<b>Reference</b>



## 6. Exceptional Students

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

### Statutory Reference(s):

s. 1002.33(16)(a)3.

### Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

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

Strengths	Reference
School will implement services to accommodate students' IEP.  Certified ESE teacher will manage service coordination and compliance.  Use of AI tools to personalize learning and reinforce skills that are accessible and individualized	Page 31

Concerns and Additional Questions	Reference

## 7. English Language Learners

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

### **Statutory Reference(s):**

s. 1002.33(10)(f)

### **Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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

Strengths	Reference
ELL progress will be monitored through ongoing assessments.  Use of ACCESS for ELLs assessment to evaluate listening, speaking, reading and writing  ESOL-certified teachers; adaptive language tools; real-time translation; scaffolded instruction; digital dashboards for progress monitoring	Page 33

Concerns and Additional Questions	Reference

## **8. School Culture and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

### **Statutory Reference(s):**

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
Future-focused culture with small size and collegiate setting.  Emphasis on charter development, social-emotional learning, and student empowerment to guide the culture.  Focus on relationship building and social-emotional learning.  Core values of respect, curiosity, and contribution	Page 34

<b>Concerns and Additional Questions</b>	<b>Reference</b>

### **9. Supplemental Programming**

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

#### **Statutory Reference(s):**

NA

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
Ethical AI Entrepreneurship opportunities will be available  STEM and robotics club, future fellows student leadership groups and STEM ambassadors will be included.  STEM Immersion Week aligned to each grade level with hands-on learning experiences	Page 36

Concerns and Additional Questions	Reference

## II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

### 10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

#### Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

#### Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths	Reference
Governing Board is currently in place and has school board experience.  Clear outline of duties with the school and with CSUSA who will provide the management services.  Application outlines the board responsibilities for operating the charter school.  Transparent public meetings held in collaboration with Tallahassee State College (TSC).	Page 40

Concerns and Additional Questions	Reference

### 11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
Position descriptions for the administrative team that outlines the roles and responsibilities for the day-to-day activities.	Pages 43-44
Staffing plan and structure is provided along with a timeline.	
Emphasis on AI integration, project-based learning, and cross-content collaboration.	
Staff roles are clearly defined to support innovation and inclusion	

Concerns and Additional Questions	Reference

## **12. Human Resources and Employment**

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

### **Statutory Reference(s):**

s. 1002.33(7)(a)14.; s. 1002.33(12)

### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
The school outlines the role of the school board and CSUSA for personnel services.  The compensation plan meets the Student Success Act.  All staff employed by CSUSA, ensuring consistency in hiring, evaluation, and compliance.  Alignment with Florida law and board policies.  Use of shared services to optimize staffing and reduce costs	Page 46

<b>Concerns and Additional Questions</b>	<b>Reference</b>

### 13. Professional Development

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

#### **Statutory Reference(s):**

NA

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
The school will utilize the services provided by CSUSA in collaboration with TSC to ensure dual enrollment readiness.  The use of AI for professional development.  Comprehensive PD plan including New Teacher Induction, Returning Teacher Orientation, and CRT Bootcamps.  Weekly PLCs and data chats to drive instructional improvement.  Focus on ethical AI integration and Marzano's instructional framework	Page 47

Concerns and Additional Questions	Reference



#### **14. Student Recruitment and Enrollment**

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

#### **Statutory Reference(s):**

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

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
Inclusive and transparent enrollment process with digital access and in-person support.  Strategic outreach to underrepresented communities.  Enrollment preferences for siblings and children of staff at Innovation Academy, TCA, and TSC	Pages 49-50

<b>Concerns and Additional Questions</b>	<b>Reference</b>

### **15. Parent and Community Involvement**

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

#### **Statutory Reference(s):**

NA

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

<b>Strengths</b>	<b>Reference</b>
The school will establish a collaboration with TSC to cultivate a strong partnership.  The school will partner with local employers and STEM industry partners.  Use of digital platforms for real-time communication.  Quarterly family forums and student-led PLP meetings	Page 53

<b>Concerns and Additional Questions</b>	<b>Reference</b>

### III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

#### 16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

#### Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

#### Evaluation Criteria:

If a facility is acquired, reviewers will look for:

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

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

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

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

Strengths	Reference
The school will rent space on the campus of the College and a plan is included to meet the needs.	Page 54
Dedicated STEM lab, digital media room, and secure student access.	
Facility meets all safety and instructional standards	

Concerns and Additional Questions	Reference

**17. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
The school will work to support families commuting from outside the immediate area.  Coordinated drop-off/pick-up zones with staff supervision  Transportation will be not be provided.	Page 55

Concerns and Additional Questions	Reference

**18. Food Service**

The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)1.

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
The school will partner with a food vendor to provide meals to students.	Page 56
Participation in the National School Lunch Program (NSLP).	
Meals meet USDA guidelines and accommodate dietary needs.	

Concerns and Additional Questions	Reference

### 19. School Safety and Security

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

#### **Statutory Reference(s):**

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

#### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
The plan for security and meeting compliance is well documented with the use of a school resource officer that will be employed by TSC's police department.	Page 58
Compliance with Florida statutes and Office of Safe Schools guidelines.	
Secure access controls, emergency drills, and SRO presence.	

Concerns and Additional Questions	Reference

**20. Budget**

The Budget section should provide financial projections for the school over the term of its charter.

**Statutory Reference(s):**

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

**Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
CSUSA will provide the facility upgrades to prepare for opening the facility.	Page 59
The school will utilize FEFP, federal grants and local fundraising.	
Conservative budgeting with a focus on instructional quality and innovation.	
Prioritization of staffing, curriculum, and safety infrastructure.	
Transparent financial planning with contingency reserves.	

Concerns and Additional Questions	Reference
The proposal includes a tentative budget based on revenue projections. Support services to be determine in the charter school contract.	

## **21. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

### **Statutory Reference(s):**

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

### **Evaluation Criteria:**

A response that meets the standard will present:

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

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

Strengths	Reference
The school's finances will be managed by CSUSA.  A timeline is included with deliverables for opening along with a plan for any shortfalls.  Centralized accounting system with GAAP compliance.  Monthly and quarterly financial reviews.  Independent audits and strong internal controls.	Page 61

Concerns and Additional Questions	Reference



## **22. Start-Up Plan**

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

### **Statutory Reference(s):**

s. 1002.33(7)(a)16.

### **Evaluation Criteria:**

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

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

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

<b>Strengths</b>	<b>Reference</b>
The start-up plan is included to launch a successful micro school focused on grades 6-8.  Timeline and milestones have been included to demonstrate the ability to open and operate the school.  CSUSA-led launch team ensures compliance and operational readiness.  Strategic enrollment and marketing campaigns	Pages 63-64

<b>Concerns and Additional Questions</b>	<b>Reference</b>

## **Addendum**

### **Addendum A: Replications**

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

#### **Statutory Reference(s):**

s. 1002.33(6)

#### **Evaluation Criteria:**

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
n/a	n/a	n/a

<b>Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>
N/A – not a replication	

### **Addendum A1: High-Performing Replications**

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

#### **Statutory Reference(s):**

s. 1002.331

#### **Evaluation Criteria:**

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

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
n/a	n/a	n/a

Strengths	Reference

Concerns and Additional Questions	Reference

## **Addendum B: Education Service Providers**

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

### **Statutory Reference(s):**

s. 1002.33(6)(a)

### **Evaluation Criteria:**

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

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

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

<b>Strengths</b>	<b>Reference</b>
The school will utilize CSUSA as the service provider. This company has a strong track record of launching and managing high performing charter schools across Florida.  Services will include academic services, operations, human resources, finance and budgeting, compliance and legal, and marketing and enrollment.	Page 65

<b>Concerns and Additional Questions</b>	<b>Reference</b>

**Applicant History Worksheets (Form IEPC-M1A)**

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

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

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

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

Strengths	Reference

Concerns and Additional Questions	Reference