Clay County District Schools
Charter School Application Evaluation
Academy of Career and Technical Innovations

Application Review Team Shared Evaluation Tool

Directions to complete shared review:

1. Utilize this shared review document alongside the application.
2. As you read the application, mark off the
    a. **Application Criteria** (uncolored boxes)**:** Your rating here indicates if the item was present in the application
    b. **Evaluation Criteria** (the grayed boxes): Your rating here is your professional evaluation of the content
3. Mark each rating box with your initials. *There may be more than one set of initials.*
4. If you disagree with a rating, would rate the criteria differently than currently noted, or would like to discuss the criteria in more depth with the review team: Mark the rating box you think is appropriate with your initials. Be sure to also make notes about your rating choice to help guide our discussion.
5. While working through this shared evaluation tool, the reviewer should also record noted **strengths** (beyond expected criteria), **concerns/weaknesses, and/or questions** related to each application section. There is space at the end of each section to record your notes. Put your initials next to your notes. Add lines as necessary.
6. All questions will be discussed as a team in order to prepare for the applicant interview.
7. The Superintendent will receive the Application Review Team's body of evidence after the completion of the review process and prior to the completion of the Florida Charter School Application Evaluation Instrument that will be provided, along with the Superintendent's recommendation, to the Clay County School Board.
8. **This document is subject to Public Record Requests.**

Rating	**Application Criteria** Response Rating Definition
Meets	Response to criteria is adequately addressed and clearly described. Additional material provided for review adequately supports criteria.
Partially Meets	Response to criteria is partially addressed and/or not clearly described. Additional materials provided for review partially support criteria.
Does Not Meet	No response is provided, criteria are not addressed, or the response violates laws applicable to charter schools. Additional materials do not support criteria.

Rating	**Evaluation Criteria** Rating Definition (from FL Charter School Application Evaluation Instrument)
Meets	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet	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.

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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.

Section 1: Mission, Guiding Principles and Purpose

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**
- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment S: Student enrollment application **(p217)**

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-C):		Meets	Partially Meets	Does Not Meet
A.	Mission statement describes the fundamental purpose of school. Vision outlines how the school will operate and what it will achieve long term. Provides an illustration of what success looks like.	JPS, CL, MO		
A clear and compelling mission and vision statement that defines the guiding principles and values of the school.		JPS, CL, MO		
The information below will be found throughout the application according to page numbers provided by the applicant. The substance of each addressed principle and purpose will be evaluated within appropriate application sections. **For continuity please check off each item in this section and review the evidenced pages.**				
B.	*Application **describes** how proposed school will utilize the guiding principles found in F.S. 1002.33(2)(a) to:*			
	• Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. **Page(s):** *6, 9-18, 19-31, 32-43*	CL, JPS		
	• Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. **Page(s):** *32-43, 62-68, 108-110*	JPS	CL	

• 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. **Page(s):** *19-31, 32-43, 89-92, 125-128, Attachment D*	JPS	CL	
C. *Application **describes** how proposed school will meet the prescribed purposes for charter schools found in F.S. 1002.33(2)(b) to:*			
• Improve student learning and academic achievement. **Page(s):** *9-18, 19-31, 32-43*		CL RR JPS	
• Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. **Page(s):** *19-31, 32-43, 44-50, 51-56, 125-128.*		CL RR JPS	
• Encourage the use of innovative learning methods. **Page(s):** *9-18,19-31, 116-120.*		CL JPS, MO	
• Require the measurement of learning outcomes. **Page(s):** *32-43, 108-110*		CL MO; JPS	
D. is Optional and will not be evaluated.			
Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools.		CL	

Section 1 Feedback

Record outstanding strengths beyond the application criteria required

Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*
If no spaces remain, right click your mouse and select Insert > Insert Rows Below.

Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery.
What questions do you have for the applicant?

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RR: Page 22: Reading Interventions listed are: FCRR and Just Words; Math Interventions listed are Khan Academy and CPALMS. FCRR Activities are evidence based and suitable for Tier 1 support; however they do not have the systematic structure needed for Tier 2 or Tier 3. Just Words is a Wilson program with an evidence base; however, there will need to be alternatives for students who do not respond positively to Just Words. Additionally, more information is needed on the training plan for this program. Khan Academy and CPALMS are Tier 1 supplemental resources, not Tier 2 and Tier 3 interventions.

MO: page 13: Formative assessment: Where do summative assessments fall? Are there only performance-based tasks and collaborative work or will they use FAST/EOC aligned assessments?If so, where will these come from?
Page 11: What are the online learning platforms?

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JPS: The mission statement places the fusion hour during the lunch hour but isn't mentioned later in Section 1. My section comments are from the lens of is it provided and did not review the sufficiency of the plan, as that is best reserved for subject matter experts.

Section 2. Target Population and Student Body

Link to Application

- Attachment S: Student enrollment application **(p217)**
- Attachment T: Evident of demand for the school or support from intended community partners, if applicable **(p219)**

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)		Meets	Partially Meets	Does Not Meet
A.	The anticipated population to be served and how that aligns with the school's mission is described. Applicant states if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain populations defined in section F.S. 1002.33(10)(d)&(e), F.S. *If the applicant intends to have enrollment preferences they should be described in Section 14.*	CL, MO		
Alignment of the targeted student body with the overall mission of the school.		CL, MO		
A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.		CL, MO		
B.	The geographic area that the applicant intends to serve is stated **or** a facility has been identified in Section 16.		CL, DP, MO	
C.	Enrollment projections are provided in a table for each year of proposed operation.		CL, DP	
D.	Explanation provided of how the enrollment projections were developed.	CL		
E.	Rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years is explained.		CL	DP

Section 2 Feedback

Record outstanding strengths beyond the application criteria required

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Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
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CL- B - Areas of consideration and service areas are different. How will ACTI narrow the focus and support students? CL - C - Projections do not include Year 6 & 7. CL - E - Workforce and enrollment data referenced but no explicit details on trends provided. MO - B - Multiple areas of consideration/service areas listed

Section 3. Educational Program Design

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
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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. **Statutory Reference(s)**: s. 1002.33(7)(a)2.		Meets	Partially Meets	Does Not Meet
A.	A proposed educational program is described.	CL, MO		
B.	The basic learning environment (e.g., classroom-based, independent study, blended learning), has been described **and** includes a rationale for class size and structure **and** how the learning environment supports and is consistent with the mission.	CL, MO		
C.	The research base used to design the educational program is described.	CL, MO		

E.	It is explained how the services the school will provide to the target population support attainment of the state-adopted standards, *as required by section F.S. 1002.33*	CL	MO	
An educational program design that: o Is clear and coherent; o Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning; o Aligns with the school's mission and responds to the needs of the school's target population, and o Is likely to lead to improved student performance for the school's target population.			CL	
D.	Sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time, is provided as **Attachment B.**			CL
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.				CL

Section 3 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - Gray - Educational program is focused on career and technical but lacks detail on core curriculum processes which are directly related to student performance. *Section D - Instructional minutes do not match. School times do not match. Instructional minutes are counted for non-instructional activities. Reference made to following CCDS calendar but 'Annual Calendar" section mentions variations which might require FDOE approval.*

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MO - E - Page 5: Social Studies and Science do not follow BEST standards

Section 4. Curriculum Plan

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**

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.		Meets	Partially Meets	Does Not Meet
A.	The school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards is described, **along with** the primary instructional strategies teachers will use **and why** they are appropriate for the anticipated population. The methods and systems teachers will have for providing differentiated instruction to meet the needs of all students is described, **including how** students who enter the school below grade level will be engaged in and benefit from the curriculum, **as well as,** a formalized multi-tiered level of supports that will be provided to students who are performing below grade level.		CL	
B.1	*The curriculum is fully developed*, curricular choices are summarized by core subject and a rationale is provided for each. **Attachment C** is a sample course and scope sequence for each division (elementary, middle, high) the school would serve.			CL
B.2	*The curriculum is **not** fully developed,* any curricular choices made to date and proposed curricular choices are described and the plan for how the curriculum will be completed between approval of the application and the opening of the school is explained and includes a timeline, milestones, and individuals responsible for included tasks. The **focus** of the curriculum plan is described, **how** the curriculum will be implemented, and which core subject areas will be offered. Evidence is provided on **how** the curriculum will be aligned to Florida standards.			CL
B.3	Evidence that reading is the primary focus of the school is provided. A research-based curriculum with a set of strategies for students reading at grade level or higher is evident. Independently, a separate curriculum and strategies for students reading below grade level is		CL	

	also evident. The school's reading curriculum is included as **Attachment D.**			
C.	Should the school adopt or develop additional academic standards beyond those mandated by the state, the types of standards are explained and the adoption or development process is described. An example and explanation for one grade level and subject area of how these additional standards exceed required standards and contribute to meeting the mission of the school is provided. *This is an optional item for applicants. If addressed, however, all criteria are expected.*		CL	
D.	The research base and foundation materials that were used or will be used to develop the curriculum are described.		CL	
E.	The proposed curriculum areas to be included other than the core academic areas are described.	CL		
F.	The system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out are discussed.	CL		
The curriculum and instructional program design, whether fully developed or not: • Provides a clear and coherent framework for teaching and learning;			CL	
• Is research-based;		CL		
• Is well-aligned with the school's mission and educational philosophy; • Provides an emphasis on reading;			CL	
• Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and			CL	
• Will be appropriate for students below, at, and above grade level.			CL	

Section 4 Feedback
Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*

CL -A -Does not include details for the primary instructional strategies teachers will use and why they are appropriate for the anticipated population, methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, & how students who enter the school below grade level will be engaged in and benefit from the curriculum.

CL - B. 1 - Curriculum is not fully developed.
B.2 - Curricular choice plan with timeline is in Section C. The curriculum plan does not describe **how** the curriculum will be implemented, and which core subject areas will be offered. Evidence is not provided on **how** the curriculum will be aligned to Florida standards.
B.3 - A separate curriculum and strategies for students reading below grade level is not evident.

Attachment C - Scope & Sequence does not reference state standards and progression. Course codes are not provided for these courses to verify accuracy to FL guidelines. Scope and sequence does not reference the curriculum to provide a clear planning guide.

Attachment D - Missing details for universal screener and remedial curriculum.

CL - C - The types of standards are not explained and the adoption or development process is not described. Grade-level example provided but details on how standards will be exceeded are not present.

CL - D - Research based materials are listed but do not describe **how** each will be used to develop the curriculum.

Section 5. Student Performance, Assessment and Evaluation

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**
- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment S: Student enrollment application **(p217)**

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.	Meets	Partially Meets	Does Not Meet

A.	The expected incoming baseline of academic achievement of students who will enroll in the school is described. The school's goals for academic growth and improvement that students are expected to show each year, based upon the expected incoming baseline performance, and the rationale for those goals are described. **How** the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline is described. How success will be evaluated and the desired overall results to be attained through instruction are described.		CL	
B.	The mission-specific educational goals and targets for the school not captured by state accountability requirements are described. Goals are clearly stated in terms of the measures or assessments the school plans to use.		CL	
An understanding of academic accountability provisions and goals mandated by the state.			CL	
An indication that the applicant will hold high expectations for student academic performance.			CL	
Measurable goals for student academic growth and improvement.			CL	
C.	The school's student grade level and course placement procedures are described.		CL	
D.	It is stated whether the applicant intends to use the school district's pupil progression plan. **If not,** the policies and standards for promoting students from one grade level to the next are explained, or the pupil progression plan is provided as **Attachment E.**	CL		
E.	For schools that serve high school students, the method used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., are described along with any proposed additional requirements.		CL	
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).		CL		
F.	How and when promotion and graduation criteria will be communicated to parents and students is discussed.	CL		
G.	In addition to all mandatory assessments, the primary interim assessments the school will use to assess student learning needs and progress through the year (including baseline assessments) are identified, **and** a **proposed** assessment schedule is included as **Attachment F.** A rationale for selecting these assessments, including an explanation of **how** these assessments align with the school's curriculum performance goals, and state standards is provided.		CL	

Evidence that a range of valid and reliable assessments will be used to measure student performance.			CL	
A proposed assessment plan that is sufficient to determine whether students are making adequate progress.		CL		
H.	**How** student assessment and performance data will be used to evaluate and inform instruction is described. **Who** will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement is explained.	CL		
I.	The training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning are explained.	CL		
J.	The corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level are described. **What** would trigger such corrective actions and **who** would be responsible for implementing them is explained.	CL		
Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.		CL		
K.	How student assessment and performance information will be shared with students and with parents is described.	CL	RR	
Plans for sharing student performance information that will keep students and parents well informed of academic progress.		CL		
L.	The plan for protecting the privacy of individual student academic performance data and other student-related information is described.	CL		
Acknowledgement of and general plan to meet FERPA requirements.		CL		

Section 5 Feedback
Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
RB: pg. 135-Use of several formative and progress monitoring assessments to track student progression in the components of reading and with standards.
Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*

If no spaces remain, right click your mouse and select Insert > Insert Rows Below
CL - A - The baseline data listed for CCDS is not accurate. CL - B - Goals 2 & 4 cannot be measured until Y 7 & 8. Years listed in goal description are not accurate. CL - C - Section needs more detail on grade level and course placement. FL statutes are documented but specifics are not. CL - E - Detailed information needed on grade forgiveness policy and procedure because summer school was not mentioned. CL -G - State required assessments are listed in Attachment F. However, ACTI primary interims assessment schedule was not provided.
RR: K - page 27, 28: State statute requires notification and monthly communication with families, and families are a part of the decision making team for their student. This plan outlines initial communication with families; however, decision making is outlined as a school based process with teachers and the ESE/MTSS Coordinator entering and reviewing data and making decisions. RR: K - page 40: Progress monitoring for students who need additional support is listed FAST PM1/PM2/PM3, curriculum-embedded assessments, and intervention-program data; however, the Tier 2 and Tier 3 programs listed do not all have curriculum-embedded assessments or intervention program data because they are not all evidence based intervention programs.

Section 6. Exceptional Students

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**
- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment S: Student enrollment application **(p217)**

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.		Meets	Partially Meets	Does Not Meet
A.	The school's projected population of students with disabilities is provided **and** an explanation of **how** the projection was made.	TC CL		

B.	**How** the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school is described.	TC CL		
A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.		TC CL		
C.	How the school will work with the sponsor and through the IEP process to ensure students with disabilities receive free appropriate education (FAPE) in the least restrictive environment (LRE) is described.		TC CL	
D.	The methods the school will use to identify students with disabilities that have not yet been identified are described.		TC CL	
E.	The programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers are described.		TC CL	
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** the school will not discriminate based on disability.			TC CL	
A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible,		TC CL		
• have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as nondisabled students,			TC CL	
• receive required and appropriate support services as outlined in their IEPs and 504 plans,			TC CL	
• and participate in standardized testing.			TC CL	
F.	**How** the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (**between 40-80%** of instruction occurring with non-disabled peers) can be provided FAPE by the school is described.	TC CL		
G.	**How** the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (**less than 40%** of instruction occurring with non-disabled peers) can be provided FAPE by the school is described.		CL TC	
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.		CL TC		

H.	The plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high school only) are described.		CL TC	
I.	The staffing plan, based on projections, for the school's special education program, including the number and qualifications of staff is identified.			CL TC
A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.				CL TC
J.	**How** the school's overall effectiveness in serving exceptional education students will be evaluated is described.	CL	TC	
K.	**How** the school will serve gifted and talented students is described.		TC AY CL	
An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.			CL TC AY	

Section 6 Feedback

Record outstanding <u>strengths</u> beyond the application criteria required

Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*
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Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery.
What questions do you have for the applicant?

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TC/AY: What is the overall service model utilizing for students of gifted? Is it enrichment, consultation, or support facilitation and what is the frequency?

CL - C - ACTI is not the LEA.

CL- E - Pullout services are referenced affecting the 80% rule. Response does not provide detail on programs.

CL - Gray - Addressing SWD assessment needs is not in written response.

CL - G - Identification is described in the response. However, the plan consists of the sponsor taking the child due lack of capacity of intensive classrooms. CL - H - Plan does not include all personnel needed in Table 6.1. Budget does not reflect staff needed for first years of operation. CL - I - Projections do not meet SWD/504/Gifted student needs to maintain ratio and state compliance. Budget does not reflect staffing needs.

Section 7. English Language Learners

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**
- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment S: Student enrollment application **(p217)**

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)		Meets	Partially Meets	Does Not Meet
A.	**How** the school will meet the needs of ELLs as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming, and communicating with their families are described.		CL	
Demonstrated understanding of legal obligations regarding the education of ELLs.		CL		
B.	Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level are described.		CL	
A comprehensive and compelling plan for educating ELLs that reflect the full range of programs and services required to provide all students with a high-quality education.			CL	
C.	Plans for monitoring and evaluating the progress and success of ELLs, including the exiting students from ELL services are provided.	CL		

A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.		CL		
D.	The staffing plan for the school's ELL program, including the number of and proposed qualifications of staff is described.	CL		
Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of ELLs.		CL		
A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.			CL	

Section 7 Feedback

Record outstanding strengths beyond the application criteria required

Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*
If no spaces remain, right click your mouse and select Insert > Insert Rows Below.

Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery.
What questions do you have for the applicant?

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If no spaces remain, right click your mouse and select Insert > Insert Rows Below

CL - A - The application details state law but does not match allocations in budgeting.

CL - B - The application details iCEV resources for multilingual students but does not detail core content and additional resources for students at various levels.

CL - Grey - Enrollment projections, staffing needs and budgeting do not match.

Section 8. School Culture and Discipline

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**

• Attachment F: Assessment schedule **(p122)** • Attachment G: Proposed Discipline policy or student code of conduct **(N/A)** • Attachment S: Student enrollment application **(p217)**				
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)**: F.S., 1002.33(7)(a)7.; s. 1002.33(7)(a)11.		Meets	Partially Meets	Does Not Meet
A.	The culture of the proposed school is described and there is an explanation on how it will promote a positive academic environment and reinforce student intellectual and social development.		CL	
A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.		CL		
An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.		CL		
B.	It is stated whether the applicant intends to use the school district's code of conduct policy.	CL		
	If the applicant **does not** intend to use the district's code of conduct policy, the school's approach to student discipline is described in detail. If already developed, the proposed discipline policy or student code of conduct is provided as **Attachment G.** Together, the narrative and code of conduct (if provided) should: • Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior; • List and define the offenses for which student must (non-discretionary) and may (discretionary) be suspended or recommended to school district for expulsion *(change of placement);* • Describe roles of administrators, teachers, staff, and the governing board regarding the discipline policy; • Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; • Describe procedures for due process when a student is suspended or recommended for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to student who are out of school for more than ten days;	N/A	N/A	N/A
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.		CL		
Consideration of how the code of conduct will apply to students with special needs.		CL		

And clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.	CL		

Section 8 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - A - CASEL is not supported by FLDOE. The FLDOE model is resiliency.

Section 9. Supplemental Programming

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**
- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment S: Student enrollment application **(p217)**
- Attachment X: Proposed Operating Budget **(p231)**

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional. **Statutory Reference(s)**: NA	Meets	Partially Meets	Does Not Meet

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Lack of supplemental programming may not be a basis for denial.			
A.	A description of extra- and/or co-curricular activities or programming the school will offer is included, *if applicable*.	CL	
A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.		CL	
Evidence of an adequate funding source for extra- and co-curricular activities.		CL	

Section 9 Feedback
Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - A - A clear description of extra- and co-curricular activities was not provided. Budget not sustainable even in Y1 based on Attachment W.

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.

Section 10. Governance

Link to Application

- Attachment H: Articles of incorporation **(p124)**
- Attachment I: 501 (c) (3) tax exempt status determination letter (or copy of the filing form **(p125)**
- Attachment J: Governing board by-laws **(p126)**
- Attachment K: Governing board code of ethics and conflict of interest policy **(p136)**
- Attachment L: For each board member: **(p146)**
    1. Board Member Information Sheet
    2. Resume
    3. Statement of Assurances

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)		Meets	Partially Meets	Does Not Meet
A.	The school's existing or planned legal status, including non-profit status and federal tax-exempt status is described.	CL; JPS		
A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.		CL; JPS		
B.	The following documents are provided as attachments: • The articles of incorporation for the applicant organization (or copy of the filing form) **Attachment H**	CL; JPS		
	• 501(c)(3) tax exempt status determination letter (or copy of the filing form) **Attachment I**	CL; JPS		
	• Governing board by-laws **Attachment J**	CL; JPS		
	• Governing board code of ethics and conflict of interest policy **Attachment K**	CL; JPS		
C.	The governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies are described.	CL;	JPS	

F.	A description of how board members have been or will be selected including term limits and selection of officers is included.	CL; JPS		
I.	Plans for board member recruitment and development, including the orientations process for new members and ongoing professional development increase the capacity of the board are described.	CL; JPS		
A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.		CL; JPS		
Appropriate delineation between governance and school management roles.		CL JPS		
D.	Frequency of board meetings is stated and a description of how the board will comply with open meetings and records laws is provided.	CL; JPS		
Evidence that applicant understands and intends to implement open meeting and records laws.		CL; JPS		
E.	The current and desired size and composition of the governing board is described. Key skills, areas of expertise, and constituencies that are or will be represented on the governing board are identified.	CL	JPS	
H.	Identified individuals are listed on the included table and a completed and signed Board Member Information Sheet and resume are included in the attachments. **Attachment L**		CL; JPS	
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.		CL; JPS		
G.	There is an explanation of how this structure and composition will ensure that the school will be an academic, operational, and financial success.	CL; JPS		
A clear description of the governing board's roles, powers, and duties that is consistent with overseeing the academic, organizational, and financial success of the school.		CL; JPS		
J.	The board's ethical standards and procedures for identifying and addressing conflicts of interest are described.	CL; JPS		
Clear policy and plan for dealing with conflicts of interest.		CL; JPS		
K.	*If applicable:* Any school advisory bodies or councils that are in place or will be formed is described, including the roles and duties of each and the reporting structure of such entity relative to school's governing board and leadership.	CL; JPS		
Appropriate and clear role for any advisory bodies or councils if included.		CL; JPS		
L.	There is an explanation that of the process the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedures, or practice at the school. *The entire process or policy does not have to be developed, but the primary steps should be articulated.*	CL; JPS		

An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.	CL; JPS		

Section 10 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Latanya Peterson is listed as Title President on Sunbiz but her place in the structure of the organization is not provided.
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - H - Missing some Board documentation for Kevin Grant

Section 11. Management and Staffing

Link to Application

- Attachment M: Org charts that show: **(p178)**
    1. The pre-operational year
    2. The first year of operation
    3. End of the Charter Term
    4. When the school reaches full capacity (details)
- Attachment N: Job description for the school leader and, if this person is already identified, his or her resume **(p183)**
- Attachment O: If the school leader is not yet identified, the qualifications the school will look for in a school leader **(N/A)**
- Attachment P: Job description (s) and the qualification requirements for each administrative or leadership position other than the school leader **(p189)**
- Attachment Q: Job descriptions and qualifications requirements for the the school's teachers **(p191)**
- Attachment R: Personnel policies, if developed **(p195)**

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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.		Meets	Partially Meets	Does Not Meet
A.	Organizational charts that show school governance, management, ESP, and staffing structures in: 1. The preoperational year,		HR CL	
	2. The first year of school operations,		HR CL	
	3. At the end of the charter term,		HR CL	
	4. When the school reaches capacity (if beyond first term). The charts should specifically document lines of authority and reporting with the school. **Attachment M**		HR CL	
An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.			HR CL	
B.	Summary of identified school leader including the proposed job description and resume for the individual. **Attachment N**. **–OR— If no candidate is identified**, the process and timeline for recruiting, selecting and hiring of the school leader is described. Position qualification requirements are provided as **Attachment O.**		HR CL	
Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.			HR CL	
C.	The management structure is described. **Attachment P** includes job descriptions for each administrative or leadership position and identifies key roles, responsibilities and accountability.		HR CL	
A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.			HR CL	
D.	A staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application is provided. Proposed job descriptions with qualification requirements for school teachers are provided as **Attachment Q.**			HR CL
A viable and adequate staffing plan.				HR CL
E.	The school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff is explained and aligned with applicable federal laws and state requirements as well as the school's design.		HR CL	
A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.			HR CL	

Section 11 Feedback

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Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
HR - no support personnel shown in org charts except administrative assistant; what about custodial, food services, secretarial, etc.?
HR- Preferred qualifications are listed as required on job description. Application qualifications don't match job descriptions.
HR-Supporting leadership positions are not reflected in attachment P. HR-We are unable to locate student enrollment numbers to make a determination.
CL - A - Multiple positions referenced in application are not in org chart. CL - B - Missing job description and timeline for Executive Director. CL - C - Missing job descriptions in Attachment P CL - D - Y6 & 7 missing in staffing plan table. Budget does not reflect all positions in narrative of application.

Section 12. Human Resources and Employment

<u>Link to Application</u>

- Attachment M: Org charts that show: **<u>(p178)</u>**
    1. The preoperational year
    2. The first year of operation
    3. End of the Charter Term
    4. When the school reaches full capacity (details)
- Attachment N: Job description for the school leader and, if this person is already identified, his or her resume **<u>(p183)</u>**
- Attachment O: If the school leader is not yet identified, the qualifications the school will look for in a school leader **(N/A)**

- Attachment P: Job description (s) and the qualification requirements for each administrative or leadership position other than the school leader **(p189)**
- Attachment Q: Job descriptions and qualifications requirements for the the school's teachers **(p191)**
- Attachment R: Personnel policies, if developed **(p195)**
- Attachment BB: Employee Salary Schedule **(N/A)**

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)		Meets	Partially Meets	Does Not Meet
A.	The relationship between the school and its employees, including whether the employees will be at-will has been explained, along with the school's tentative plan regarding use of employment contracts. If the school is using contracts, the nature and purpose of these are explained.	HR CL		
A clear explanation of the relationship between employees and the school.		HR CL		
B.	A performance evaluation **or** a general outline of the performance evaluation plan, consistent with the Student Success Act, for administrators and instructional personnel is provided **and** includes who will conduct the evaluations, **what** instrument will be used, **and how** the results will be used to guide performance and professional development.		HR CL	
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.			HR CL	
C.	The compensation structure or a general outline for all employees is provided **and includes** salary ranges and employment benefits as well as any incentives or reward structures.		HR CL	
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.			HR CL	
D.	An outline of the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks is provided.		HR CL	
Procedures that are likely to result in the hiring of highly-effective personnel.			HR CL	
E.	Developed personnel policies are included as **Attachment R.** If policies have not been developed a clear plan, including timeline, for the development and approval by the governing board is provided.		HR CL	
Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.			HR CL	

F.	Explanation on how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, **as well as** leadership or teacher turnover.		HR CL	
An effective plan to address any leadership or staff turnover.			CL	

Section 12 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
HR-evaluations do not include specific instruments or scoring methods. HR-salary ranges are not defined. What determines what level you're on? HR-Background requirements do not meet current statutes.
CL - B - What instrument will be used and how the results will be used to guide performance and professional development is not provided.

Section 13. Professional Development

Link to Application

- Attachment B: Sample daily school schedule and annual school calendar **(p113)**
- Attachment C: Sample curriculum scope and sequence **(p117)**
- Attachment D: Reading curriculum **(p121)**
- Attachment E: Pupil progression plan **(N/A)**
- Attachment F: Assessment schedule **(p122)**
- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment S: Student enrollment application **(p217)**
- Attachment X: Proposed Operating Budget **(p231)**

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel. **Statutory Reference(s)**: NA		Meets	Partially Meets	Does Not Meet
A.1.	The school's professional development expectations and opportunities for administrators and instructional personnel are described and includes the following: Person or position responsible for overseeing professional development activities is identified.		JC CL	
A.2.	Discussion of core components of PD **and how** these components will support effective implementation of the educational program. The extent to which professional development will be conducted internally or externally and will be individualized or uniform. A description on how the effectiveness of PD will be evaluated.		JC CL	
A.3.	Description of professional development that will take place prior to school opening.		JC CL	
A.4.	Description of the expected number of days or hours for professional development throughout the school year with an explanation of how the school's calendar, daily schedule, and staffing structure accommodate this plan. Includes time scheduled for common planning or collaboration **and how** such time will typically be used.		JC CL	
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.			JC CL	

Section 13 Feedback
Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Professional Development Expectations and Opportunities: Oversight Clear division of professional learning oversight (Principal will oversee Instructional Leadership, Executive Director will oversee Non-Instructional PD).
Professional Development Expectations and Opportunities: Oversight Use of Individualized Professional Growth Plans (PGPs) will be developed and are directly tied to student performance and evaluation outcomes.

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Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. What questions do you have for the applicant?
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
Pre-Opening Professional Development The pre-opening professional development section lists topics, but does not specify the exact number of days or total hours allocated for the staff to engage in professional development prior to the opening of school. III Business Plan States that teachers report for orientation and professional development. Include more details on days/times so that teachers have a balance of preparing their classrooms, planning lessons, and engagement in professional learning.
Ongoing PD and Time Allocation The application states that there will be at least 5 full professional development days annually. It does not specify how these days will be formatted and structured, as well as how teachers will receive this PD without this affecting student instructional time/minutes.
Ongoing PD and Time Allocation The application states that there will be “weekly common planning time.” However, there is not an explanation on how the daily schedule or staffing structure accommodates this time. What structures are put into place that allows teachers to have common planning time without losing instructional contact hours?
Ongoing PD and Time Allocation Weekly common planning time for PLCs is stated as being provided for instructional staff. However, there are many topics listed throughout the application (evaluation, MTSS, technology platforms) that are more training based, rather than PLC topic based. Include details on what differentiates PLC time versus training time and the structures that will be used to ensure that PLCs are conducted.
Pre-Opening Professional Development The application states that all staff will participate in an induction program in their first year that includes five different topics. Include information about mentors and how specific support will be provided to new teachers.
Ongoing PD and Time Allocation The application states that there will be weekly common planning time. Include how the daily schedule will allow for this time without affecting teacher instructional minutes.
p. 214 Professional Development Trade Hours The application includes Professional Development Trade Hours. Include the specific criteria for how PDTDs will be approved/disapproved, including how it aligns to the state professional learning standards. Provide more details on how this will look without affecting student instructional hours.

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Section 14. Student Recruitment and Enrollment

Link to Application

- Attachment S: Student enrollment application **(p217)**
- Attachment T: Evident of demand for the school or support from intended community partners, if applicable **(p219)**
- Attachment X: Proposed Operating Budget **(p231)**

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)		Meets	Partially Meets	Does Not Meet
A.	The plan for recruiting students that will result in the school meeting its projected enrollment is described. **It includes** strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available education options.		CL	
A student recruitment plan that will enable the school to attract its targeted population.			CL	
B.	An explanation as to how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range or other local public schools *in accordance with section 1002.33(7)(a)8., F.S.* is included.	CL		
An enrollment and admissions process that is open, fair, and in accordance with applicable law.		CL		
C.	The schools proposed enrollment policies and procedures**, including** an explanation of the enrollment timeline, any preferences for enrollment and lottery process are described. The proposed enrollment application is provided as **Attachment S.**		CL	
A plan and process that will likely result in the school meeting its enrollment projections		CL		

Section 14 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**

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Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - A - Recruitment methods not reflected in planning year budget. No funds allocated for advertisement. CL - C - Needs to include preferences included in state statute.

Section 15. Parent and Community Involvement

Link to Application

- Attachment T- Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts) **(p219)**

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		Meets	Partially Meets	Does Not Meet
A.	There is an explanation of the general plan to engage parents in the life of the school as well as plans for regular communication with parents about school matters. **This *must include*** the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, *F.S. 1002.33(7)(d)1.*	CL; JPS		
B.	Established community resources that will be available to students and parents are discussed, if applicable. Partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning are described.		CL; JPS	
C.	Any existing evidence of demand for the school or support from intended community partners, if available, is provided. **Attachment T**	JPS	CL;	
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.		CL; JPS		

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Section 15 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - B - Fee-based or in-kind commitments from community organizations or individuals are not detailed CL - C - One letter from FSCJ but not a Clay entity.
on page 86, the open meetings section is inconsistent with the bylaws and other representations in application

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.

Section 16. Facilities

Link to Application

- Attachment U: Evidence of facility funding sources, if applicable **(p223)**
- Attachment V. Draft rental agreement or lease for facility, if applicable **(N/A)**
- Attachment W: Florida Charter School Revenue Estimating Worksheet **(p227)**
- Attachment X: Proposed Operating Budget **(p231)**
- Attachment Y: Proposed Startup budget **(p256)**

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)		Meets	Partially Meets	Does Not Meet
A.	*If the site is acquired:* Description of the proposed facility, including location, size, and layout of space.	N/A	N/A	N/A
B.	Description of the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.	N/A	N/A	N/A
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.		N/A	N/A	N/A
C.	Description of how the facility aligns with the proposed educational program and other requirements such as mandated class size.	N/A	N/A	N/A
A facility that is appropriate and adequate for the school's program and targeted population.		N/A	N/A	N/A
D.	Anticipated costs for the facility, including renovation, rent utilizes and maintenance are documented. Applicable funding sources (other than state and local funding) that will be applied to facilities-related costs are identified and evidence of such is included as **Attachment U.**	N/A	N/A	N/A

	If renting an existing facility, the draft lease agreement is **Attachment V.**			
Evidence that the school has the necessary resources to fund the facilities plan.		N/A	N/A	N/A
E.	Description of the back-up facilities plan should the proposed facility not be available or is inappropriate for the schools opening.	N/A	N/A	N/A
A reasonable back-up plan should the proposed facility plan fall through.		N/A	N/A	N/A
F.	*If the site is not yet acquired:* The school's facility needs, including desired location, size, and layout of space are explained.		CL, DP	
A realistic sense of facility needs.				CL,DP
G.	An estimate of the costs of the anticipated facility needs and description of how such estimates have been derived are provided. Applicable funding sources (other than state and local funding) that will be applied to facilities-related costs are identified and evidence of such is included as **Attachment U.**		CL, DP	
Reasonable projections of facility requirements.			CL, DP	
Evidence that the school has the necessary resources to fund the facilities plan.			CL,DP	
Adequate facilities budget based on demonstrated understanding of fair market costs.			CL,DP	
H.	The strategy and schedule that will be employed to secure an adequate facility are explained.		CL,DP	
I.	The back-up facilities plan is described.	CL,DP		
A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.			CL,DP	

Section 16 Feedback
Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*

CL - A - Areas of consideration are not consist. Does not meet the recommended square footage for middle grade students. CL - Grey - A realistic sense of facility needs is not evident in narrative. CL- G - Inconsistencies in estimates CL- H - Timeline provided but September 2026 is before 90-day timeline.

Section 17. Transportation

Link to Application

- Attachment X: Proposed Operating Budget **(p231)**
- Attachment Y: Proposed Startup budget **(p256)**

The Transportation section should describe how the school will address these services for its student body. **Statutory Reference(s)**: s. 1002.33(20)	Meets	Partially Meets	Does Not Meet
The school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school is described. *F.S. 1002.33(20)(c)*		CL	
There is 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		CL	

Section 17 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*

If no spaces remain, right click your mouse and select Insert > Insert Rows Below
CL - Transportation is dependent on community stops.

Section 18. Food Service

Link to Application

- Attachment X: Proposed Operating Budget **(p231)**
- Attachment Y: Proposed Startup budget **(p256)**

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.	Meets	Partially Meets	Does Not Meet
The school's plan for food services, including any plan for contracting services or plans to participate in the National School Lunch Program is described. There is an explanation of how the school's food service plan will ensure healthy, well-rounded meals for students.		SG CL	
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.		SG CL	
A food service plan that places an emphasis on quality, healthy foods.	SG CL		

Section 18 Feedback

Record outstanding strengths beyond the application criteria required

Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*
If no spaces remain, right click your mouse and select Insert > Insert Rows Below.

Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery.
What questions do you have for the applicant?

Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.*
If no spaces remain, right click your mouse and select Insert > Insert Rows Below

Per page III of the Business Plan, the "cost of meal to school" for free and reduced students is the same as the total reimbursement provided by the USDA. It appears the only revenue would be from full pay students.

With an expected participation of 16% for lunch, revenue would be $6,728. With an expected participation of 4% for breakfast, revenue would be $3,132. For a total of $9,860 which does not reflect the $87,478 indicated on Table 20.2 Ongoing Operational Revenue Assumptions. Meal price concerns with a full-pay breakfast at $5.54 and a full-pay lunch at $6.03

Section 19. School Safety and Security

Link to Application

- Attachment G: Proposed Discipline policy or student code of conduct **(N/A)**
- Attachment M: Org charts that show: **(p178)**
  1. The pre-operational year
  2. The first year of operation
  3. End of the Charter Term
  4. When the school reaches full capacity (details)
- Attachment N: Job description for the school leader and, if this person is already identified, his or her resume **(p183)**
- Attachment O: If the school leader is not yet identified, the qualifications the school will look for in a school leader **(N/A)**
- Attachment P: Job description (s) and the qualification requirements for each administrative or leadership position other than the school leader **(p189)**
- Attachment Q: Job descriptions and qualifications requirements for the the school's teachers **(p191)**
- Attachment R: Personnel policies, if developed **(p195)**
- Attachment X: Proposed Operating Budget **(p231)**
- Attachment Y: Proposed Startup budget **(p256)**
- Attachment Z: Evidence of External Finding **(p272)**

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	Meets	Partially Meets	Does Not Meet
A plan is provided for school safety and security for students, staff, the facility, and property, especially as it relates to the applicable provisions in the Marjory Stoneman Douglas High School Public Safety Act, that specifically includes:		CL; MB	

A.	A description of what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S			CL MB; JPS
B.	Explains how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.		CL MB JPS	
C.	Explains how the school will establish a threat assessment team as required by section 1006.07(7), F.S.			MB CL; JPS
D.	Explains how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.	MB CL JPS		
A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note: *A fully-developed plan will be completed upon approval of the application.*			CL; JPS	
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.				CL; JPS
Procedures that demonstrate a plan to respond to active assailant incidents.			CL; JPS	
A description of how the school plans to train school staff to respond to active assailant incidents.		JPS	CL	
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.			CL; JPS	

Section 19 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - A - Description provided but not cost not reflected in budget. CL - B - Plan described but budget does not reflect cost.

CL - C - List of TAT team participants does not meet state requirements.

Section 20. Budget

Link to Application

- Attachment U: Evidence of facility funding sources, if applicable **(p223)**
- Attachment V. Draft rental agreement or lease for facility, if applicable **(N/A)**
- Attachment W: Florida Charter School Revenue Estimating Worksheet **(p227)**
- Attachment X: Proposed Operating Budget **(p231)**
- Attachment Y: Proposed Startup budget **(p256)**
- Attachment Z: Evidence of External Finding **(p272)**
- Attachment BB: Employee Salary Schedule **(N/A)**

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.		Meets	Partially Meets	Does Not Meet
A.	An operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as **Attachment W**), expenses, and anticipated fund balanced is provided as **Attachment X.** The budget should be based on the projected student enrollment indicated in Section 2 of the application.			CL,DP
B.	A start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance is provided as **Attachment Y**. *The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.*			CL,DP
C.	If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments, evidence is provided as **Attachment Z.**			CL,DP
D.	A detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based is provided. The budget narrative provides sufficient information to fully understand how budgetary figures were determined.			CL,DP
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.				CL,DP
A realistic assessment of projected sources of revenue and expenses that ensure financial viability of the school.				CL,DP

Section 20 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - Multiple inconsistencies in figures for expenses and revenue. Narrative, projection tables, budget do not match. Budget missing expenses such as SRO, personnel, and correct percentage for retirement. Suncoast loan is $3,000,000 but only $2,510,000 accounted for.

Section 21. Financial Management and Oversight

Link to Application

- Attachment U: Evidence of facility funding sources, if applicable **(p223)**
- Attachment V. Draft rental agreement or lease for facility, if applicable **(N/A)**
- Attachment W: Florida Charter School Revenue Estimating Worksheet **(p227)**
- Attachment X: Proposed Operating Budget **(p231)**
- Attachment Y: Proposed Startup budget**(p256)**
- Attachment Z: Evidence of External Finding **(p272)**
- Attachment BB: Employee Salary Schedule **(N/A)**

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.		Meets	Partially Meets	Does Not Meet
A.	A description of **who** will manage the school's finances **and how** the school will ensure strong internal controls over financial management **and** compliance with all financial reporting requirements is included.		CL, DP	

A clear description of how the school's finances will be managed, including who (of what contracted entity) will manage the finances. Such a plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.			CL, DP	
B.	The mechanisms the governing board will use to monitor the school's financial health and compliance are explained.	CL, DP		
A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.		CL, DP		
C.	The school's plans and procedures for conducting an annual audit of the financial operations of the school are described.	DP	CL	
Provisions for an annual financial audit.			CL	
D.	The method by which accounting records will be maintained is described.	CL,DP		
E.	A description of **how** the school will ensure financial transparency to the authorizer and the public, **including** its plans for public adoption of its budget **and** public dissemination of its annual audit and financial report is included.		CL,DP	
Appropriate public transparency of school financial health.			CL	
F.	Any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services are described. Anticipated costs of such services and criteria for selecting such services are included.		CL	DP
G.	It is described how the school will store financial records.	CL		
Appropriate plan to securely store financial records.		CL, DP		
H.	Insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors' and officers' liability coverage is described.			CL, DP
A plan to obtain appropriate and reasonable insurance coverage.				CL,DP

Section 21 Feedback
Record outstanding <u>strengths</u> beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record <u>concerns or weaknesses</u> identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**

Clay County District Schools
Charter School Application Evaluation
Academy of Career and Technical Innovations

Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*
CL - Management company named but narrative emphasizes Executive Director supervision and control. Insurance coverage does not meet FL law requirements.

Section 22. Start-Up Plan

Link to Application

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.		Meets ✅	Partially Meets X	Does Not Meet X
A.	A projected timetable for the school's start-up, including but not limited to the following key activities is presented:			
	• Applying for and securing legal status.	✅		
	• Identifying and securing facility.			X
	• Recruiting and hiring staff.			X
	• Staff training.		X	
	• Finalizing curriculum and other instructional materials.		X	
	• Governing board training.	✅		
	• Policy adoption by Board, if necessary.	✅		
	• Recruiting students.		X	
	• Enrollment lottery, if necessary.	✅		
	• Establishing financial procedures.		X	
	• Securing contracted services.		X	
	• Fundraising, if applicable.		X	
	• Finalizing transportation and food service plans.			X
	• Procuring furniture, fixtures and equipment.		X	
	• Procuring instructional materials.		X	
	• Activities should align with the start-up budget described earlier in the application.			X
A thoughtful and realistic implementation plan that covers major operational items **and** provides flexibility for addressing unanticipated events.				CL

Clay County District Schools
Charter School Application Evaluation
Academy of Career and Technical Innovations

Section 22 Feedback
Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below.*
Record concerns or weaknesses identified by *Partially Meets* or *Does Not Meet* criteria review discovery. **What questions do you have for the applicant?**
Provide your feedback within a given space below with your initials. ***Be sure to include corresponding page numbers.*** *If similar feedback is already present, there is no need to duplicate information.* *If no spaces remain, right click your mouse and select Insert > Insert Rows Below*

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)		Meets	Partially Meets	Does Not Meet
A.	The existing school(s), including MSID number(s), to be replicated is identified **and** evidence that the existing design has been effective in raising student achievement is provided. The effectiveness of an existing school design should include evidence of the success of the academic program **as well as** organizational and financial viability. It should show a direct relationship between program elements and students achievement.	N/A	N/A	N/A
Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.		N/A	N/A	N/A
B.	The applicant discussed key components or non-negotiable elements of the educational program that make the school design what it is and that the operator will expect to remain consistent and essential to the successful replication of the model.	N/A	N/A	N/A
A clear compelling vision for what is being replicated in terms of essential components of the educational program.		N/A	N/A	N/A

C.	A description of **how** the target population for the proposed school compares with the population(s) currently being served. An explanation of why the model will be effective and successful in raising student achievement with the applicant's target population is provided.	N/A	N/A	N/A
A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.		N/A	N/A	N/A
D.	Should the target population for the proposed school differ from the populations being served in existing schools, any anticipated modifications and adjustments to the educational program are explained.	N/A	N/A	N/A
E.	A description of any other ways in which features of the proposed school's educational program will differ from that of the school(s) to be replicated. An explanation of the rationale for the change(s) any new resources that the variation(s) will require.	N/A	N/A	N/A
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.		N/A	N/A	N/A
F.	The applicant discussed the plan for replication, including if the operator will need to acquire and allocate additional financial and human resources necessary to replication the design successfully. If additional resources are necessary, the plan for securing is described.	N/A	N/A	N/A
Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.		N/A	N/A	N/A
G.	The applicant discussed the results of any past replication efforts, if applicable, and lessons learned- including particular challenges or trouble encountered; **how** they will address them; **and** **how** they will avoid or minimize such challenges for the proposed school.	N/A	N/A	N/A
If applicable, evidence of successful past replications of lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.		N/A	N/A	N/A

Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below. ***Be sure to include corresponding page numbers.*** If similar feedback is already present, there is no need to duplicate information. If no spaces remain, right click your mouse and select Insert > *Insert Rows Below.*
N/A

Record concerns or weaknesses identified by Partially Meets or Does Not Meet criteria review discovery. What questions do you have for the applicant?
Provide your feedback within a given space below. ***Be sure to include corresponding page numbers.*** If similar feedback is already present, there is no need to duplicate information. If no spaces remain, right click your mouse and select Insert > *Insert Rows Below.*
N/A

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

Link to 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.

Record outstanding strengths beyond the application criteria required
Provide your feedback within a given space below. ***Be sure to include corresponding page numbers.*** If similar feedback is already present, there is no need to duplicate information. If no spaces remain, right click your mouse and select Insert > *Insert Rows Below.*
N/A

Record concerns or weaknesses identified by Partially Meets or Does Not Meet criteria review discovery. What questions do you have for the applicant?
Provide your feedback within a given space below. ***Be sure to include corresponding page numbers.*** If similar feedback is already present, there is no need to duplicate information. If no spaces remain, right click your mouse and select Insert > *Insert Rows Below.*
N/A